



William & Mary
School of Education

School Psychology Program

STUDENT HANDBOOK

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Welcome to the School Psychology Program!

We are housed in the William & Mary School of Education's Department of School Psychology and Counselor Education. Our NASP accredited program is a three-year, 71-credit experience that includes 59 course credit hours and a 12 credit, full-time internship. The program faculty look forward to working closely with you as you complete the program, and we encourage you to access the many resources and opportunities William & Mary, the School of Education, the Department, and our program have to offer. We are dedicated to high quality, effective training in school psychology and will provide you with as many opportunities as we can to facilitate your career development. For example, throughout our program you will be provided opportunities to obtain your National Certification as a School Psychologist (NCSP), state-level licensure, and certification in crisis prevention and intervention through PREPaRE. Further, our program values evidence-based practices and social justice, with aims to increase your knowledge and skills in these areas throughout your time with us. As such, we maintain a scientist-practitioner approach to training, with a heavy emphasis on equity, diversity, and inclusion.

This handbook is designed to provide important information you will need as a student in this program. Please read the handbook carefully as it outlines policies and procedures to help you successfully complete our program and achieve your career goals. This includes program expectations and goals, defined professional behaviors, programs of studies for both the M.Ed. and Ed.S. portions of the program, additional learning opportunities, and available resources. Field-based experience expectations for practicum and internship are also included. Additionally, the handbook includes a description of William and Mary (W&M), the School of Education (SOE), and the Department of School Psychology and Counselor Education (SPACE).

Again, welcome to the program and the William & Mary community.



Ryan McGill, PhD, NCSP, BCBA



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William & Mary

William & Mary's [Vision, Mission, and Values](#) provide the foundation for all activities, programming, training, and collaborations for the college community. Below, we highlight each of these areas and how we as a program adhere to them.

The W&M Vision Statement is:

William & Mary transcends the boundaries between research and teaching, teaching and learning, learning and living. People come to William & Mary wanting to understand and change the world – and together we do.

As a program, we support this vision through our scientist-practitioner approach to training, balancing practical, field-based experiences with research- and data-driven classroom training. We strive to maintain a learning community of school psychologists, not only as a program but through community collaboration and partnership. Our program focuses on evidence-based practice to effective services that promote equity, diversity, and inclusion for children and their families in order to help build a better future.

The W&M Mission is to provide:

... a vibrant and inclusive community. Through close mentoring and collaboration, we inspire lifelong learning, generate new knowledge, and expand understanding. We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. William & Mary convenes great minds and hearts to meet the most pressing needs of our time.

The School Psychology Program contributes to this mission through faculty research that invites student participation and community engagement to contribute to the current knowledge base. We support the learning and well-being of K-12 students, their families, and the community as a whole. We maintain a global perspective of the role our field plays in the larger society and work to address those needs most pressing to education.

Finally, W&M's Statement of Values focuses on the collective effort of our community to uphold belonging, curiosity, excellence, flourishing, integrity, respect, and service. As a program, we uphold these values through program expectations, defined professional behaviors, scaffolding critical inquiry, celebrating diversity in culture and thought, supporting advocacy efforts, and facilitating the development of effective self-care skills.



School of Education

The SOE [Vision, Mission, and Values](#) extends those of W&M and provides a targeted focus for education faculty, staff, and students.

The SOE Vision is “to be a model of excellence for solving complex educational problems through innovative and participatory teaching, scholarship, and community engagement.” The School Psychology Program supports this vision through faculty scholarship that provides evidence-based recommendations for the field, immersive and student-informed training both inside and outside of the classroom, and community partnerships that support comprehensive training for students.

The mission of the SOE is to “transform students, schools, and communities through professional preparation, collaborative partnerships, and the translation of research into action.” Our program aligns with this mission through adhering to professional standards for school psychology training, interdisciplinary collaborations, and multiple research opportunities that inform best practices in education.

The vision and mission are supported by the SOE Values, which are

- 1) influential teaching and learning,
- 2) influential research,
- 3) community engagement,
- 4) cultural competency and diversity,
- 5) positive climate, and
- 6) clear and supportive organization structures.

We adhere to these values through program engagement, student-informed and data-based decisions regarding program governance, research opportunities, and targeted opportunities for community engagement and training in equity, diversity, and inclusion.



School Psychology Program

Program Overview

We are one school psychology program with two degree programs of studies that include 71-credit hours and 2 year-long field-experiences, with opportunities for additional experiences per candidate's interests. Both programs of studies are required to graduate with a degree in school psychology.

The first program of studies is the Masters of Education (M.Ed.), which is a one year, 32 credit program of studies. The M.Ed. degree focuses on the role of school psychologists in educational assessment, intervention implementation with students with disabilities, research and evidence-based practice, and foundational courses related to the field and providing equitable and inclusive services to diverse student populations. While the first year is largely coursework, several courses include field-based experiences that provide early, direct experiences in educational settings.

The second degree program of studies is the Education Specialist (Ed.S.), which consists of two years with 39 credits. The Ed.S. degree provides a deeper understanding of school psychology, our role within education, and services that school psychologists provide. Targeted areas include legal/ethical concerns, school-based mental health services, developmental psychopathology, school-wide practices, crisis prevention/intervention, and consultation.

The second year of the program includes a practicum, which is a 360 hour field-based experience that is supervised by program faculty and local practitioners. The third year of the program is a 1200 hour school-based internship, to be completed full-time during one year or part-time over two consecutive years, that includes university supervision and continued professional development.

Our school psychology program is NASP-approved and upon completion students are eligible for licensure in the state of Virginia and national certification as a school psychologist. In the following sections we describe our vision, mission, values, conceptual framework, and program goals. These tenants and principles of our program were informed by graduate student and stakeholder feedback regarding program identity and values they would want to see promoted in school psychology training. This input was integrated with the needs of the field (e.g., [NASP Strategic Goals](#)) and core components of school psychology preparation and training (e.g., [NASP Standards for Graduate Preparation of School Psychologists](#)).

Vision, Mission, and Values

Vision. Our vision is to sustain a premier program that is self-reflective, rooted in evidence-based and socially just practices, and trains students to provide equitable, inclusive services for diverse student populations and needs across multiple tiers and systems.

Mission. Our mission is to provide integrative, collaborative training for future school psychologists as a means of improving education for all students. We take a hands-on, developmental approach that includes multiple field-based experiences. We promote evidence-based practices in

assessment, prevention, intervention, and consultation to improve the academic and mental and behavioral health services in schools. Our program supports the progression of the field through a culturally responsive, social justice orientation that emphasizes collaborative relationships with schools and communities. We hope to help advance the field of school psychology and foster a thriving community of school psychologists through self-reflection, critical thinking, discourse, solution-focused approaches, and self-care.

Values. Faculty and students must agree to a set of values to support our vision and mission. This shared understanding of professional behavior, dispositions, expectations, and ethical principles is key to our school psychology community. These core values include, in no particular order:

- 1. Respect.** In all interactions and case conceptualizations, school psychologists must maintain respect for all persons. Respect is demonstrated by attending to personal biases, honoring others' dignity, and protecting the rights of youth, families, and communities. Respect can also be shown through punctuality, being prepared for meetings and discussions, and being cognizant of others' time, capacity, and expertise.
- 2. Compassion.** School psychological services benefit from a person-centered, non judgemental approach that we support as a program. We emphasize the need for healing and supportive interactions that focus on growth. Empathy and positive regard are cornerstones of this approach, providing youth, families, and communities with compassionate responses over detached, distanced interactions.
- 3. Social Justice.** School psychologists are in a position of privilege to help advocate with, and on behalf of, marginalized populations. We must understand the various systems which oppress and impede the wellbeing of others and work to create change within those systems. We promote equity in all services, inclusivity and representation of underrepresented and unheard communities, and seek to experience, understand, and advance diversity in worldview, perspective, and lived life.
- 4. Cultural Curiosity and Humility.** As school psychologists we must be culturally aware and responsive as we work with diverse populations and systems. As such, it is important to maintain an open, curious approach to understanding identities and cultural experiences. Our framework is one of humility, recognizing the limitation of our understanding while working to expand our awareness of other cultures.
- 5. Evidence-Based Practices.** Decisions must be rooted in data and evidence, adhering to empirically supported recommendations, strategies, and processes. From assessment tool selection to intervention implementation and monitoring, we rely on individual and group data, as well as literature, to inform our practices. We are careful to consider what is evidence-based, and for whom, throughout all service delivery.
- 6. Collaboration.** We are not alone as school psychologists. There are several other professionals and stakeholders that we interact and collaborate with in order to ensure the educational success of all students. As a program, we appreciate and seek out these collaborative relationships across disciplines and contexts as a means of improving our own services as well as the fields of school psychology and education as a whole. Further, we value collaboration between graduate students, faculty, supervisors, and other stakeholders in training, as well as practice.
- 7. Self-Reflection.** It is crucial that school psychologists engage in self-reflection regarding their progress, effectiveness, biases, and wellbeing. We cannot function responsibly nor fulfill our duties and obligations without careful attention to our own functioning, how we interact with

others, and the impact of our services. As such, we promote self-reflection as part of routine practices.

8. **Strengths-Based.** Our program emphasizes a strengths-based approach wherein students are encouraged to identify and develop their personal strengths and interests. Further, we maintain that all services with you, families, and communities should avoid deficit thinking and instead highlight areas of strength and resiliency as a means of promoting growth.
9. **Critical Thinking.** As data-based decision makers, it is important that we maintain a critical and solution-focused approach to school psychological services. Students are trained to evaluate the effectiveness and appropriateness of any given assessment, intervention, or system of services. This requires the use of unbiased analyses and inclusion of factual knowledge to the greatest extent possible. Further, we advocate for approaches that build on strengths and provide creative, culturally responsive solutions to presenting concerns.
10. **Transparency & Communication.** In our efforts to continue to progress the field and our training, we strive to maintain transparency through open communication with graduate students, instructors, supervisors, and community stakeholders. As school psychologists, transparency can be offered as a means of building trust and community, opening pathways to greater communication and subsequent collaboration.
11. **Integrity and Fidelity.** School psychologists provide services with consistency, honesty, and in good faith. We value actions that are aligned with our stated positions, maintaining our obligations, and upholding our responsibilities towards others. We monitor our services to ensure we are maintaining treatment integrity, fidelity to the field and our clients, and are having the intended impact on youth and families.
12. **Leadership.** Our program aims to train school psychologists who become leaders in their schools and districts, as well as state and national organizations. We hold the premise that our graduates represent the future of our field and we hope to scaffold the leadership skills they will need to help school psychology and education progress.



Conceptual Framework

Our mission, vision, and values informed the development of our program’s conceptual framework, as did the NASP Practice Domains (NASP, 2020). Our framework has four constructs: professional identity, evidence-based practice, social justice, and prevention/intervention. Each domain has three to four components, which are described in the following sections (see Figure).

Professional Identity. The school psychology program guides students in developing their own professional identity through a thorough understanding of the field, intersections with other fields, and an awareness of their own strengths and passions. There are four components within Professional Identity: legal and ethical considerations; educational and psychological foundations; discipline-specific knowledge and dispositions; and interdisciplinary collaboration.

Educational and Psychological Foundations. In order to fully understand, and work within, educational systems from a psychological perspective, our graduates must have strong foundational knowledge and skills related to these two areas and how they intersect. This component includes, but is not limited to, educational organization and systems, learning and adaptive behaviors, skill acquisition, neurobiological contributors to functioning, and mental health supports. This component is closely related to NASP Domain 5 (School-Wide Services to Promote Learning) and 6 (Services to Promote Safe and Supportive Schools), as well as CAEP Standard I.1 (The Learner and Learning).

Discipline-Specific Knowledge and Dispositions Building on educational and psychological foundational knowledge and skills, graduates of our program gain a thorough understanding of the field of school psychology. This includes the NASP Practice Domains, defined professional behaviors and expectations in the field, organization and infrastructure of the field in general, and various services that school psychologists offer. Further, our program supports graduates in understanding their own role within the field, identifying their strengths and passions within their work as school psychologists and areas for leadership and professional growth. This component most closely aligns with NASP Domain 10 (Legal, Ethical, and Professional Practice) and CAEP Standard I.2 (Content).

Interdisciplinary Collaboration. In addition to understanding the field of school psychology, graduates must also recognize and respect the intersections of school psychology with other professionals, including but not limited to general and special education teachers, administrators, school staff, social workers, school counselors, school nurses, intervention specialists, behavior analysts, pediatricians, and community members. School psychologists must be able to effectively collaborate across disciplines to effectively serve youth and families. This component aligns with NASP Domain 2 (Consultation and Collaboration) and 10 (Legal, Ethical and Professional Practice), as well CAEP Standard I.4 (Professional Responsibility).

Legal and Ethical Considerations. The final component of Professional Identity is legal and ethical school psychological practices. Graduates must have knowledge of legal precedent and guidance regarding the services we provide, as well as the field's expectations for ethical behaviors and decision-making. Our program emphasizes established steps to ethical decision making and reflective practice to ensure ongoing adherence to legal and ethical standards and processes. This component most closely aligns with NASP Domain 10 (Legal, Ethical, and Professional Practice) and CAEP Standard I.4 (Professional Responsibility).

Evidence-Based Practices. It is imperative that in addition to knowledge and awareness about the profession as a whole, school psychologists use skills related to evidence-based practices. These skills include using data to inform decisions and develop solutions, evaluating research and the effectiveness of services, providing assessments that are evidence-based and demonstrating reliability and validity with populations being served, and implementing interventions shown to be effective and appropriate for clients within their ecological contexts. Each component of Evidence-Based Practices is

described in the next sections.

Data-Based Problem-Solving. School psychological services are informed by data, whether that data is individual, group, systems, and literature based. Our role is largely that of a collaborative problem-solver, and as such we should work to co-create solutions that are grounded in evidence and data. Graduates of our program are trained in a data-based problem-solving approach to service delivery and monitoring. This component aligns with NASP Domain 1 (Data-Based Decision Making) and CAEP Standard 1.3 (Instructional Practice).

Research and Evaluation Methods. Using data to inform decisions requires that school psychologists be versed in research methods, evaluating available research, and evaluating programs, services, and interventions. Our graduates obtain knowledge and skills related to understanding and using research methods and designs to help inform practices and determine best practices with youth and their families. Further, graduates gain abilities related to evaluating services across multiple tiers in order to help improve their own practice as well as the educational programming and practices within schools. The research and evaluation methods component aligns with NASP Domain 9 (Research and Evidence-Based Practice) and CAEP Standard 1.3 (Instructional Practice).

Evidence-Based Assessments. When providing assessment services, school psychologists must ensure that the assessment process and tools are culturally appropriate and shown to be valid for the population being served. As such, graduates are trained to evaluate assessment tools to determine for which populations they are most reliable and valid (e.g., populations used in norming the test compared to characteristics of the client) and processes that are shown to be most accurate in determining the psychoeducational and psychosocial functioning of youth. This component aligns with NASP Domain 1 (Data-Based Decision Making) and 9 (Research and Evidence-Based Practice), as well as CAEP Standard 1.3 (Instructional Practice).

Evidence-Based Interventions. Evidence-based assessments must be linked to evidence-based intervention implementation and/or recommendations. Strategies for improving the academic, mental health, and behavioral functioning of youth should be grounded in research and data demonstrating their efficacy, reliability, and validity for the specific child or population being served. This includes the design, implementation, progress monitoring, treatment integrity checking, and evaluation of intervention services. The evidence-based intervention component aligns with NASP Domain 1 (Data- Based Decision Making) and NASP Domain 9 (Research and Evidence-Based Practice), as well as CAEP Standard 1.3 (Instructional Practice).

Social Justice. In addition to Evidence-Based Practices, our program also ensures that graduates engage in socially just practices as well. The Social Justice domain of our conceptual framework focuses on the need for equity, diversity, inclusion, and advocacy on behalf of, and with, marginalized populations. Components of the Social Justice domain are listed below.

Equitable, Inclusive Services. The school psychology program emphasizes the need for the equitable provision of support and resources for youth and families. These services should be fair and attentive to individual needs, with attention to the systems and processes that may oppress and act as barriers to student success. Services should be freely accessible to all youth and students, and provide safe, supportive environments for promoting growth and development. This component aligns with

NASP Domain 8 (Equitable Practices for Diverse Student Populations) and CAEP Standard I.3 (Instructional Practice).

Culturally Responsive Practices. School psychological services require a multicultural perspective that supports cultural humility and responsiveness. Graduates of our program obtain knowledge and skills related to determining for whom services are evidence-based, effective methods of modification and adaptation of services to ensure they are culturally appropriate, and integrating cultural and ecological information into case conceptualization and treatment planning. Graduates are encouraged to be open, curious, and respectful in their interactions with others with diverse and intersecting identities, with attention to how their own identities influence the services they provide. This component aligns mostly closely with NASP Domain 8 (Equitable Practices for Diverse Student Populations) and CAEP Standard I.3 (Instructional Practice).

Advocacy. School psychologists are in the position to work on behalf of, and with, marginalized and systemically oppressed populations. Graduates of our program gain knowledge and skills in effective ways to support and promote equitable, inclusive, diverse practices within educational settings and communities. Advocacy efforts should span across the three domains (e.g., individual, school/community, and public arena) and include methods for empowering students, protecting their rights, and valuing their voices and experiences. Advocacy efforts are aimed at disrupting oppressive systems and educating others on the need for socially just services. The advocacy component aligns with NASP Domains 8 (Equitable Practices for Diverse Student Populations) and 10 (Legal, Ethical, and Professional Practice), as well as CAEP Standard I.4 (Professional Responsibility).

Family-School-Community Collaborations. Social justice requires collaborative relationships between families, schools, and communities. Families and communities can help enhance school-based services by serving as cultural brokers, providing voice and perspective relevant to student experiences, and providing additional avenues for prevention and intervention. As such, our program seeks to build graduate students' competency in establishing and maintaining effective collaborative relationships with and between stakeholders from schools, families, and community agencies. Doing so helps create comprehensive services that attend to all ecological, cultural, and systemic contributors to student functioning. This component is most closely aligned with NASP Domain 7 (Family, School, and Community Collaborations) and CAEP Standard I.4 (Professional Responsibility).

Prevention & Intervention. The core domain of school psychology training and practices is preventive and intervention services. Graduates of our program are trained in effective means of preventing and intervening academic, mental, and behavioral health concerns in schools. These services are embedded within the other domains and each component is described below.

Prevention and Preparation. Our program functions under the premise that prevention is the best means of addressing concerns within the school setting. This includes school violence prevention, crisis preparedness, effective universal and systems-level strategies for facilitating student success, and promoting positive school climate. Graduates are well versed in school factors to promote student resiliency and reduce the risk of academic and psychosocial concerns. This component aligns with NASP Domains 5 (School-Wide Services to Promote Learning) and 6 (Services to Promote Safe and Supportive Schools), as well as CAEP Standard I.1 (The Learner and Learning).

Direct Intervention. When students struggle within school settings, school psychologists are well prepared to provide intervention and appropriate educational programming. Graduates of our program are trained to respond to student needs regarding academic, mental, and behavioral health with evidence-based, data-informed strategies. Knowledge and skills in intervention design, implementation, treatment integrity, progress monitoring, and evaluating outcomes are targeted in our training. This component aligns with NASP Domains 3 (Academic Interventions and Instructional Supports) and 4 (Mental and Behavioral Health Services and Interventions), as well as CAEP Standard I.3 (Instructional Practice).

Consultation. At times, services provided will not involve direct intervention with clients but rather through consultation with school personnel, school systems, families, and communities. School psychologists often serve the role as consultant to help address concerns and areas of growth within schools. School psychology students are trained in multiple models of consultation, effective consultation skills, and methods for creating change by supporting others who work directly with youth and families. This component aligns with NASP Domain 2 (Consultation and Collaboration), as well as CAEP Standard I.4 (Professional Responsibility).

Multi-tiered Systems of Support. The final component of the Prevention and Intervention focuses on multi-tiered systems of support when providing services. Best practice is for efforts to promote successful education of all youth to span levels of increasing intensity, starting with universal strategies (Tier 1) through intensive individual interventions (Tier 3). Graduates of our program are trained to use a tiered approach to service delivery, including best practice in using data to determine the appropriate level of services and evaluating the needed changes to educational programming. This component aligns with NASP Domain 1 (Data-Based Decision Making) and CAEP Standard I.3 (Instructional Practice).

Program Goals

Our program goals are the ways in which we ensure that the four domains of our conceptual framework are integrated throughout programming and training. Our program goals are:

- 1. Experiential Learning.** To ensure that students obtain applied and practical knowledge, as well as exposure to the field, we aim for students to have effective experiential learning experience in schools or similar settings across all three years of training. Field experiences are valuable in ensuring that classroom-based information is translated to practice. We attempt to meet this goal through practica paired with specific courses in Year 1, practicum in Year 2, and internship in Year 3.
- 2. Comprehensive Training.** Our program seeks to continue to promote high quality school psychologists and provide training that is informed by current best practices and input from relevant stakeholders (e.g., supervisors, local practitioners). Our aim is for graduate students to obtain training in comprehensive services with an ecological and developmental understanding of youth functioning and systems. These services should integrate multiple sources, multiple informative perspectives, and fully explore the contextual and cultural factors contributing to both concerns and solutions for improving youth's psychosocial and academic well-being across multiple levels of support.
- 3. Leveraging Expertise.** Providing well rounded and comprehensive training requires that

instructors are able to use and share their expertise. That is, instructors teach courses that are relevant to their areas of interest and expertise to ensure that students are provided high quality instruction and training for each course from experts in that topic. Instructors are able to leverage their expertise in providing professional development. Further, students are encouraged to lean on their own strengths and areas of interest or expertise to facilitate their learning.

4. **Community Collaboration.** In line with our focus on interdisciplinary work and collaboration, one fourth goal is to collaborate with communities within the university and regionally. Building positive, collaborative relationships with community agencies, other programs and departments within William & Mary, and state/national organizations helps ensure that our program continues to function within our conceptual framework and effectively train future school psychologists to meet the needs of youth and families.
5. **Advocacy.** Our final goal is for the program to promote advocacy efforts and to promote social justice on behalf of, and with, culturally oppressed populations. This includes events such as town halls and summits to process and respond to events and needs among marginalized populations, as well as shared resources and opportunities for civic engagement.

Evaluating Program Goals

The effectiveness of experiential learning (Goal I) is assessed by field-supervisor evaluations, stakeholder feedback (e.g., employer and alumni surveys), and feedback from current students and the School Psychology Advisory Committee. For Goal II (Comprehensive Training), the program has several key assessments that are used to help evaluate progress towards our program goals (see Appendix C). Formative assessments include annual student reviews and field-based supervisor evaluations. A summative assessment, the Comprehensive Portfolio, is used in the third year to demonstrate competencies gained through the school psychology program. Additional assessments include alumni (i.e., program completers) and alumni employer surveys which provide additional measures of graduates' competencies and level of preparation. Key assessments are described in Appendix C, as well in relevant sections of this handbook.

Goal III (Leveraging Expertise) is evaluated through course evaluations that specifically ask students to rate instructors' demonstrated knowledge and skills in the topic area. Feedback from the School Psychology Advisory Committee is elicited once a year to help identify experts to serve as instructors as needed when core faculty are not able to serve as the instructor for a specific area. Goals IV (Community Collaboration) and V (Advocacy) are assessed through field-based supervisor evaluations and feedback from the School Psychology Advisory Committee regarding developed collaborations and advocacy opportunities and to provide additional considerations for collaborative opportunities.

Organizational Structure

The School Psychology Program is facilitated by three core faculty: Drs. Ryan McGill, Janise Parker, and Leandra Parris. There is no hierarchical structure among faculty, with all three faculty holding particular responsibilities for program management. Dr. McGill is the current Chair of the SPACE Department, directing the larger department and serving as the program's liaison. Dr. Parker is the Practicum Coordinator and University Supervisor, managing all practicum placements and field experiences in the second year of the program. She is also the Faculty Advisor for the School Psychology Graduate Student Organization. Dr. Parris is the Program Coordinator and University

Supervisor for internship. She facilitates program activities and accreditation efforts, while serving as the University Supervisor for students while they complete their internship.

The core school psychology faculty also provide their training expertise in many of the courses taken by school psychology students. In addition to the core faculty, there are several adjunct faculty that help with courses and orientation to the field. Adjunct faculty are invaluable and provide considerable feedback regarding programming, student progress, and opportunities for student growth.

Programming is also informed by the School Psychology Advisory Committee (SPAC; See Appendix A). Chaired by the Program Coordinator, this advisory committee consists of 12 members that includes an additional school psychology instructor, one school psychology graduate student, representatives from related fields (e.g., special education), the Dean of Academic Programs, local school psychology practitioners, field-based supervisors working with school psychology students and a school psychology trainer from a similar institution. SPAC meets virtually once a semester to review programming, evaluation data, and to revisit programs' mission, vision, and goals to ensure that the highest quality training is being provided to students. SPAC members are provided evidence of meeting program goals (e.g., newly developed collaborations, advocacy opportunities provided to students) and work as a team to identify any areas of need for improvement.

There is also the School Psychology Graduate Student Organization, which includes all school psychology graduate students in the School of Education. Students vote for their peers to hold the office of President, Vice-President, Treasurer, Social Chair, Secretary, and Student Representative. Typically, the President and Vice-President are appointed as the NASP and VASP student leaders, respectively. The student organization provides mentorship and support for students and facilitates community among graduate students in school psychology.

Accreditation

The School Psychology Program is fully accredited through the [National Association of School Psychologists](#). As such, graduates are eligible for the National Certification in School Psychology (NCSP), a valuable and important certification, particularly if students are interested in practicing outside of Virginia. Our program, as part of the School of Education, is also accredited by the [Council for the Accreditation of Educator Preparation \(CAEP\)](#) and by the [Virginia Department of Education \(VDOE\)](#). Our program meets the standards and requirements of all three of these accrediting bodies, which is crucial for ensuring our students are able to obtain and maintain employment across the country.

Admissions & Programs of Studies

Applications must be submitted to the School of Education's [Applicant Portal](#) by January 15th of the semester prior to Fall enrollment. The school psychology program does not have rolling admissions. Applications must include a personal essay outlining their understanding of school psychology, motivations for seeking a degree with our program, as well as their ability to complete program requirements and match with program mission, vision, and goals. Other required materials include official undergraduate and graduate transcripts, current resume or curriculum vitae, and letters of recommendations form at least three references.

Applications are reviewed by the core school psychology faculty in January, with invitations for interviews sent to candidates by the end of January. Virtual interviews are held mid-February, typically on a Friday with a program overview and opportunities to meet current students. Following interviews, the core school psychology faculty make final admissions decisions and candidates are notified by the end of March. Accepted candidates have until April 15th to decide on enrollment, when the enrollment deposit is due. The admission process is handled by the [Admissions Office](#), who welcomes questions and can be contacted via their website or during one of their virtual office hours or webinars.

Our program consists of two degree programs of studies. Students who complete our program obtain their Masters of Education (M.Ed.) as well as their Educational Specialist (Ed.S.) degrees. A complete list of both programs of studies is available in the Appendix B.

Field-Based Experiences

The practicum and internship experiences provide students with numerous opportunities for experiential and reflective practice; the result of these practice experiences is a professional who develops critical skills and is engaged in active inquiry as part of their practice. As school psychologists, these individuals will better appreciate the absence of single absolute answers to real world problems. Instead, these professionals will monitor their practice to approximate the best course(s) of action for each unique situation. In addition to gaining applied learning experiences in school districts in and out of the state (primarily for internship), other field-based opportunities, such as private practice assistance, research engagement, etc., are provided during program orientation. Students are encouraged to discuss their interests and potentially corresponding field-based experiences with their Faculty Advisor.

Background Checks & Identification

All Virginia school divisions are required by state code to obtain background checks on their employees. Some school divisions are beginning to require similar background checks for their practica students and interns. Since the requirements for background checks vary from division to division and are currently subject to change, the Office of Professional Services and the SOE faculty are continuing to work with local school divisions to determine their requirements regarding background checks for practica students and interns. For students placed in school divisions that require criminal background checks, the Office of Professional Services and/or division personnel will attempt to direct students on how best to obtain the required background check.

Responsibility for having the background check completed and submitted to the appropriate agency resides with the student. Acceptance or termination of a placement based on the results of a background check is the discretion of the school division. The School of Education does not pay students' expenses for background checks; therefore, any cost incurred will be the responsibility of the student.

Virginia colleges and universities are not directed by state code to require background checks of their students as a condition for admission or participation in field experiences in the PK-12 schools. However, as part of the application for practicum, students must disclose any prior felony convictions, sexual offenses, or crimes against minors. A student's failure to disclose prior convictions on the practicum application is cause for denial of entry to the practicum experience and dismissal from the

program. If a student is concerned that a prior conviction may prevent the granting of school psychology license by the state, then he or she should seek the advice of their advisor and the Office of Professional Services.

Schools are secure environments, and access to schools is controlled. In recognition of the schools' efforts to ensure the safety and security of their students and staff, William & Mary students may be required to wear an identification badge when in the schools for practica and internship.

Liability Insurance

Practicum students and interns are covered by the Self-Insured General Liability Plan for the Commonwealth of Virginia. This coverage is provided in light of the fact that practicum students and interns are acting in an official capacity as students under the direction of William & Mary. As long as practicum students and interns act within the scope of that direction, the plan will cover their actions. It is important to note that the plan does not cover willful or wanton misconduct. Further, this coverage does not include times in which students are not enrolled in courses, such as during the summer or during the weeks leading up to or after William & Mary's official semester start dates. The exception is the time between Fall and Spring semester, wherein students are considered to be continuously enrolled in these year long experiences.

Dress and Dispositions

Every school has norms and expectations regarding the employees' appearance and dispositions of its faculty and staff. Practicum students and interns are expected to meet or exceed the schools' expectations of appearance and behavior. Unkempt clothing, shorts, flip-flops, mini-skirts, bare midriffs, t-shirts, and bare shoulders are a few examples of clothing and appearance that may be unacceptable for school professionals. Students should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, ties, and similar professional attire. It is the student's responsibility to become familiar with the school's expectations for faculty appearance and dress appropriately upon beginning the first practicum experience. Inappropriate appearance or dress can adversely affect a student's placement or continuation in the School of Education.

Student behavior is also governed by general expectations of professional interactions and civility. School psychology is a service profession. During the field experiences, students will interact with minors, parents/guardians, support staff, administrators, and teachers. While these interpersonal exchanges will largely be characterized as positive, students are likely to encounter situations that are uncomfortable or challenging. A vital area of training as a school psychologist is developing the attitudes, skills, and professional dispositions to work productively and professionally with all populations of people in the myriad situations that arise each day.

Students are responsible for their behavior during school visits. Continuation in a field placement and in the School of Education can be adversely affected by unprofessional or inappropriate dispositions and behaviors, and by inappropriate interpersonal exchanges or confrontational interactions with others.

Practicum

Site Placement. The placement of practica students is the responsibility of the School Psychology Program's Practicum Coordinator and/or the Director of Clinical Placements and Licensure in the School of Education at William & Mary. Field placements are made in careful and close collaboration with school personnel. Each year, all second-year School Psychology practicum students are placed in the field at a time, involving an average of 8 to 10 school districts. Practica placements are typically made within a 60-mile radius from campus. Students should expect to incur travel time and associated expenses. The School of Education cannot supplement these expenses. In some cases, school divisions may pay students a nominal supplement.

Field-Based Supervision. During practicum, students are supervised by their field supervisors and the acting university supervisor. The majority of supervision will be provided by a field-based supervisor(s) with at least three years of experience as a school psychologist. Students are to meet with their field-based supervisor for face-to-face supervision at least one hour per week throughout both the fall and spring semesters. Students will meet with their university supervisor as directed by the university supervisor and practicum coordinator. Students are responsible for coming to supervision sessions prepared with questions and topics to discuss.

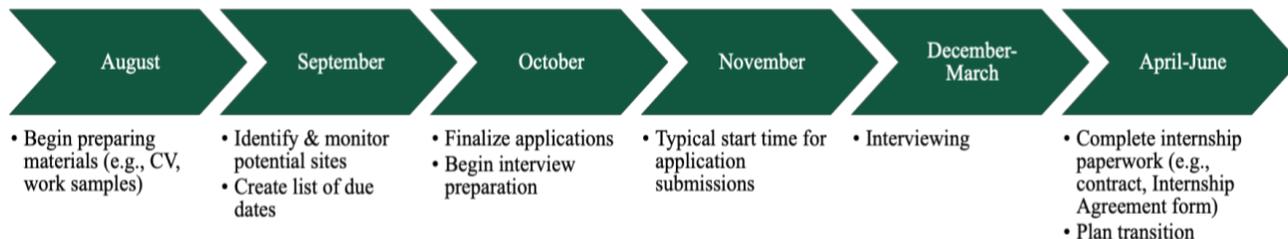
University Supervision. Group supervision will be provided by the university-based supervisor typically through face-to-face contact. Group supervision occurs once a week during the designated practicum course, with individual supervision available upon request. All students are required to participate in group supervision with the university-based supervisor, which will include case presentations, reflections, and discussions of relevant issues in the field.

Evaluation. Evaluation of in-class and school-based performance is conducted cooperatively between the university and field-based supervisors. Field-based supervisors will evaluate practicum students two times per year (middle and end). In addition to receiving an overall satisfactory Practicum Evaluation report from the field-based supervisor (i.e., Likert-scale ratings of ≥ 2 without any overall ratings of 1), the practicum student must arrive on time for all practicum meetings and complete and submit all assignments. If any of these requirements are not met, the student will not pass practicum. Students are also required to complete a self-evaluation two times per year (middle and end) to reflect on their own practice. Finally, to ensure that students are receiving a quality learning experience during practicum, practicum students are required to complete the "Student Evaluation of Practicum Site" form at the end of the academic year (see Appendix D).

Internship

Site Placement. During their second year, students apply for an internship position with the available districts. There is no restriction to where the district is located so long as the site can provide the supervision and experiences required for graduation. Students identify potential sites using announcements made over the school psychology listserv, posted openings on district websites, and cold calls. Once the student has been offered a position, and accepts, they must get a signed Internship Agreement form to verify internship placement (see Appendix D). Once a student signs an agreement with an internship, be it a contract or the agreement form, it is expected the student will hold to their contractual agreement in terms of placement. Verbal agreements with internship sites are also expected to be upheld; as such, students are advised to carefully consider all options prior to verbally accepting an offer. Faculty Advisors can help students identify districts and the practicum course provides

opportunities to review potential interview questions, etc. Ultimately, it is the students' responsibility to secure an internship position. See figure below for flowchart of typical internship placement timeline.



Field-Based Supervision. During internship, the majority of supervision will be provided by a field-based supervisor(s) with at least three years of experience as a school psychologist. Supervisors holding NCSP are preferred. Supervision must be face-to-face (e.g., no emails, phone calls) and may be digital so long as it occurs via video conferencing software. Students are required to have an average of 2 hour per week of supervision, per NASP standards.

University Supervision. Group supervision will be provided by the university-based supervisor via video conferencing. Group supervision occurs once a month, with individual supervision available upon request. All students are required to participate in group supervision with the university-based supervisor, which will include case presentations and reflections.

Evaluation. Students on internship are evaluated using the Field-Based Supervisor Evaluation form, which is completed by the field-based supervisor and student every quarter. These evaluations, along with field- and university-based supervisor feedback, are used to determine a grade for internship. Internship is graded as P/F, and receiving a F in either semester may result in dismissal from the program. A Comprehensive Portfolio is completed throughout the year to demonstrate developed competencies across all 10 of the NASP Practice Domains. The Comprehensive Portfolio is scored by 2 raters and students must achieve the minimal score to pass the internship.

Procedures

Advisement

Each student is paired with one of the core school psychology faculty as their Faculty Advisor. Faculty Advisors meet with incoming students prior to coming to campus in order to make sure they have registered and are prepared to start the semester. Each semester, Faculty Advisors will reach out to advisees to set up a progress meeting. Students are encouraged to seek advisement as often as they feel necessary. They do not need to wait until the end of each semester to seek support from their Faculty Advisor.

At the end of each year, a Student Annual Review will be conducted by the Faculty Advisor in collaboration with each student. Feedback from instructors, supervisors, grades, evaluations, and any

other relevant work samples/feedback will be used to determine students' progress towards competency in each of the 10 NASP Practice Domains (see Appendix C). During advisement meetings, students will be able to provide input towards their Student Annual Review, help determine goals or areas of strength, and make note of particular accomplishments for the year. Student Annual Reviews are submitted online and used to monitor student progress. Aggregated data is used to improve programming and provide data for accreditation and program evaluation.

Financial Assistance & Employment

Updated tuition costs and fees can be found on the [Graduate Programs](#) website, not including costs of textbooks and course materials. Information regarding tuition payment plans and available financial aid and support can be found on the [Financial Aid, Scholarships, and Assistantships](#) website provided by the School of Education's [Admissions Office](#). Students should be aware that during the internship year, they are not full-time students and will pay tuition per credit hours (6 credits each semester) as opposed to the full-time tuition schedule.

Please note that there is a one-time fee for LiveText, a web-based storage application that students and stakeholders use to complete key assessments (e.g., submit evaluations, upload field-based hours, etc.). This program is used extensively by the program throughout all three years.

When seeking employment, we recommend applying for one of the School of Education's [Graduate Assistantship](#) opportunities. Given this process is maintained by the School of Education at large, we cannot guarantee that every student will obtain a graduate assistantship. As such, we understand that students may want to seek outside employment while completing the program. While not encouraged, the school psychology faculty recognizes the need for financial support as a student. Students should seek advice from their Faculty Advisor on the feasibility of employment and the potential impact it may have on program completion.

Contractual Testing/Early Hire Policy

Students must follow all appropriate School of Education policies regarding outside employment, particularly if they hold a Graduate Assistantship. The School of Education recognizes that there is a serious shortage of school psychologists in the school divisions that provide practica and internship experiences for William & Mary students. In some instances school divisions are in need of trained individuals to complete contract testing. The School of Education has adopted the following policy for students who wish to complete contract testing.

1. The student must have successfully completed at least one semester (3 credits) of the formal practicum course (EDUC P24).
2. The contract testing does not conflict with the student's regularly scheduled William & Mary classes. (Contract testing does not constitute an excused absence from class.)
3. Contract testing cannot substitute for required practica experiences.
4. The student must have a 3.0 grade point average or higher in the School of Education coursework.
5. The School of Education and the School Psychology program assume no responsibility or liability for the students' contract testing.

The School of Education faculty recognizes that there is a serious shortage of substitute teachers in the school divisions that provide practica and student teaching experiences for William & Mary students. To assist local school divisions in their efforts to locate and hire qualified individuals as substitute teachers and to offer students opportunities to expand their professional experiences, the School of Education has adopted this policy to allow students to serve as substitute teachers, if they choose. For a student enrolled in the School of Education to work as a substitute teacher, the following conditions must be met.

1. The student must be in good academic standing at William & Mary.
2. Substitute teaching cannot conflict with the student's regularly scheduled William & Mary classes. (Substitute teaching does not constitute an excused absence from class.)
3. Substitute teaching cannot substitute for required practica experiences. Time requirements for observations and other practica experiences must be met separately from substitute teaching.
4. The student must complete the regular application and hiring procedures for the school division in order to serve as a substitute teacher. *A student is not allowed to serve as a substitute teacher unless he or she has been duly identified as a substitute teacher by the school division.* This typically involves completion of an application and background check. The student must follow all requirements of the local school division when identified and hired as a substitute teacher. Remuneration is the responsibility of the school division. William & Mary places no restrictions on the number of times, the locations, the courses, or grade levels that the student may serve as a substitute teacher, but these cannot substitute for required practica experiences.
5. During internship, the intern is not permitted to substitute teach.
6. As a professional courtesy, the student should inform his or her University Supervisor in advance when substitute teaching during the practicum experience.

To assist local school divisions in their efforts to locate and hire qualified individuals as school psychologists, the School of Education has adopted this policy to allow students to be hired during the internship experience. For a student enrolled in the School of Education to be hired as a school psychologist prior to the completion of the preparation program, the following conditions must be met.

1. The prospective intern must have completed all of the course requirements for the Ed.S. School Psychology program, with the exception of 6 credits (one-half) of internship.
2. The intern must have a 3.0 grade point average or higher in the School of Education coursework.
3. The intern must have taken and passed the School Psychology Praxis Exam.
4. The Senior Associate Dean for Academic Affairs, in consultation with the University Supervisor, must approve an early-hire in advance. The hiring school division must submit a formal letter of request to the Senior Associate Dean for Academic Affairs specifying:
 - (1) The rationale for the request,
 - (2) Effective dates,
 - (3) Placement level,
 - (4) Provisions for appropriate supervision for the remainder of the internship, and
 - (5) Acknowledgement of and support for the request from the school administrator.

The student must complete the regular application and hiring procedures for the school division in order to serve as a full-time school psychologist. This typically involves completion of an

application, interview, and background check. The student must follow all requirements of the local school division when identified and hired as a full-time school psychologist. Remuneration is the responsibility of the school division

5. The hiring school division, in consultation with the university supervisor, must ensure continued supervision to satisfy the internship requirements. This includes formal observation, conferencing, and evaluation.
6. The School of Education will provide supervision and evaluation of the intern through a university supervisor. Evaluation of the intern and assignment of a grade for the internship course remains solely with the university supervisor and the School of Education. Completion of contractual school psychology services with a school division does not guarantee successful completion of the internship course.

Support for Students with Disabilities

The School of Education is committed to providing equal educational opportunity for all academically qualified students in keeping with legal requirements of the Americans with Disabilities Act of 1990. A student with a disability who seeks and is entitled to reasonable accommodations must notify [Student Accessibility Services](#), the office responsible for verifying a student's disability, working with the student to identify reasonable accommodations, and notifying the student's instructors.

Students with disabilities should note that field-based experiences may necessitate consideration of accommodations other than those deemed appropriate for a typical university classroom setting. In such instances, accommodations will be considered reasonable and appropriate only when they can both satisfactorily accommodate the disability *and* maintain the appropriate safety and adequate service to all PK-12 students affected by the relevant field experience. When either of these conditions would be compromised, alternative educational roles may need to be considered.

Students with disabilities who will be participating in field experiences should discuss potential needs and concerns with the university supervisor and the Associate Dean of Students & Director of Student Accessibility Services. Such arrangements must be made well in advance of any field experience to allow adequate time for planning, including the involvement of program professors, field-based supervisors, and administration of the hosting school, as appropriate.

Student Growth Plans

It may be determined that a student requires a Student Growth Plan in order to ensure they reach sufficient progress across an area, or areas, of competency (see Appendix D). The student's Faculty Advisor, in collaboration with instructors, core school psychology faculty, and the student, will identify any areas that require additional support beyond the general curriculum or program of studies in order for the student to be successful in the program. Students in need of a Student Growth Plan will be notified via email (see Appendix D) with reference to the specific area(s) of concern. The student will be given time to reflect and respond to these concerns before a meeting is scheduled with the Faculty Advisor to develop the Student Growth Plan. Student Growth Plans can be triggered by one or both of the following:

1. Insufficient progress in one or more domains of the Student Annual Review, or

2. Behavioral or academic incident that is severe enough to warrant immediate attention at the discretion of the program faculty (e.g., potential harm to others).

The student, Faculty Advisor, and any relevant personnel (e.g., field-based supervisor) will meet to develop the Student Growth Plan (see Appendix D). The purpose of the plan is to a) operationalize the areas of concern, b) develop a system of support and resources for addressing these concerns, and c) identify goal criteria for improving student performance in each area. The plan will include dates for continued monitoring and a date for assessing growth. Student input will be elicited and valued as part of the growing process.

Outcomes of the Student Growth Plan fall into three categories:

1. Growth Plan Completed. The student has made sufficient progress and the growth plan is determined to be successful, with all objectives satisfied, as outlined in the Student Growth Plan Review.
2. Growth Plan Extended. The student has made some progress but not all objectives have been satisfied. The Faculty Advisor has determined that progress is still possible within a reasonable amount of time and the growth plan can be extended in the hopes that the student meets the growth plans' overall goal. Clear objectives for this extended growth are determined and included in the Student Growth Plan Review.
3. Growth Plan Not Completed. The student has failed to meet the objectives of the Student Growth Plan. The student has not made progress, with one or more objectives not being satisfied, and extending the growth plan is not appropriate or possible. Justification for this decision will be provided in the Student Growth Plan Review.

Copies of the Student Growth Plan, along with Student Growth Plan Reviews, will be filed with the Office of Academic Programs.

Grievances and Complaints

It is possible that at any point in the program, a student will have a grievance or complaint regarding the program, a certain course, or field-based experience. The program provides a guideline for how to resolve conflicts and address concerns under the NASP ethical principles. Students are encouraged to use problem-solving and collaborative skills to first try to solve the problem with the person directly. If this is not successful, and the concern is related to field-based experience, then the student should bring the concern to their field or university supervisor for consultation. If trying to solve the problem directly or through supervision is not successful, then the student should arrange to meet with their advisor to discuss the issue. This process continues through the relevant stakeholders until the problem has been addressed adequately. The order in which students should approach someone when trying to solve a conflict is as follows:

1. The person(s) involved with the concern
2. Field or University Supervisor
3. Faculty Advisor
4. Program Coordinator
5. Chair of the Department
6. Dean of Academic Programs

7. Dean of the School of Education
8. William & Mary's [Office of Compliance and Equity](#)

It should be noted that any violations of ethical guidelines or processes should be reported directly to the Office of Compliance and Equity in addition to other relevant individuals or agencies. Students reporting violations or making complaints can do so without fear of penalty or reprisal. Faculty, staff, and other students are not able to engage in retaliation for such reports. Students are encouraged to follow the above sequence of personnel; however, we acknowledge that in some cases the student may not feel comfortable with a particular person/office and may seek consultation or support outside of this order or the program itself. The program does ask that they be notified of any complaints or grievances and provide the opportunity to address these concerns in collaboration with and on behalf of the student(s).

Credit Exceptions and Transfers

Students who are transferring or have a degree in a field similar to school psychology may be able to obtain credit exceptions or transfers. Please note that obtaining a waiver for a particular course does not mean that the credit hours will transfer, in some cases the class will not be required but the credit hours will need to be met with another course. Students seeking credit exceptions and transfers should meet with their Faculty Advisor and the [School of Education Registrar](#) office to determine which classes, and credits, can be transferred and counted towards their degree requirements in school psychology. Additional information about credit exceptions and transfers can be found under [Academic Policies](#) for the School of Education.

Program Dismissal

While rare, there are times in which a student may be determined as ineligible for program completion and dismissed from the program. As a program, we have the responsibility to ensure that graduates of our program are competent and demonstrate legal, ethical, and professional behaviors related to psychological and educational practices. Failure to do so could result in harm to youth, families, schools, or communities.

If a student is determined to be ineligible for program completion, they will be notified in writing by the Senior Associate Dean for Academic Programs. Ineligibility for program completion may be due to:

1. Violation of the School of Education [Academic Policies](#) as they pertain to academic continuous and dismissal;
2. Failure to maintain a B or higher in courses listed as having this criterion;
3. Failure to complete a Student Growth Plan; and/or
4. Illegal or unethical behaviors that result in direct harm or indirect harm, or potential for harm, towards youth, their families, schools, or communities.

Graduation & Elevation

[Graduation applications](#) are due by October 1st of the school year that students intend to graduate. This means that students will apply for their M.Ed. degree in their first semester of the program, and apply for their Ed.S. degree in the fall of their third year. Failure to apply by the October 1st deadline may result in the student delaying graduation. Further, application for graduation does not guarantee that a student will graduate. Students must complete all requisites of program completion prior to approval for graduation.

In the spring of the first year, students will transition from the M.Ed. degree program of studies to the Ed.S. degree program of studies, called elevation. Students will use the [Applications Portal](#) to complete elevation; however, application fee is not required and this process is only to formalize students' transfer from one degree program of studies to another. The Program Coordinator will notify students when the portal is open and students must apply for elevation by April 15th.

Alumni

After graduation, alumni are invited to continue to engage with the program through updates and listserv participation. Alumni are valuable stakeholders for continuing to improve the program and provide feedback regarding efficacy of the program. Alumni and their employers are invited and encouraged to complete annual completer and employer surveys. These surveys ask alumni and their employers to rate their competency in the ten NASP Practice Domains (NASP, 2020), as well as their satisfaction with the training provided by William & Mary (see Appendix C).

Resources

There are several resources available for students as they complete the school psychology program. In addition to the faculty advisor, students are paired with a peer mentor within the program. Further, self-care is a critical aspect of our program. Resources will be shared throughout the program to help students enhance their self-care skills and engage in support. Some of these resources include:

1. [Learning Resources Center](#) (LRC). The LRC offers several resources and sources of information within the School of Education Building. Located on the second floor, the LRC is where students can have library books delivered and returned to the main libraries, access computers, and check-out intervention and curriculum resources. Most importantly, the LRC houses the Test Library where educational assessment kits and protocol are kept and can be checked out by students. Classes that require materials from the LRC will provide specific information for obtaining/purchasing testing materials.
2. [Graduate Education Association](#). This organization is open to all graduate students in the School of Education. They often host networking events, support and self-care opportunities, and general support across programs and departments.
3. [William & Mary Student Organizations](#). Beyond the School of Education, there are several student organizations that may be beneficial for school psychology graduate students. The directory for the William & Mary Student organizations provides a full list of [graduate-level student organizations](#) as well as other clubs that may be open to graduate students.
4. [William & Mary Care Support Services](#). These services are provided by the Office of the Dean of Students and are open to all William & Mary students. Services include accessibility, academic enrichment, campus ministries, the center for student diversity, the Cohen Career

center, and counseling services. Information regarding grief support and substance use support is also available through this office.

5. [William & Mary Libraries](#). With extensive research databases and electronically accessible books, the William & Mary Libraries offer a plethora of information resources for students. Students are encouraged to engage with the library resources when helping complete research projects or course assignments.
6. [NASP Self-Care Resources](#). NASP provides a list of resources for school psychologists hoping to engage in self-care techniques and promote mental and physical wellbeing. We encourage students to routinely check these resources as they are updated regularly.
7. [APA Self-Care Resources](#). Similar to NASP, the American Psychological Association provides a list of resources for psychologists and educators that are applicable to graduate students.
8. [NASP Membership & Communities](#). NASP membership includes access to communities and interest groups, who are groups of school psychologists interested in similar topics within the field. These communities can be a source of support and information for graduate students, particularly those targeting graduate and early career school psychologists. Further, NASP Communities can provide safe and supportive spaces for school psychologists holding marginalized identities.

Appendix A: School Psychology Advisory Committee



School Psychology Program Advisory Committee

Purpose

The purpose of the School Psychology Advisory Committee (SPAC) is to strengthen the William & Mary school psychology programs through collaboration between students, faculty, and administration in the School of Education, as well as community and field stakeholders.

Structure

SPAC consists of appointed members from departments in the School of Education, at least one representative from a school psychology faculty member at a comparable regional institution, regional school psychology practitioners, and two supervisors of William & Mary school psychology students. SPAC is chaired by the Program Coordinator of School Psychology and meets once per semester.

Charge of the Committee

SPAC collaborates with and advises the faculty and administration of the School of Education in the effective preparation of school psychologists in direct support of the mission of the field of school psychology, the School of Education, and the broader William & Mary community. Responsibilities include, but are not limited to:

- Development and refinement of program mission, values, and goals;
- Curriculum and program design for effective training of school psychologists;
- Adherence to professional standards of practice (e.g., NASP, CAEP, VDOE);
- Facilitating and supporting student entry into the field of school psychology;
- Identification and pursuit of internal and external funding to support programming.

Membership of the Committee

Membership on the committee is for a one-year term for all members. Members are eligible for reappointment, with no limit to the number of terms served. Membership includes, but is not limited to, the following:

Member	Role	Institution	No.
School Psychology Coordinator	Chair	William & Mary	1

Associate Dean for Academic Programs	Member	William & Mary	1
School Psychology Student	Member	William & Mary	1
School Psychology Instructor	Member	William & Mary	1
School Counseling or SPED Faculty	Member	William & Mary	1
School Psychology Practitioner	Member	K-12 School Setting	4
School Psychology Supervisor	Member	K-12 School Setting	2
School Psychology Faculty	Member – At Large	External School Psychology Program	1

Total 12

SPAC meetings are open to members of partnering groups (e.g., additional William & Mary school psychology instructors, school psychology supervisors). Additional presenters and participants may be invited by the Chair on behalf of the committee, as warranted.

Current Members

W&M School of Education			
Leandra Parris	Chair	School Psychology	lparris@wm.edu
Jim Barber	Member	Associate Dean of Academic Programs	jpbarber@wm.edu
Monique Williams	Member	School Psychology Graduate Student Organization President	mdwilliams@email.wm.edu
Susan Wallace	Member	School Psychology	sbwallacesmooth@gmail.com
Heartly Huber	Member	Special Education Department	hbhuber@wm.edu

Community & Field Stakeholders

Lloyd English	Member - Practitioner	Norfolk Public Schools, VA	lenglish@nps.k12.va.us
Rachel Sleeth	Member - Practitioner	Williamsburg-James City County Public Schools, VA	rknevi@wm.edu
Marlene Gooding	Member - Practitioner	Richmond City Public Schools, VA	mgooding@rvaschools.net
Kara Yagle	Member - Supervisor	York County Public Schools, VA	kyagle@ycsd.york.va.us
Sarah Summers	Member - Supervisor	Gloucester County Public Schools, VA	sarah.summers@gc.k12.va.us
Erika Daniel	Member - Supervisor	Newport News Public Schools, VA	erika.daniel@nn.k12.va.us
Tiffany Hornsby	Member – At Large	James Madison University, VA	hornsbtc@jmu.edu

Appendix B: Programs of Studies

Year	Term	Course	Credit
Master of Education			
Year 1 32 Credits	Fall	<u>EDUC F67 Psychological and Educational Measurement</u> . An introduction to the use of educational and psychological assessment procedures used by educators and other helping professionals. The course deals with the selection, administration, and scoring of psychological assessment techniques and the interpretation and application of their results.	3
		<u>CRIN X51 Language Development and Reading Instruction for Exceptional Students</u> . A course which focuses on normal language development and language communication disorders in exceptional children and youth. Topics discussed include language acquisition in the normally developing child contrasted with developmentally disordered children diagnosed with mental retardation, emotional disturbance, visual and hearing impairments, aphasia, and autism. Emphasis is placed upon development, teacher assessment, and classroom techniques in teaching reading and written language.	3
		<u>CRIN X54 Characteristics and Adaptations for Students with Developmental Disabilities and Autism Spectrum Disorder</u> . A comprehensive overview of the diagnoses and characteristics of developmental delay, autism spectrum disorder (ASD), and intellectual disability (ID) (i.e., mental retardation). The impact characteristics have on student participation and learning in the general education curriculum, and adaptations to enhance learning while emphasizing individual goals and objectives are addressed.	3
		<u>EDUC P23 Introduction to Professional School Psychology</u> . This course provides an overview of school psychology as a specialty. The roles and functions of the school psychologist will be explored as they relate to Virginia and the nation; political and legal implications of these roles are identified. This introduction encompasses numerous topics including the historical development of the specialty; relationship to other specialties in psychology and education; graduate training and models of professional preparation; licensure and certification; special education laws relevant to the practice of school psychology; diversity of practice settings; and diversity of client populations served. The course includes an experiential component in which students are required to visit local schools and observe a variety of educational and psychological programs and practices.	3

	<p><u>EDUC P20A Psychoeducational Assessment for School Psychologists</u>.* This year-long course sequence is designed to introduce students to a problem-solving model of assessment for addressing children’s educational and behavioral problems. The model defines educational problems situationally as the difference between what is expected and what occurs. These difficulties do not reside solely within the individual child, but result from the interaction between student behavior, curriculum, and instruction.</p> <p>The model defines ‘effective assessment’ as assessment which evaluates the situation as well as the child and which produces effective interventions. Effective assessment employs standardized tests, rating scales, structured interviews, record review, systematic observation, and curriculum-based measurement. Training and practice in the assessment techniques and application of this problem-solving model will be the focus of this course. Specifically, students will develop competencies in the following areas of assessment: intellectual ability, academic achievement, processing skills, personality and behavior problems, observations and interviews. Students will communicate assessment findings and recommendations clearly and concisely in jargon-free, family-friendly reports. A practicum is an essential and necessary component of this course.</p>	4
Spring	<p><u>EDUC F12 Advanced Educational Psychology and Development</u>. A course that examines psychological theories and research findings dealing with child and adolescent development and learning. Special emphasis is placed upon the ways in which theoretical and empirical findings in educational and developmental psychology have been translated into educational practice.</p>	3
	<p><u>EDUC F65 Research Methods in Education</u>. A study of the methods and techniques generally employed in research. Emphasis is placed on understanding the research literature which forms the basis of professional education. The course includes the study of some selected statistical methods used as tools in research, data analysis, and the field of educational tests and measurement.</p>	3
	<p><u>EDUC 669 Neuropsychological Bases of Behavior</u>. This course provides the advanced level graduate student with an overview of research emanating from such representative disciplines of the neurosciences as anatomy, physiology, psychology, chemistry, and medicine.</p>	3
	<p><u>EDUC P30 Multicultural School Psychology</u>. This course provides a comprehensive examination of multiculturalism in school psychology. Issues of equity, diversity, inclusion, and social justice are discussed within the broader context of education and the profession. Students will learn best practices in providing school- based psychological services to underrepresented and marginalized youth and their families.</p>	3

		<p><u>EDUC P20B Psychoeducational Assessment for School Psychologists II.</u>* This course is the second half of a year-long course sequence designed to introduce master's-level students to a problem solving model of assessment for addressing children's educational and behavioral problems. Instruction and practice in the application of this problem solving assessment model will be the focus of this course.</p>	4
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Education Specialist

Year 2 27 Credits	Fall	<p><u>EDUC P24 Practicum in School Psychology.</u> A field-based experience designed to provide opportunities for students to gather knowledge and skills most appropriately learned in the field and to refine skills learned in the university training program. Practicum experiences include administration and interpretation of diagnostic assessment instruments; participation in team meetings; consultation with teachers, parents, and administrators; and intervention with children.</p>	3
		<p><u>EDUC 675 Theories & Strategies for Counseling School- Aged Children.</u> The focus of this course is on the understanding and application of contemporary theories of counseling for school-aged children and adolescents. Theories will be studied with respect to key concepts, the therapeutic process and goals, and specific techniques. Students will apply their skills in practice sessions with school-aged children. The physiological, cognitive, social, and emotional development of children as well as their environment (including the school) will be emphasized so that interventions are consistent with the children's needs.</p>	3
		<p><u>EDUC 644 Developmental Psychopathology.</u> This course is designed to familiarize students with the psychological disorders of children and adolescents that are most frequently encountered by school psychologists. The content of the course will focus on developmental issues, defining characteristics, associated features, etiologic factors, assessment and diagnostic classification, and evidence-based interventions for effective treatment.</p>	3
		<p><u>EDUC 626 Seminar in Professional School Psychology: Ethical & Legal Issues.</u> This course, designed for students in the School Psychology Program, provides students with the opportunity to become familiar with the roles and functions of fellow professionals in educational and agency settings. This course also examines professional issues in school psychology including principles of professional ethics, ethical dilemmas, and relevant legislation and litigation. Emphasis is placed on active student participation in the exploration of these issues.</p>	3
		<p><u>X56 Classroom Management and Positive Behavioral Supports for Students with Disabilities.</u> This course explores models, programs, and interventions for meeting the behavioral needs of students with disabilities in the general education curriculum. Classroom organization and management, functional behavioral assessment, behavioral interventions, social skills instruction, and the role of the</p>	3

	teacher in designing and delivering classroom management and behavioral supports are stressed.	
Spring	<u>EDUC P24 Practicum in School Psychology.</u> A field-based experience designed to provide opportunities for students to gather knowledge and skills most appropriately learned in the field and to refine skills learned in the university training program. Practicum experiences include administration and interpretation of diagnostic assessment instruments; participation in team meetings; consultation with teachers, parents, and administrators; and intervention with children.	3
	<u>EDUC P56 Consultation in the Schools.</u> The course assists students in developing their skills in consultation with particular emphasis upon working with parents and teachers.	
	<u>EDUC 638 Prevention and Intervention within Public Schools.</u> This course informs school psychology graduate students about effective prevention and intervention programs and strategies that can be implemented within public school settings. The course highlights empirically supported methods for promoting school success through both preventative and remedial strategies across the grade levels. School-based strategies for enhancing academic achievement, fostering social competence, and preventing behavior and adjustment problems will be presented. Students will begin to develop expertise in designing, implementing, and evaluating prevention and intervention programs within public school settings.	3
	<i>Choose One of the Following:</i>	
	<u>EDUC 622 Counseling Theories & Techniques.</u> This course is designed to provide an overview of the theories and techniques of counseling that can be applied in diverse helping professions with school-aged and college-aged students. Emphasis will be placed on key concepts, therapeutic process and goals with respect to each theory/technique; and the application of skills.	3
	<u>CRIN X57 Advanced Procedures in Classroom Management and Social Intervention.</u> This course explores advanced issues in and procedures for addressing the social and behavioral needs of students exhibiting persistent and/or severe challenging behavior in school. The course emphasizes examination, synthesis, analysis, and classroom applications of research bases for effective behavioral support strategies and teaching for these students.	3

Year 3 12 Credits	Fall - Spring	<u>EDUC 659 Internship in School Psychology</u> . The culminating evaluation experience in the Ed.S. Program in School Psychology is the internship which must occur on a full-time basis over a period of one year or on a half-time basis over a period of 2 consecutive academic years in an accredited school. Evaluation of performance is conducted cooperatively between the College and the appropriate school personnel. Students typically receive a stipend during the internship year.	6 each semester
<u>Total Credit Hours</u>			71

*must pass with a B or higher

Appendix C: Key Assessments



School Psychology Program Key Assessments Guide

Assessment Framework

The school psychology program has developed a framework for all School Psychology Key Assessments. The purpose for this consistency across scales is to ensure that ratings are comparable across all data collection points. It is expected that students demonstrated growth across their program of studies, with gains in each domain varying based on course sequence and field-based assignments. For example, gains related to evidence-based assessment would be expected within the first year when the psychoeducational assessment sequence occurs, with additional gains in skills following the second year when the students have had a year of practicum. In contrast, gains may not occur in the areas of consultation and counseling until year two when those courses and subsequent field experiences occur. These variations are expected and can be assessed comprehensively over time using the framework developed by the school psychology program.

Our key assessment framework is grounded in the [NASP 2020 Domains of Practice](#). The practice domains are evaluated by all evaluations and scales. Some assessments provide a singular rating of each domain (e.g., Completer Survey) while others assess multiple components of each domain (e.g., Field-Based Supervisor Evaluation). These domains are as follows:

- 1. Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
- 2. Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.
- 3. Academic Interventions and Instructional Supports.** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

- 4. Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
- 5. School-Wide Practices to Promote Learning.** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
- 6. Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
- 7. Family, School, and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.
- 8. Equitable Practices for Diverse Student Populations.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.
- 9. Research and Evidence-Based Practice.** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology

resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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

Student competency in each domain is assessed on a scale of 0 (Novice) to 4 (Mastery). Evaluators are asked to use all available data to rate students in terms of their knowledge, skills, and self-efficacy in accordance with NASP recommendations. Scale ratings are designed to capture progress across each of these components of competency, which are:

- 0. Novice.** The student has not obtained formal training nor demonstrates knowledge, skills, or confidence related to this practice domain. Students will most likely be novices across all practice domains upon entry to the program and/or prior to completing formal coursework.
- 1. Limited Competency.** The student has foundational knowledge (e.g., coursework) related to the domain of practice. They have obtained a basic understanding of the domain but have yet to complete applied field-based experiences or do not feel confident in using any emerging skills even with direct supervision. Students may fall in this category if they have completed a course but have yet to successfully complete a field-based assignment related to this practice domain.
- 2. Emerging Competency.** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience) and is clearly developing skills related to the practice domain. They have most likely completed some form of field-based experience or assignment related to the domain and feel confident they could continue to do so with direct supervision.
- 3. Competency.** The student demonstrates sufficient skills (i.e., knowledge, and skill confidence appropriate for field entry) related to the practice domain. Students are expected to reach this level of competency after formal coursework and multiple field-based experiences related to the practice domain. Students in this category are capable of, and confident in, using skills in this practice domain as needed, with little or no supervision.
- 4. Mastery.** The student demonstrates proficient skills (e.g., exceeds expectations for entry to the field) and exhibits strengths (e.g., leadership ability) related to practice domain. Students in this category demonstrate a strength in this particular area and feel confident they could teach others, provide guidance, and take on leadership roles related to the domain.

Upon entering the program, it is expected that students would be novices in school psychology, having lacked formal course work and applied field-experiences related to the practice domains. It is possible that students transferring from similar fields will have some previous knowledge related to a specific domain of practice. Throughout the course of their program of studies, students are expected to grow from being a novice to demonstrating competency in all ten domains. We allow for a mastery rating to reflect personal and professional strengths in skills and potential for leadership that we hope to promote

and scaffold among students. Using this framework, key assessments were developed to help monitor student progress in their program of studies and ensure that all graduating students are competent and ready for entry to the field of school psychology. Key assessment descriptions are provided in the next section of this guide.

Key Assessment Descriptions

Student Annual Review

At the end of their 1st and 2nd years, students meet with their faculty advisor to complete an annual review which serves as a formative assessment of program progress. Information from course instructors, field-based supervisors, the student, and other stakeholders (e.g., graduate assistantship supervisors, school psychology faculty) will be used to inform the annual review. The faculty advisor and student go through each NASP Practice Domain (2020) and determine their current level of competency, as well as strengths and areas of growth, related to that practice domain. One rating is provided per practice domain. In addition, the students' grades are monitored and any noted concerns or general strengths are documented. If a Student Growth Plan is required, it is uploaded as part of this annual review progress. A 3rd year annual review is not conducted given the comprehensive portfolio requirement for program completion.

Field-Based Supervisor Evaluation

Field-based supervision evaluations are formative assessments used in the second and third year of the program. Practicum and internship supervisors provide evaluations of their supervisees four times a year (i.e., mid- and end-of-semester evaluation in Fall and Spring). The purpose of the practicum/internship supervisor evaluation assessment is to provide detailed information regarding students' knowledge and skill development during field-based experiences. To show progress over the course of their field-based experiences (e.g., from 2nd to 3rd year), field-based supervisors use the same tool to evaluate students during each course. Supervisors evaluated students' across each NASP Domain, providing ratings across subdomains that are averaged when examining students' progress across each domain in general. Open-ended feedback regarding strengths and areas for growth are included.

Comprehensive Portfolio

At the end of their program, students submit a comprehensive portfolio to highlight their knowledge, skills, and self-efficacy across each of the NASP Practice Domains and required activities for licensure. Since this is the summative assessment of students' program completion, there are two raters to ensure interrater reliability and consensus on scoring. The University-Based Supervisor serves as one rater, and the student identifies one additional rater based on their areas of interests. Raters use an established rubric for evaluating each section of the portfolio based on the students' demonstration of knowledge and skills through their written reports and artifacts.

Alumni Surveys

There are two annual surveys related to alumni of our program. The first is the School Psychology Completer Survey, which is sent to all graduates of our program. Alumni are asked to rate themselves using the same 5-point scaling from our framework across the ten NASP Practice Domains (NASP, 2020). They are asked to give one general score of competency for each domain. They are also asked how satisfied they are with their training, how prepared they felt compared to their peers, and to provide general feedback regarding their experience in the program.

A similar survey is sent to all employers of graduates of our program. Employers are asked to provide similar ratings of their employee's competency across the ten NASP Practice Domains (NASP, 2020). They are also asked to indicate how satisfied they are with their employer's performance, with their training, and to provide any general feedback regarding graduates of our program. These two surveys provide longitudinal data regarding students' skills and confidence after program completion and entry to the field.

Student Annual Review Form



William & Mary School of Education

School Psychology Program Student Annual Review Form

Student Name:

Faculty Advisor Name:

Please indicate the student's current enrollment status:

- 1st Year
- 2nd Year

Is the student showing satisfactory academic progress?

- Exceeds Expectations (GPA > 3.60)
- Meets Expectations (GPS = 3.0-3.59)
- Below Expectations (GPA < 3.0)

The following sections will ask you to rate your advisee across the [NASP 2020 Practice Domains](#) based on their engagement and performance in the program so far. These ratings should be informed by instructor feedback, reports, and supervisor evaluations (as available) and determined in collaboration with the student. Ratings range from Novice to Mastery; please see the *Key Assessments Guide* for comprehensive descriptions of rating options.

NASP Domain 1: Data Based Decision Making

Please choose the rating that best describes the student's competency in Data-Based Decision Making using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.
- **Limited Competency:** The student has foundational knowledge (e.g., coursework) related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.
- **Emergency Competency:** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills related to problem-solving approaches to decision making; systematically collecting data and using data to

inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.

- **Competency:** The student demonstrates sufficient skills related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 2: Consultation and Collaboration

Please choose the rating that best describes the student's competency in Consultation and Collaboration using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
- **Limited Competency:** The student has foundational knowledge (e.g., coursework) related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
- **Emergency Competency:** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
- **Competency:** The student demonstrates sufficient skills related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 3: Academic Interventions and Instructional Supports

Please choose the rating that best describes the student's competency in Academic Interventions and Instructional Supports using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.
- **Limited Competency:** The student has foundational knowledge (e.g., coursework) related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.
- **Emergency Competency:** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.
- **Competency:** The student demonstrates sufficient skills related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.
- **Mastered:** The student demonstrates proficient skill and exhibits strengths (e.g., leadership ability) related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Please choose the rating that best describes the student's competency in Mental and Behavioral Health Services and Interventions using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.
- **Limited Competency:** The student has foundational knowledge (e.g., coursework) related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.
- **Emergency Competency:** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.
- **Competency:** The student demonstrates sufficient skills related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 5: School-Wide Practices to Promote Learning

Please choose the rating that best describes the student's competency in School-Wide Practices to Promote Learning using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.
- **Limited Competency:** The student has foundational knowledge (e.g., coursework) related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.
- **Emergency Competency:** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming..
- **Competency:** The student demonstrates sufficient skills related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 6: Services to Promote Safe and Supportive Schools

Please choose the rating that best describes the student's competency in Services to Promote Safe and Supportive Schools using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.

- **Limited Competency:** The student has foundational knowledge (e.g., coursework) related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.
- **Emergency Competency:** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response
- **Competency:** The student demonstrates sufficient skills related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 7: Family, School, and Community Collaboration

Please choose the rating that best describes the student's competency in Family, School, and Community Collaboration using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.
- **Limited Competency:** The student has foundational knowledge (e.g., coursework) related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.

- **Emergency Competency:** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.
- **Competency:** The student demonstrates sufficient skills related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 8: Equitable Practices for Diverse Student Populations

Please choose the rating that best describes the student's competency in Equitable Practices for Diverse Student Populations using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.
- **Limited Competency:** The student has foundational knowledge (e.g., coursework) related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.
- **Emergency Competency:** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.
- **Competency:** The student demonstrates sufficient skills related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues

of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.

- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 9: Research and Evidence-Based Practice

Please choose the rating that best describes the student's competency in Research and Evidence-Based Practice using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.
- **Limited Competency:** The student has foundational knowledge (e.g., coursework) related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.
- **Emergency Competency:** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.
- **Competency:** The student demonstrates sufficient skills related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 10: Legal, Ethical, and Professional Practice

Please choose the rating that best describes the student's competency in Legal, Ethical, and Professional Practice using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.
- **Limited Competency:** The student has foundational knowledge (e.g., coursework) related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.
- **Emergency Competency:** The student has intermediate knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.
- **Competency:** The student demonstrates sufficient skills related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.
- **Mastered:** The student demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.

Please note any strengths and/or areas for growth related to this domain:

What are some areas of growth for this student over the next year?

What are general areas of strength for the student this year?

If a Student Growth Plan is required, please upload it here.

Field-Based Supervisor Evaluation



**William & Mary
School of Education**

**School Psychology Program
Field-Based Supervisor Evaluation Form**

Dear Supervisor:

Thank you for providing supervision for our students. We greatly appreciate your commitment to the excellence of school psychology training at William and Mary. To support this training, we ask that you complete the following evaluation of your practicum or internship student based on their performance this semester/year.

Your name:

Your district:

Name of student:

Primary location(s) for student experiences:

- Preschool
- Elementary
- Middle School
- High School

	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
Domain 1: Data-Based Decision Making					
Assessment	Does not demonstrate knowledge related to utilizing assessment methods for developing effective interventions, services, and programs within a multitiered system of supports.	Demonstrates foundational knowledge related to assessment methods for developing effective interventions, services, and programs within a multitiered system of supports.	Demonstrates intermediate knowledge, with developing skills, related to developing effective interventions, services, and programs within a multitiered system of supports with moderate, direct supervision.	Demonstrates sufficient skills related to assessment methods for developing effective interventions, services, and programs within a multitiered system of supports with minimum, indirect supervision as needed.	Demonstrate s proficient skills and exhibits strengths (e.g., leadership ability) related to assessment methods for developing effective interventions , services, and programs

					within a multitiered system of supports.
Progress Monitoring	Does not demonstrate knowledge or related to utilizing assessment methods measuring progress and outcomes within a multitiered system of supports.	Demonstrates foundational knowledge and related to assessment methods measuring progress and outcomes within a multitiered system of supports.	Demonstrates intermediate knowledge, with developing skills, related to assessment methods measuring progress and outcomes within a multitiered system of supports with moderate, direct supervision.	Demonstrates sufficient skills related to assessment methods measuring progress and outcomes within a multitiered system of supports with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to assessment methods measuring progress and outcomes within a multitiered system of supports.
Problem Solving Approach	Does not demonstrate knowledge related to the problem-solving framework as the basis for all professional activities.	Demonstrates foundational knowledge related to the problem-solving framework as the basis for all professional activities but does not use this framework in practice.	Demonstrates intermediate knowledge, with developing skills, related to the problem-solving framework as the basis for all professional activities with moderate, direct supervision.	Demonstrates sufficient skills related to the problem-solving framework as the basis for all professional activities with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to the problem-solving framework as the basis for all professional activities.

Multisource	Does not demonstrate knowledge related to systematically collecting data from multiple sources as a foundation for decision making at the individual, group, and systems levels.	Demonstrates foundational knowledge related to the process and need for multisource assessment, but does not systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels.	Demonstrates intermediate knowledge, with developing skills, related to the process and need for multisource assessment and systematically collects data from multiple sources as a foundation for decision making at the individual, group, and systems levels with moderate, direct supervision.	Demonstrates sufficient skills related to the process and need for multisource assessment and systematically collects data from multiple sources as a foundation for decision making at the individual, group, and systems levels with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to process and need for multisource assessment and systematically collects data from multiple sources as a foundation for decision making at the individual, group, and systems levels.
Ecological and Cultural Contexts	Does not demonstrate knowledge related to ecological and cultural factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.	Demonstrates foundational knowledge related to ecological and cultural factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.	Demonstrates intermediate knowledge, with developing skills, related to ecological and cultural factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention with moderate, direct supervision	Demonstrates sufficient skills related to ecological and cultural factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to ecological and cultural factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

Models of Service	Does not demonstrate knowledge related to varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems.	Demonstrates foundational knowledge related to varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems.	Demonstrates intermediate knowledge, with developing skills, related to varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems with moderate, direct supervision.	Demonstrates sufficient skills related to varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems.
Effective Service Delivery	Does not demonstrate knowledge related to consultation and collaboration skills to promote effective implementation of services.	Demonstrates foundational knowledge related to consultation and collaboration to promote effective implementation of services.	Demonstrates intermediate knowledge, with developing skills, related to consultation and collaboration to promote effective implementation of services with moderate, direct supervision.	Demonstrates sufficient skills related to consultation and collaboration to promote effective implementation of services with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to consultation and collaboration to promote effective implementation of services.
Effective Communication	Does not demonstrate knowledge related to consulting, collaborating, and communicating (e.g., verbal, written) effectively with others.	Demonstrates foundational knowledge related to consulting, collaborating, and communicating (e.g., verbal, written) effectively with others.	Demonstrates intermediate knowledge, with developing skills, related to consulting, collaborating, and communicating (e.g., verbal, written) effectively with others with moderate, direct supervision.	Demonstrates sufficient skills related to consulting, collaborating, and communicating (e.g., verbal, written) effectively with others with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to consulting, collaborating, and communicating (e.g., verbal, written)

					effectively with others.
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Domain 3: Academic Interventions and Instructional Supports

Ecological, Cultural, and Evidence-Based Contexts	Does not demonstrate knowledge related to biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; nor evidence-based curricula and instructional strategies.	Demonstrates foundational knowledge related to biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; or utilize evidence-based curricula and instructional strategies.	Demonstrates intermediate knowledge, with developing skills, related to biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and utilizes evidence-based curricula and instructional strategies with moderate, direct supervision.	Demonstrates sufficient skills related to biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and utilizes evidence-based curricula and instructional strategies with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to biological, cultural, and social influences on academic skills; human learning, cognitive, and development al processes; and utilizes evidence-based curricula and instructional strategies.
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Direct Support	Does not demonstrate knowledge related to assessment and data collection methods to implement and evaluate direct services that support academic skill development in children.	Demonstrates foundational knowledge related to assessment and data collection methods to implement and evaluate direct services that support academic skill development in children.	Demonstrates intermediate knowledge, with developing skills, related to assessment and data collection methods to implement and evaluate direct services that support academic skill development in children with moderate, direct supervision.	Demonstrate sufficient skills related to assessment and data collection methods to implement and evaluate direct services that support academic skill	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to assessment and data
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				development in children with minimum, indirect supervision as needed.	collection methods to implement and evaluate direct services that support academic skill development in children.
Indirect Support	Does not demonstrate knowledge related to assessment and data collection methods to provide indirect services that support academic skill development in children.	Demonstrates foundational knowledge related to assessment and data collection methods to provide indirect services that support academic skill development in children.	Demonstrates intermediate knowledge, with developing skills, related to assessment and data collection methods to provide indirect services that support academic skill development in children with moderate, direct supervision.	Demonstrate sufficient skills related to assessment and data collection methods to provide indirect services that support academic skill development in children with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to assessment and data collection methods to provide indirect services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

Ecological, Cultural, and Evidence-Based Contexts	Does not demonstrate knowledge related to biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; nor evidence-based strategies to promote social-emotional functioning.	Demonstrates foundational knowledge related to biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; or utilizes evidence-based strategies to promote social-emotional functioning.	Demonstrates intermediate knowledge, with developing skills, related to biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and utilizes evidence-based strategies to promote social-emotional functioning with moderate, direct supervision.	Demonstrate sufficient skills related to biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and utilizes evidence-based strategies to promote social-emotional	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and
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				functioning with minimum, indirect supervision as needed.	emotional impacts on learning; and utilizes evidence-based strategies to promote social-emotional functioning.
Direct Support	Does not demonstrate knowledge related to designing, implementing, or evaluating direct services that promote resilience and positive behavior, support socialization and adaptive skills, or enhance mental and behavioral health.	Demonstrates foundational knowledge related to designing, implementing, and evaluating direct services that promote resilience and positive behavior, support socialization and adaptive skills, or enhance mental and behavioral health.	Demonstrates intermediate knowledge, with developing skills, related to designing, implementing, and evaluating direct services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health, with moderate, direct supervision.	Demonstrates sufficient skills related to designing, implementing, and evaluating direct services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health, with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to designing , implementin g, and evaluating direct services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
Indirect Support	Does not demonstrate knowledge related to designing, implementing, or evaluating indirect services that promote resilience and positive behavior, support socialization and adaptive skills, or enhance mental and behavioral health.	Demonstrates foundational knowledge related designing, implementing, and evaluating indirect services that promote resilience and positive behavior, support socialization and adaptive skills, or enhance mental and behavioral health.	Demonstrates intermediate knowledge, with developing skills, related to designing, implementing, and evaluating indirect services that promote resilience and positive behavior, support socialization and adaptive skills, or enhance mental and behavioral health, with moderate, direct supervision	Demonstrates sufficient skills related to designing, implementing, and evaluating indirect services that promote resilience and positive behavior, support socialization and adaptive skills, or	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to designing , implementin g, and

				enhance mental and behavioral health, with minimum, indirect supervision as needed.	evaluating indirect services that promote resilience and positive behavior, support socialization and adaptive skills, or enhance mental and behavioral health.
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Domain 5: School-Wide Practices to Promote Learning

Systems-Level Implementation	Does not demonstrate knowledge related to systems' structures, organization, or theory; general and special education programming; or implementation science.	Demonstrates foundational knowledge related to systems' structures, organization, or theory; general and special education programming; nor exhibits skills in implementation science.	Demonstrates intermediate knowledge, with developing skills, related to systems' structures, organization, and theory; general and special education programming; and exhibits skills in implementation science with moderate, direct supervision.	Demonstrate sufficient skills related to systems' structures, organization, and theory; general and special education programming; and exhibits skills in implementation science with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to systems' structures, organization, and theory; general and special education programming; and exhibits skills in implementation science.
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Support Services	Does not demonstrate knowledge related to evidence-based school-wide practices (e.g., PBIS) that promote learning, positive behavior, and mental health.	Demonstrates foundational knowledge related to evidence-based school-wide practices (e.g., PBIS) that support learning, positive behavior, and mental health.	Demonstrates intermediate knowledge, with developing skills, related to evidence-based school-wide practices (e.g., PBIS) that support learning, positive behavior, and mental health with moderate, direct supervision.	Demonstrates sufficient skills related to evidence-based school-wide practices (e.g., PBIS) that support learning, positive behavior, and mental health with minimum, indirect	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to evidence-based school-wide practices (e.g., PBIS)
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				supervision as needed.	that supports learning, positive behavior, and mental health.
Supportive Learning Environments	Does not demonstrate knowledge related to developing and implementing practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.	Demonstrates foundational knowledge related to developing and implementing practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.	Demonstrates intermediate knowledge, with developing skills, related to developing and implementing practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff with moderate, direct supervision.	Demonstrate sufficient skills related to developing and implementing practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff with minimum, indirect supervision as needed	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to developing and implementing practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

Ecological and Cultural Contexts	Does not demonstrate knowledge related to principles and research related to social–emotional well-being or resilience, or risk factors in learning, mental and behavioral health.	Demonstrates foundational knowledge related to principles and research related to social–emotional well-being or resilience, or risk factors in learning, mental and behavioral health.	Demonstrates intermediate knowledge, with developing skills, related to social–emotional well-being and resilience, and risk factors in learning, mental and behavioral health with moderate, direct supervision.	Demonstrates sufficient skills related to principles and research related to social–emotional well-being and resilience, and risk factors in learning, mental and behavioral health with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to principles and research related to social–emotional well-being and resilience, and risk factors in
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					learning, mental and behavioral health.
Multitiered, Evidence-Based Services	Does not demonstrate knowledge related to services in schools, community support, multitiered prevention and health promotion, or evidence-based strategies for creating safe and supportive schools.	Demonstrates foundational knowledge related to services in schools and communities to support multitiered prevention and health promotion, or evidence-based strategies for creating safe and supportive schools.	Demonstrates intermediate knowledge, with developing skills, related to services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools with moderate, direct supervision.	Demonstrates sufficient skills related to services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.
Safety and Crisis Response	Does not demonstrate knowledge related to facilitating preventive and responsive services that enhance learning, mental and behavioral health, or psychological and physical safety; or implementing effective crisis prevention, protection, mitigation, response, or recovery.	Demonstrates foundational knowledge related to preventive and responsive services that enhance learning, mental and behavioral health, or psychological and physical safety; or implementing effective crisis prevention, protection, mitigation, response, or recovery.	Demonstrates intermediate knowledge, with developing skills, related to facilitating preventive and responsive services that enhance learning, mental and behavioral health, or psychological and physical safety; and implementing effective crisis prevention, protection, mitigation, response, and recovery with moderate, direct supervision.	Demonstrates sufficient skills related to facilitating preventive and responsive services that enhance learning, mental and behavioral health, or psychological and physical safety; and implementing effective crisis prevention, protection, mitigation, response, and recovery with minimum, indirect	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to facilitating preventive and responsive services that enhance learning, mental and behavioral health, or psychological and physical safety; and implementin

				supervision as needed.	g effective crisis prevention, protection, mitigation, response, and recovery.
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Domain 7: Family, School, and Community Collaboration

Ecological and Cultural Contexts	Does not demonstrate knowledge related to principles and research related to family systems, strengths, needs, and cultures.	Demonstrates foundational knowledge related to principles and research related to family systems, strengths, needs, and cultures.	Demonstrates intermediate knowledge, with developing skills, related to principles and research related to family systems, strengths, needs, and cultures with moderate, direct supervision.	Demonstrates sufficient skills related to principles and research related to family systems, strengths, needs, and cultures with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to principles and research related to family systems, strengths, needs, and cultures.
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Evidence-Based Strategies	Does not demonstrate knowledge related to promoting evidence-based strategies to support positive family influences on children’s learning and mental health; or strategies to develop collaboration between families and schools.	Demonstrates foundational knowledge related to promoting evidence-based strategies to support positive family influences on children’s learning and mental health; or strategies to develop collaboration between families and schools.	Demonstrates intermediate knowledge, with developing skills, related to promoting evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools with moderate, direct supervision.	Demonstrates sufficient skills related to promoting evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
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Culturally Responsive Services	Does not demonstrate knowledge related to designing, implementing, or evaluating services that respond to culture and context.	Demonstrates foundational knowledge related to designing, implementing, or evaluating services that respond to culture and context.	Demonstrates intermediate knowledge, with developing skills, related to designing, implementing, and evaluating services that respond to culture and context with moderate, direct supervision.	Demonstrates sufficient skills related to designing, implementing, and evaluating services that respond to culture and context with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to designing, implementin g, and evaluating services that respond to culture and context.
Collaborations	Does not demonstrate knowledge related to facilitating family and school partnerships or interactions with community agencies to enhance academic and social–behavioral outcomes for children.	Demonstrates foundational knowledge related to family and school partnerships or interactions with community agencies to enhance academic and social–behavioral outcomes for children.	Demonstrates intermediate knowledge, with developing skills, related to facilitating family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children with moderate, direct supervision.	Demonstrates sufficient skills related to facilitating family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to facilitating family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

<p>Awareness and Respect</p>	<p>Does not demonstrate knowledge related to individual differences, abilities, disabilities, and other diverse characteristics or the effects they have on development and learning.</p>	<p>Demonstrates foundational knowledge related to integrating, individual differences, abilities, disabilities, and other diverse characteristics or the effects they have on development and learning.</p>	<p>Demonstrates intermediate knowledge, with developing skills, related to integrating, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning with moderate, direct supervision.</p>	<p>Demonstrates sufficient skills related to individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning minimum, indirect supervision as needed.</p>	<p>Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to individual differences, abilities, disabilities, and other diverse characteristic s and the effects they have on development and learning.</p>
<p>Ecological and Cultural Contexts</p>	<p>Does not demonstrate knowledge related to principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture or cultural identity, race, sexual orientation, gender identity or expression, socioeconomic status, or other variables.</p>	<p>Demonstrates foundational knowledge related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture or cultural identity, race, sexual orientation, gender identity or expression, socioeconomic status, or other variables.</p>	<p>Demonstrates intermediate knowledge, with developing skills, related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables with moderate, direct supervision.</p>	<p>Demonstrates sufficient skills related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables with minimum, indirect supervision as needed.</p>	<p>Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to principles and research related to diversity in children, families, schools, and communities , including factors related to child development , religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic</p>

					ic status, and other variables.
Evidence-Based	Does not demonstrate knowledge related to implementing evidence-based strategies to enhance services in both general and special education or to address potential influences related to diversity.	Demonstrates foundational knowledge related to implementing evidence-based strategies to enhance services in both general and special education or to address potential influences related to diversity.	Demonstrates intermediate knowledge, with developing skills, related to implementing evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity with moderate, direct supervision.	Demonstrates sufficient skills related to implementing evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to implementing evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity.
Inclusivity	Does not demonstrate knowledge related to providing professional services that promote effective functioning for individuals, families, or schools with diverse characteristics, cultures, or backgrounds through an ecological lens across multiple contexts.	Demonstrates foundational knowledge related to providing professional services that promote effective functioning for individuals, families, or schools with diverse characteristics, cultures, or backgrounds through an ecological lens across multiple contexts.	Demonstrates intermediate knowledge, with developing skills, related to providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts with moderate, direct supervision.	Demonstrates sufficient skills related to providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological

					lens across multiple contexts.
Equity and Advocacy	Does not demonstrate knowledge related to equitable practices for diverse student populations, respect for diversity in development and learning, or advocacy for social justice are foundational to effective service delivery.	Demonstrates foundational knowledge related to equitable practices for diverse student populations, respect for diversity in development and learning, or advocacy for social justice as foundational to effective service delivery.	Demonstrates intermediate knowledge, with developing skills, related to equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice as foundational to effective service delivery with moderate, direct supervision.	Demonstrates sufficient skills related to equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice as foundational to effective service delivery with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice as foundational to effective service delivery.

Domain 9: Research and Evidence-Based Practice

Evidence-Based	Does not demonstrate knowledge related to research design, statistics, measurement, or varied data collection and analysis techniques for understanding research, interpreting data, or evaluating programs in applied settings.	Demonstrates foundational knowledge related to research design, statistics, measurement, or varied data collection and analysis techniques for understanding research, interpreting data, or evaluating programs in applied settings.	Demonstrates intermediate knowledge, with developing skills, related to research design, statistics, measurement, and varied data collection and analysis techniques for understanding research, interpreting data, and evaluating programs in applied with moderate, direct supervision.	Demonstrates sufficient skills related to research design, statistics, measurement, and varied data collection and analysis techniques for understanding research, interpreting data, and evaluating programs in applied settings with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to research design, statistics, measurement , and varied data collection and analysis techniques for understandin g research, interpreting
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					data, and evaluating programs in applied settings.
Scientist-Practitioner	Does not demonstrate knowledge related to scientist-practitioner orientations in evaluating and applying research as a foundation for service delivery.	Demonstrates foundational knowledge related to scientist-practitioner orientations in evaluating and applying research as a foundation for service delivery.	Demonstrates intermediate knowledge, with developing skills, related to scientist-practitioner orientations in evaluating and applying research as a foundation for service delivery with moderate, direct supervision.	Demonstrates sufficient skills related to scientist-practitioner orientations in evaluating and applying research as a foundation for service delivery with minimum, indirect supervision as needed.	Demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to scientist-practitioner orientations in evaluating and applying research as a foundation for service delivery.
Collaboration & Technology	Does not demonstrate knowledge related to collaborating with others to use various techniques or technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.	Demonstrates foundational knowledge related to collaboratively using various techniques or technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.	Demonstrates intermediate knowledge, with developing skills, related to collaboratively using various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels with moderate, direct supervision.	Demonstrates sufficient skills related to collaboratively using various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels with minimum, indirect supervision as needed.	Demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to collaboratively using various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice					
Foundation and History	Does not demonstrate knowledge related to history and foundations of school psychology; multiple service models and methods; or ethical, legal, and professional standards.	Demonstrates foundational knowledge related to history and foundations of school psychology; multiple service models and methods; or ethical, legal, and professional standards.	Demonstrates intermediate knowledge, with developing skills, related to history and foundations of school psychology; multiple service models and methods; and ethical, legal, and professional standards with moderate, direct supervision.	Demonstrates sufficient skills related to history and foundations of school psychology; multiple service models and methods; and ethical, legal, and professional standards with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to history and foundations of school psychology; multiple service models and methods; and ethical, legal, and professional standards.
Professional Standards	Does not demonstrate knowledge related to providing services consistent with ethical, legal, and professional standards.	Demonstrates foundational knowledge related to providing services consistent with ethical, legal, and professional standards.	Demonstrates intermediate knowledge, with developing skills, related to providing services consistent with ethical, legal, and professional standards with moderate, direct supervision.	Demonstrates sufficient skills related to providing services consistent with ethical, legal, and professional standards with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to providing services consistent with ethical, legal, and professional standards.
Responsiveness	Does not demonstrate knowledge related to engaging in responsive ethical and professional decision making.	Demonstrates foundational knowledge related to engaging in responsive ethical and professional decision making.	Demonstrates intermediate knowledge, with developing skills, related to engaging in responsive ethical and professional decision making with moderate, direct supervision.	Demonstrates sufficient skills related to engaging in responsive ethical and professional decision making with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to engaging in responsive ethical and professional

					decision making.
Interpersonal and Professional Skills	Does not demonstrate knowledge related to effective interpersonal (e.g., conflict resolution, communication) and professional (e.g., punctual, work completion) behaviors.	Demonstrates foundational knowledge related to effective interpersonal (e.g., conflict resolution, communication) and professional (e.g., punctual, work completion) skills.	Demonstrates intermediate knowledge, with developing skills, related to effective interpersonal (e.g., conflict resolution, communication) and professional (e.g., punctual, work completion) skills with moderate, direct supervision.	Demonstrates sufficient skills related to effective interpersonal (e.g., conflict resolution, communication) and professional (e.g., punctual, work completion) skills with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to effective interpersonal (e.g., conflict resolution, communication) and professional (e.g., punctual, work completion) skills.
Commitment	Does not demonstrate knowledge related to responsibility, adaptability, initiative, or dependability as crucial to service delivery.	Demonstrates foundational knowledge related to responsibility, adaptability, initiative, or dependability.	Demonstrates intermediate knowledge, with developing skills, related to responsibility, adaptability, initiative, and dependability with moderate, direct supervision.	Demonstrates sufficient skills related to responsibility, adaptability, initiative, and dependability with minimum, indirect supervision as needed.	Demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to responsibility, adaptability, initiative, and dependability.
Technology	Does not demonstrate knowledge related to the role of technological competence, including appropriate use of social media or other digital formats.	Demonstrates foundational knowledge related to technological competence, including appropriate use of social media or other digital formats.	Demonstrates intermediate knowledge, with developing skills, related to technological competence, including appropriate use of social media and other digital formats with moderate, direct supervision.	Demonstrates sufficient skills related to technological competence, including appropriate use of social media and other digital formats with minimum, indirect supervision as needed.	Demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to technological competence, including

				supervision as needed.	appropriate use of social media and other digital formats.
Advocacy	Does not demonstrate knowledge related to advocacy, respect for human diversity, or a commitment to social justice or equity.	Demonstrates foundational knowledge related to advocacy, respect for human diversity, or a commitment to social justice or equity.	Demonstrates intermediate knowledge, with developing skills, related to advocacy, respect for human diversity, and a commitment to social justice and equity with moderate, direct supervision.	Demonstrates sufficient skills related to advocacy, respect for human diversity, and a commitment to social justice and equity with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to advocacy, respect for human diversity, and a commitment to social justice and equity.
Supervision	Does not demonstrate knowledge related to the effective use of supervision, including seeking, receiving, or acting on feedback.	Demonstrates foundational knowledge related to effective use of supervision, including seeking, receiving, or acting on feedback.	Demonstrates intermediate knowledge, with developing skills, related to effective use of supervision, including seeking, receiving, and acting on feedback with moderate, direct supervision.	Demonstrates sufficient skills related to effective use of supervision, including seeking, receiving, and acting on feedback with minimum, indirect supervision as needed.	Demonstrate s proficient skills, and exhibits strengths (e.g., leadership ability) related to the effective use of supervision, including seeking, receiving, and acting on feedback.

Please provide additional information for areas of concern you have for this student:

Please provide additional information for areas of strength for this student:

Comprehensive Portfolio Assessment



**William & Mary
School of Education**

**School Psychology Program
Comprehensive Portfolio Evaluation**

Student Name	Reviewers	Date
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Required Components	Met	Notes
Internship Agreement		
Documentation of 1200 hours, per national and state requirements:		
600 School Based Hours		
2 hrs/week of Supervision		
Case Log		
Fall & Spring Evaluations		
Passing School Psychology Praxis Score Report		
State Licensure Certifications		
Professional Development Verification		
Score of 165 or higher, with no scores falling below "3/Competent"		
Score:		

Note on language

Minimal: Vague or implied description of exemplar components related to each domain

Sufficient: Basic description that aligns with expected knowledge, attitudes, and skills related to each domain

Proficient: Detailed, integrated description that exceeds expected knowledge, attitudes, and skills related to each domain

Curriculum Vitae

Candidates must provide an updated curriculum vita (CV) that reflects their achievements and experiences as a school psychology graduate student. Templates available upon request. The CV should include the following sections:

1. Education & Certifications
2. Honors & Awards
3. Clinical Experiences
4. Research Experiences
5. Service Experiences
6. References

Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
The student does not demonstrate knowledge related to organizing their professional skills and achievements and providing concise but thorough description of relevant skills and experiences.	The student demonstrates foundational knowledge related to organizing their professional skills and achievements and providing concise but thorough description of relevant skills and experiences.	The student demonstrates intermediate knowledge, with developing skills related to organizing their professional skills and achievements and providing concise but thorough description of relevant skills and experiences.	The student demonstrates sufficient skills related to organizing their professional skills and achievements and providing concise but thorough description of relevant skills and experiences.	The student demonstrates proficient skills and exhibits strengths related to organizing their professional skills and achievements and providing concise but thorough description of relevant skills and experiences.

Transcript

Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
GPA < 3.0	--	--	GPA = 3.0-3.74	GPA ≥ 3.75

Professional Statement Rubric

Candidates will provide a 3-5 page description (double-spaced, Times New Roman 12-point font) of their professional growth and developing identity as a school psychologist. The following guiding questions should be addressed:

1. What does it mean to be a school psychologist working within educational settings?
2. What is your professional identity as a school psychologist? What are your strengths and areas for growth?
3. What are current challenges you see within the profession and how will they impact you?
4. What are current benefits within the profession and how will they impact you?
5. What changes do you hope to see in the profession moving forward? How will you help contribute to these changes?
6. What is your primary goal as a school psychologist moving forward? What impact do you hope to have within education?

Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
The student does not demonstrate knowledge related to their professional identity as a school psychologist, current developments in the field, integration of personal strengths and competencies to meet the demands of practice, the role of school psychology in the larger	The student demonstrates foundational knowledge related to their professional identity as a school psychologist, current developments in the field, integration of personal strengths and competencies to meet the demands of practice, the role of school psychology in the larger educational	The student demonstrates intermediate knowledge, with developing skills related to their professional identity as a school psychologist, current developments in the field, integration of personal strengths and competencies to meet the demands of practice, the role of school psychology in the larger	The student demonstrates sufficient skills related to their professional identity as a school psychologist, current developments in the field, integration of personal strengths and competencies to meet the demands of	The student demonstrates proficient skills and exhibits strengths related to their professional identity as a school psychologist, current developments in the field, integration of personal strengths and competencies to

educational context, or issues of evidence-based, equitable, and inclusive services for diverse populations.	context, or issues of evidence-based, equitable, and inclusive services for diverse populations.	educational context, or issues of evidence-based, equitable, and inclusive services for diverse populations..	practice, the role of school psychology in the larger educational context, or issues of evidence-based, equitable, and inclusive services for diverse populations. .	meet the demands of practice, the role of school psychology in the larger educational context, and issues of evidence-based, equitable, and inclusive services for diverse populations. .
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Statements of Competency

Candidates describe their competency in each of the NASP Practice Domains, citing evidence either attached or included in other sections of the Comprehensive Portfolio. There is no page limit and statements should be in Times New Roman, 12 point font, double spaced, and include:

1. Description of personal conceptualization of the NASP Domain and its importance in school psychological services;
2. Self-rating using the provided self-rating scale (these do not impact scoring);
3. Explanation of ratings, citing evidence;
4. Areas of strength, including experiences and specific skills developed;
5. Areas for growth, including experiences and specific skills that need to be developed;
6. Plans for building on strengths and addressing areas for growth.

Statement of Competency Self-Rating (to be completed for each Domain)

Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
I do not have knowledge of this NASP Practice Domain	I have foundational knowledge, but limited experiences and/or skills related to this NASP Practice Domain. I need more training related to these practices.	I have knowledge and some experiences with intermediate skills related to this NASP Practice Domain. I need moderate direct supervision to engage in these practices.	I have knowledge and sufficient experiences and skills related to this NASP Practice Domain. I feel confident I can engage in these practices with minimal to no direct supervision.	I have knowledge and sufficient experiences and skills related to this NASP Domain, and feel confident I could lead and teach others in these practices.

Statements of Competency Rubric

NASP Domain	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of the use of data, including assessment, progress monitoring, and outcome evaluation, to inform service	Evidence of knowledge and limited skills in the use of data, including assessment, progress monitoring, and outcome evaluation, to inform service decisions using a	Evidence of knowledge and sufficient skills in the use of data, including assessment, progress monitoring, and	Evidence of knowledge and proficient skills in the use of data, including assessment, progress monitoring, and outcome evaluation, to inform service decisions using a problem-solving approach

		decisions using a problem-solving approach across multiple tiers of service.	problem-solving approach across multiple tiers of service.	outcome evaluation, to inform service decisions using a problem-solving approach across multiple tiers of service.	across multiple tiers of service. They could teach/lead others in these practices.
Consultation and Collaboration	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of models and techniques of consultation, its role in service delivery, effective collaboration, and team-based decision making across multiple tiers of service.	Evidence of knowledge and limited skills in models and techniques of consultation, its role in service delivery, effective collaboration, and team-based decision making across multiple tiers of service.	Evidence of knowledge and sufficient skills in models and techniques of consultation, its role in service delivery, effective collaboration, and team-based decision making across multiple tiers of service.	Evidence of knowledge and proficient skills in models and techniques of consultation, its role in service delivery, effective collaboration, and team-based decision making across multiple tiers of service. They could teach/lead others in these practices.
Academic Intervention and Instructional Supports	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of designing, implementing, and evaluating academic interventions and services that promote academic achievement across multiple tiers of service.	Evidence of knowledge and limited skills in designing, implementing, and evaluating academic interventions and services that promote academic achievement across multiple tiers of service.	Evidence of knowledge and sufficient skills in designing, implementing, and evaluating academic interventions and services that promote academic achievement across multiple tiers of service.	Evidence of knowledge and proficient skills in designing, implementing, and evaluating academic interventions and services that promote academic achievement across multiple tiers of service. They could teach/lead others in these practices.
Mental and Behavioral Health Services and Supports	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of designing, implementing, and evaluating mental and behavioral health interventions and services that promote student wellbeing across multiple tiers of service.	Evidence of knowledge and limited skills in designing, implementing, and evaluating mental and behavioral health interventions and services that promote student wellbeing across multiple tiers of service.	Evidence of knowledge and sufficient skills in designing, implementing, and evaluating mental and behavioral health interventions and services that promote student wellbeing across multiple tiers of service.	Evidence of knowledge and proficient skills in designing, implementing, and evaluating mental and behavioral health interventions and services that promote student wellbeing across multiple tiers of service. They could teach/lead others in these practices.

School-Wide Services to Promote Learning	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of school systems, systems-wide programming to support students and staff, and implementation of school-wide strategies for promoting achievement and wellbeing.	Evidence of knowledge and limited skills in school systems, systems-wide programming to support students and staff, and implementation of school-wide strategies for promoting achievement and wellbeing.	Evidence of knowledge and sufficient skills in school systems, systems-wide programming to support students and staff, and implementation of school-wide strategies for promoting achievement and wellbeing.	Evidence of knowledge and proficient skills in school systems, systems-wide programming to support students and staff, and implementation of school-wide strategies for promoting achievement and wellbeing. They could teach/lead others in these practices.
Services to Promote Safe and Supportive Schools	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of multitiered services to promote supportive environments and crisis prevention, protection, mitigation, response, and recovery.	Evidence of knowledge and limited skills in multitiered services to promote supportive environments and crisis prevention, protection, mitigation, response, and recovery.	Evidence of knowledge and sufficient skills in multitiered services to promote supportive environments and crisis prevention, protection, mitigation, response, and recovery.	Evidence of knowledge and proficient skills in multitiered services to promote supportive environments and crisis prevention, protection, mitigation, response, and recovery. They could teach/lead others in these practices.
Family, School, and Community Collaboration	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of family systems, home-school communication and collaboration, and working with community agencies to provide multi tiered services.	Evidence of knowledge and limited skills in family systems, home-school communication and collaboration, and working with community agencies to provide multi tiered services.	Evidence of knowledge and sufficient skills in family systems, home-school communication and collaboration, and working with community agencies to provide multi tiered services.	Evidence of knowledge and proficient skills in family systems, home-school communication and collaboration, and working with community agencies to provide multi tiered services. They could teach/lead others in these practices.
Equitable Practices for Diverse Student Populations	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of multitiered, culturally responsive practices that promote equitable, inclusive services for diverse populations within a	Evidence of knowledge and limited skills in multitiered, culturally responsive practices that promote equitable, inclusive services for diverse populations within a social justice framework.	Evidence of knowledge and sufficient skills in multitiered, culturally responsive practices that promote equitable,	Evidence of knowledge and proficient skills in multitiered, culturally responsive practices that promote equitable, inclusive services for diverse populations within a social justice framework.

		social justice framework.		inclusive services for diverse populations within a social justice framework.	They could teach/lead others in these practices.
Research and Evidence-Based Practice	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of scientist- practitioner approaches to service delivery, including using research, evidence, and technology to evaluate and inform service delivery.	Evidence of knowledge and limited skills in scientist- practitioner approaches to service delivery, including using research, evidence, and technology to evaluate and inform service delivery.	Evidence of knowledge and sufficient skills in scientist- practitioner approaches to service delivery, including using research, evidence, and technology to evaluate and inform service delivery.	Evidence of knowledge and proficient skills in scientist- practitioner approaches to service delivery, including using research, evidence, and technology to evaluate and inform service delivery. They could teach/lead others in these practices.
Legal, Ethical, and Professional Practice	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of legal and ethical considerations for service delivery in educational settings, including dispositions that include responsibility, dependability, advocacy, respect for human rights, interpersonal skills, technological skills, and commitment to social justice.	Evidence of knowledge and limited skills in legal and ethical considerations for service delivery in educational settings, including dispositions that include responsibility, dependability, advocacy, respect for human rights, interpersonal skills, technological skills, and commitment to social justice.	Evidence of knowledge and sufficient skills in legal and ethical considerations for service delivery in educational settings, including dispositions that include responsibility, dependability, advocacy, respect for human rights, interpersonal skills, technological skills, and commitment to social justice.	Evidence of knowledge and proficient skills in legal and ethical considerations for service delivery in educational settings, including dispositions that include responsibility, dependability, advocacy, respect for human rights, interpersonal skills, technological skills, and commitment to social justice. They could teach/lead others in these practices.

Psychoeducational Assessment Case Rubric

NASP Domain	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
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<p>Data-Based Decision Making</p>	<ul style="list-style-type: none"> • Assessments do not directly address referral question • Does not include multiple assessment domains (e.g., cognitive, academic, behavioral) • Only one source of information gathered (e.g., record reviews, rating scales) • Interpretation of data is not reflective of findings • Recommendations are not based on data 	<ul style="list-style-type: none"> • Assessment does not directly address the referral question • Does not include multiple assessment domains • Two sources of information gathered • Interpretation is only moderately reflective of findings • Integration of multiple sources and forms of data not apparent • Recommendations are not clearly grounded in findings 	<ul style="list-style-type: none"> • Assessment indirectly addresses the referral question • Includes 2 assessment domains • Two sources of information gathered • Interpretation is only moderately reflective of findings • Integration of two sources and/or forms of data apparent • Recommendations are not clearly grounded in findings 	<ul style="list-style-type: none"> • Assessment directly addresses the referral question • Rationale for assessment battery provided • Includes 3 or more assessment domains • Three or more sources of information gathered • Interpretation is reflective of findings • Integration of all data sources and findings clear in summary of findings • Recommendations grounded in findings 	<ul style="list-style-type: none"> • Assessment directly addresses the referral question and context • Rationale for assessment battery provided • Includes 3 or more assessment domains • Three or more sources of information gathered • Interpretation is reflective of findings • Integration of all data sources and findings clear throughout report • Proficient discussion of any changes made based on data as assessment plan was implemented • Recommendations grounded in findings as well as context
<p>Consultation & Collaboration</p>	<ul style="list-style-type: none"> • No evidence of collaboration with stakeholders in developing or implementing assessment plan • No evidence of collaboration in interpreting assessment results • No evidence of collaboration or consultation when 	<ul style="list-style-type: none"> • Minimal evidence of collaboration with stakeholders in developing or implementing assessment plan • No evidence of collaboration in interpreting assessment results • No evidence of collaboration or consultation when developing recommendations 	<ul style="list-style-type: none"> • Minimal evidence of collaboration with stakeholders in developing or implementing assessment plan • Minimal evidence of collaboration in interpreting assessment results • Minimal evidence of collaboration or consultation when developing recommendations 	<ul style="list-style-type: none"> • Sufficient evidence of collaboration with stakeholders in developing or implementing assessment plan • Sufficient evidence of collaboration in interpreting assessment results • Sufficient evidence of collaboration or consultation when developing recommendations 	<ul style="list-style-type: none"> • Proficient evidence of collaboration with stakeholders in developing or implementing assessment plan, with rationale for inclusion • Proficient evidence of collaboration in interpreting assessment results within team-based setting • Proficient evidence of collaboration or consultation when developing recommendations within team-based setting

	developing recommendations				
Academic Interventions & Academic Supports	<ul style="list-style-type: none"> No discussion of how findings may impact academic functioning of client Information regarding academic interventions and supports based on findings not provided when appropriate 	<ul style="list-style-type: none"> No discussion of how findings may impact academic functioning of client Information regarding academic interventions and supports based on findings not clearly provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how findings may impact academic functioning of client Information regarding academic interventions and supports based on findings clearly provided when appropriate 	<ul style="list-style-type: none"> Sufficient discussion of how findings may impact academic functioning of client Information regarding academic interventions and supports based on findings clearly provided when appropriate 	<ul style="list-style-type: none"> Proficient discussion of how findings may impact academic functioning of client within context with examples Information regarding academic interventions and supports based on findings clearly provided when appropriate, with attention to context
Mental and Behavioral Health Services & Interventions	<ul style="list-style-type: none"> No discussion of how findings may impact mental and behavioral functioning of client Information regarding mental and behavioral health services and interventions based on findings not provided when appropriate 	<ul style="list-style-type: none"> No discussion of how findings may impact mental and behavioral functioning of client Information regarding mental and behavioral health services and interventions based on findings not clearly provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how findings may impact mental and behavioral functioning of client Information regarding mental and behavioral health services and interventions based on findings clearly provided when appropriate 	<ul style="list-style-type: none"> Sufficient discussion of how findings may impact mental and behavioral functioning of client Sufficient information regarding mental and behavioral health services and interventions based on findings clearly provided when appropriate 	<ul style="list-style-type: none"> Proficient discussion of how findings may impact mental and behavioral health functioning of client within context with examples Proficient information regarding mental and behavioral health services and interventions based on findings clearly provided when appropriate, with attention to context
School-Wide Practices to Promote Learning	<ul style="list-style-type: none"> No discussion of classroom- or systems-level factors contribute to assessment findings Does not describe how classroom- or systems-level 	<ul style="list-style-type: none"> No discussion of classroom- or systems-level factors contribute to assessment environment, but does minimally discuss how such factors impact findings Does not describe how classroom- 	<ul style="list-style-type: none"> No discussion of classroom- or systems-level factors contribute to assessment plan, but does minimally discuss how such factors impact findings Minimally describes how classroom- or 	<ul style="list-style-type: none"> Sufficient discussion of classroom- and systems-level factors contribute to assessment findings, limited discussion of impact of such factors on 	<ul style="list-style-type: none"> Proficient discussion of classroom- and systems-level factors contribute to assessment findings Proficient discussion of classroom- and systems-level factors that influenced assessment plan and environment

	factors informed recommendations	or systems-level factors informed recommendations	systems-level factors informed recommendations	assessment environment <ul style="list-style-type: none"> • Sufficiently describes how classroom- or systems-level factors informed recommendations 	<ul style="list-style-type: none"> • Proficiently describes how classroom- and systems-level factors informed recommendations
Services to Promote Safe & Supportive Schools	<ul style="list-style-type: none"> • No discussion of ways in which school climate and environment contributed to referral concern • Does not describe how issues of safe and supportive schools were taken into consideration throughout assessment • Does not describe how recommendations help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • No discussion of ways in which school climate and environment contributed to referral concern • Does not describe how issues of safe and supportive schools were taken into consideration throughout assessment • Minimally describes how recommendations help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • No discussion of ways in which school climate and environment contributed to referral concern • Minimally describes how issues of safe and supportive schools were taken into consideration throughout assessment • Minimally describes how recommendations help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • Sufficiently describes ways in which school climate and environment contributed to referral concern • Sufficiently describes how issues of safe and supportive schools were taken into consideration throughout assessment • Sufficiently describes how recommendations help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • Proficiently describes ways in which school climate and environment contributed to referral concern, including how those perceptions may have differed across environment • Proficiently describes how issues of safe and supportive schools were taken into consideration throughout assessment, and how these issues were informed by the student • Proficiently describes how recommendations help contribute to safe and support school spaces for client
Family, School, & Community Collaboration	<ul style="list-style-type: none"> • No discussion of how the client's family was involved throughout the assessment process • No discussion of community factors that influence the case • No discussion of family 	<ul style="list-style-type: none"> • Minimal discussion of how the client's family was involved throughout the assessment process • No discussion of community factors that influence the case • No discussion of family strengths used to inform the case 	<ul style="list-style-type: none"> • Minimal discussion of how the client's family was involved throughout the assessment process • No discussion of community factors that influence the case • Minimal discussion of family strengths used to inform the case 	<ul style="list-style-type: none"> • Sufficient discussion of how the client's family was involved throughout the assessment process • Sufficient discussion of community factors that influence the case 	<ul style="list-style-type: none"> • Proficient discussion of how the client's family was involved throughout the assessment process • Proficient discussion of community factors that influenced the case • Proficient discussion of family strengths used to inform the case • Proficient discussion of community

	<p>strengths used to inform the case</p> <ul style="list-style-type: none"> • No discussion of community resources provided to the family 	<ul style="list-style-type: none"> • No discussion of community resources provided to the family 	<ul style="list-style-type: none"> • No discussion of community resources provided to the family 	<ul style="list-style-type: none"> • Sufficient discussion of family strengths used to inform the case • Minimal discussion of community resources provided to the family 	<p>strengths used to inform the case</p> <ul style="list-style-type: none"> • Detailed discussion of community resources provided to the family
<p>Equitable Practices for Diverse Student Populations</p>	<ul style="list-style-type: none"> • No discussion of how equity, diversity, or inclusion was considered throughout the assessment plan • No evidence that the assessment process was tailored to the unique characteristics and needs of the client • Recommendations are not clearly tailored to the unique characteristics and needs of the client • Recommendations are not equitable, inclusive, or attend to diverse needs of students 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout the assessment plan • No evidence that the assessment process was tailored to the unique characteristics and needs of the client • Recommendations are not clearly tailored to the unique characteristics and needs of the client • Recommendations are not equitable, inclusive, or attend to diverse needs of students 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout the assessment plan • Minimal evidence that the assessment process was tailored to the unique characteristics and needs of the client • Recommendations are minimally tailored to the unique characteristics and needs of the client • Recommendations are not equitable, inclusive, or attend to diverse needs of students 	<ul style="list-style-type: none"> • Sufficient discussion of how equity, diversity, or inclusion was considered throughout the assessment plan • Sufficient evidence that the assessment process was tailored to the unique characteristics and needs of the client • Recommendations are clearly tailored to the unique characteristics and needs of the client • Recommendations appear equitable, inclusive, and attend to diverse needs of students 	<ul style="list-style-type: none"> • Proficient discussion of how equity, diversity, or inclusion was considered throughout the assessment plan, including systems that influence the client, the context, and the cultural, ecological considerations • Proficient evidence that the assessment process was tailored to the unique characteristics and needs of the client • Recommendations are clearly tailored to the unique characteristics and needs of the client • Recommendations appear equitable, inclusive, and attend to diverse needs of students • Recommendations include strategies for advocacy
<p>Research & Evidence-Based Practices</p>	<ul style="list-style-type: none"> • No evidence that the assessment plan was evidence-based • No evidence that recommendations were 	<ul style="list-style-type: none"> • No evidence that the assessment plan was evidence-based • Minimal evidence recommendations were evidence-based 	<ul style="list-style-type: none"> • Minimal evidence that the assessment plan was evidence-based • Minimal evidence recommendations were evidence-based 	<ul style="list-style-type: none"> • Sufficient evidence that the assessment plan was evidence-based • Sufficient evidence recommendations were evidence-based 	<ul style="list-style-type: none"> • Proficient evidence that the assessment plan was evidence-based, specifically given the context and culture of the client • Proficient evidence recommendations were evidence-base given

	evidence-based			<ul style="list-style-type: none"> At least 3 reference provided 	<p>the context and culture of the client</p> <ul style="list-style-type: none"> At least 3 reference provided, with references specific to the context and culture of the client
Legal, Ethical, and Professional Practice	<ul style="list-style-type: none"> Does not describe legal considerations Does not describe ethical considerations Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Lists, but does not describe, legal considerations Lists, but does not describe, ethical considerations Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Minimally discusses one legal consideration Minimally discusses one ethical consideration Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Sufficiently discusses multiple legal considerations Sufficiently discusses multiple ethical considerations Sufficiently discusses how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Proficiently discusses multiple legal considerations across national and state laws/policies Proficiently discusses multiple ethical considerations from various perspectives (e.g., client, team) Proficiently discusses how exemplar informed professional development and growth with attention to areas of strength and lessons learned

Academic Intervention Case Rubric

NASP Domain	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	<ul style="list-style-type: none"> Intervention does not directly address referral question Intervention plan is not informed by include multiple sources of information (e.g., record review, rating scale, screener) Progress monitoring and SMART goal(s) of intervention 	<ul style="list-style-type: none"> Intervention indirectly address referral question Intervention plan is informed by 1-2 sources of information (e.g., record review, rating scale, screener) Progress monitoring and SMART goal(s) of intervention are not provided Interpretation of intervention outcome is not reflective of findings 	<ul style="list-style-type: none"> Intervention directly address referral question Intervention plan is informed by 1-2 sources of information (e.g., record review, rating scale, screener) Progress monitoring and SMART goal(s) of intervention are minimally described Interpretation of intervention outcome is mostly reflective of findings 	<ul style="list-style-type: none"> Intervention directly address referral question Intervention plan is informed by 3+ sources of information (e.g., record review, rating scale, screener) Progress monitoring and SMART goal(s) of intervention are clearly described Interpretation of intervention outcome is reflective of findings 	<ul style="list-style-type: none"> Intervention directly address referral question Intervention plan is informed by 3+ sources of information (e.g., record review, rating scale, screener) Progress monitoring and SMART goal(s) of intervention are clearly described and visually graphed Interpretation of intervention outcome is reflective of findings within

	<ul style="list-style-type: none"> are not provided • Interpretation of intervention outcome is not reflective of findings • Accurate effect size is not provided 	<ul style="list-style-type: none"> • Accurate effect size is not provided 	<ul style="list-style-type: none"> • Accurate effect size is not provided 	<ul style="list-style-type: none"> • Accurate effect size is provided 	<ul style="list-style-type: none"> ecological, cultural contexts • Accurate effect size is provided with interpretation and discussion
Consultation & Collaboration	<ul style="list-style-type: none"> • No evidence of collaboration with stakeholders in developing or implementing intervention plan • No evidence of collaboration in monitoring or interpreting intervention outcomes • No evidence of collaboration or consultation when developing next steps 	<ul style="list-style-type: none"> • Minimal evidence of collaboration with stakeholders in developing intervention plan • No evidence of collaboration with stakeholders in implementing intervention plan • No evidence of collaboration in monitoring or interpreting intervention outcomes • No evidence of collaboration or consultation when developing next steps 	<ul style="list-style-type: none"> • Minimal evidence of collaboration with stakeholders in developing intervention plan • Minimal evidence of collaboration with stakeholders in implementing intervention plan • No evidence of collaboration in monitoring or interpreting intervention outcomes • No evidence of collaboration or consultation when developing next steps 	<ul style="list-style-type: none"> • Sufficient evidence of collaboration with stakeholders in developing intervention plan • Sufficient evidence of collaboration with stakeholders in implementing intervention plan • Minimal evidence of collaboration in monitoring or interpreting intervention outcomes • Minimal evidence of collaboration or consultation when developing next steps 	<ul style="list-style-type: none"> • Proficient evidence of collaboration with stakeholders in developing intervention plan • Proficient evidence of collaboration with stakeholders in implementing intervention plan • Sufficient evidence of collaboration in monitoring or interpreting intervention outcomes • Sufficient evidence of collaboration or consultation when developing next steps
Academic Interventions & Academic Supports	<ul style="list-style-type: none"> • No discussion of how case may impact academic functioning of client • Information regarding academic interventions and supports based on 	<ul style="list-style-type: none"> • Minimal discussion of how case may impact academic functioning of client • Information regarding academic interventions and supports based on case not provided when appropriate 	<ul style="list-style-type: none"> • Minimal discussion of how case may impact academic functioning of client • Minimal information provided regarding academic interventions and supports based on case 	<ul style="list-style-type: none"> • Sufficient discussion of how case may impact academic functioning of client • Sufficient information provided regarding academic interventions 	<ul style="list-style-type: none"> • Proficient discussion of how case may impact academic functioning of client • Proficient information provided regarding academic interventions and supports based on case

	case not provided when appropriate		<ul style="list-style-type: none"> No discussion of how intervention impacts academic progress across multiple domains 	<p>and supports based on case</p> <ul style="list-style-type: none"> Discusses how intervention impacts academic progress across multiple domains 	<ul style="list-style-type: none"> Discusses how intervention impacts academic progress across multiple domains and contexts
Mental and Behavioral Health Services & Interventions	<ul style="list-style-type: none"> No discussion of how case may impact mental and behavioral health functioning of client Information regarding mental and behavioral health interventions and supports based on case not provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how case may impact mental and behavioral health functioning of client Information regarding mental and behavioral health interventions and supports based on case not provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how case may impact mental and behavioral health functioning of client Minimal information provided regarding mental and behavioral health interventions and supports based on case No discussion of how intervention impacts mental and behavioral health progress across multiple domains 	<ul style="list-style-type: none"> Sufficient discussion of how case may impact mental and behavioral health functioning of client Sufficient information provided regarding mental and behavioral health interventions and supports based on case Discusses how intervention impacts mental and behavioral health progress across multiple domains 	<ul style="list-style-type: none"> Proficient discussion of how case may impact mental and behavioral health functioning of client Proficient information provided regarding mental and behavioral health interventions and supports based on case Discusses how intervention impacts mental and behavioral health academic progress across multiple domains and contexts
School-Wide Practices to Promote Learning	<ul style="list-style-type: none"> No discussion of classroom- or systems-level factors that contribute to case concern Does not describe how classroom- or systems-level factors informed intervention design, implementation, progress monitoring, or evaluation of outcomes 	<ul style="list-style-type: none"> Minimal discussion of classroom- or systems-level factors that contribute to case concern Does not describe how classroom- or systems-level factors informed intervention design, implementation, progress monitoring, or evaluation of outcomes 	<ul style="list-style-type: none"> Minimal discussion of classroom- or systems-level factors that contribute to case concern Minimally describes how classroom- or systems-level factors informed intervention design, implementation, progress monitoring, or evaluation of outcomes, but not 	<ul style="list-style-type: none"> Sufficient discussion of classroom- or systems-level factors that contribute to case concern Minimally describes how classroom- or systems-level factors informed intervention design, implementation, progress monitoring, and evaluation of outcomes 	<ul style="list-style-type: none"> Proficient discussion of classroom- or systems-level factors that contribute to case concern Sufficiently describes in detail how classroom- or systems-level factors informed intervention design, implementation, progress monitoring, and evaluation of outcomes

			all of these components		
Services to Promote Safe & Supportive Schools	<ul style="list-style-type: none"> • No discussion of ways in which school climate and environment contributed to referral concern • Does not describe how issues of safe and supportive schools were taken into consideration throughout intervention process • Does not describe how intervention goals and outcomes help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • Minimal discussion of ways in which school climate and environment contributed to referral concern • Does not describe how issues of safe and supportive schools were taken into consideration throughout intervention process • Does not describe how intervention goals and outcomes help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • Minimal discussion of ways in which school climate and environment contributed to referral concern • Minimally describe how issues of safe and supportive schools were taken into consideration throughout intervention process • Does not describe how intervention goals and outcomes help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • Sufficient discussion of ways in which school climate and environment contributed to referral concern • Sufficiently describe how issues of safe and supportive schools were taken into consideration throughout intervention process • Minimally describe how intervention goals and outcomes help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • Proficient discussion of ways in which school climate and environment contributed to referral concern • Proficiently describe how issues of safe and supportive schools were taken into consideration throughout intervention process • Sufficiently describes in detail how intervention goals and outcomes help contribute to safe and support school spaces for client and others within school setting
Family, School, & Community Collaboration	<ul style="list-style-type: none"> • No discussion of how the client's family influenced the intervention case • No discussion of community factors that influence the case • No discussion of family, school, or community strengths used to inform the case 	<ul style="list-style-type: none"> • Minimal discussion of how the client's family influenced the intervention case • No discussion of community factors that influence the case • No discussion of family, school, or community strengths used to inform the case • No discussion of community resources provided to stakeholders to facilitate growth 	<ul style="list-style-type: none"> • Minimal discussion of how the client's family influenced the intervention case • Minimal discussion of community factors that influence the case • Minimal discussion of family, school, or community strengths used to inform the case • No discussion of community resources provided to stakeholders to facilitate growth 	<ul style="list-style-type: none"> • Sufficient discussion of how the client's family influenced the intervention case • Sufficient discussion of community factors that influence the case • Sufficient discussion of family, school, or community strengths used to inform the case • Minimal discussion of community 	<ul style="list-style-type: none"> • Proficient discussion of how the client's family influenced the intervention case • Proficient discussion of community factors that influence the case • Proficient discussion of family, school, and community strengths used to inform the case • Sufficient, detailed discussion of community resources provided to stakeholders to facilitate growth

	<ul style="list-style-type: none"> • No discussion of community resources provided to stakeholders to facilitate growth 			resources provided to stakeholders to facilitate growth	
Equitable Practices for Diverse Student Populations	<ul style="list-style-type: none"> • No discussion of how equity, diversity, or inclusion was considered throughout intervention planning, implementation, or evaluation • No evidence that the intervention was tailored to the unique characteristics and needs of the client • Outcome evaluation does not attend to equity, diversity, or inclusion when determining potential next steps. 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout intervention planning, implementation, or evaluation • No evidence that the intervention was tailored to the unique characteristics and needs of the client • Outcome evaluation does not attend to equity, diversity, or inclusion when determining potential next steps. 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout intervention planning, implementation, or evaluation • Minimal evidence that the intervention was tailored to the unique characteristics and needs of the client • Outcome evaluation does not attend to equity, diversity, or inclusion when determining potential next steps. 	<ul style="list-style-type: none"> • Sufficiently discusses how equity, diversity, or inclusion was considered throughout intervention planning, implementation, and evaluation • Sufficient evidence that the intervention was tailored to the unique characteristics and needs of the client • Outcome evaluation minimally attends to equity, diversity, or inclusion when determining potential next steps. 	<ul style="list-style-type: none"> • Proficiently discusses how equity, diversity, or inclusion was considered throughout intervention planning, implementation, and evaluation in detail for each phase of the intervention • Proficient evidence that the intervention was tailored to the unique characteristics and needs of the client, with attention to intersectionality • Outcome evaluation fully attends to equity, diversity, or inclusion when determining potential next steps.
Research & Evidence-Based Practices	<ul style="list-style-type: none"> • No evidence that the intervention was informed by research • No evidence that the intervention was informed by data • No evidence of using data to evaluate intervention outcomes 	<ul style="list-style-type: none"> • Minimal evidence that the intervention was informed by research • No evidence that the intervention was informed by data • No evidence of using data to evaluate intervention outcomes 	<ul style="list-style-type: none"> • Minimal evidence that the intervention was informed by research • Minimal evidence that the intervention was informed by data • No evidence of using data to evaluate intervention outcomes 	<ul style="list-style-type: none"> • Sufficient evidence that the intervention was informed by research • Sufficient evidence that the intervention was informed by data • Sufficient evidence of using data to evaluate intervention outcomes • At least 3 references provided 	<ul style="list-style-type: none"> • Proficient evidence that the intervention was informed by research specifically for the client's identities • Proficient evidence that the intervention was informed by data within an ecological context • Proficient evidence of using data to evaluate intervention outcomes within an ecological context

					<ul style="list-style-type: none"> • At least 3 references provided that were specifically relevant to the client's ecological or cultural contexts
Legal, Ethical, and Professional Practice	<ul style="list-style-type: none"> • Does not describe legal considerations • Does not describe ethical considerations • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Lists, but does not describe, legal considerations • Lists, but does not describe, ethical considerations • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Minimally discusses one legal consideration • Minimally discusses one ethical consideration • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Sufficiently discusses multiple legal considerations • Sufficiently discusses multiple ethical considerations • Sufficiently discusses how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Proficiently discusses multiple legal considerations across national and state laws/policies • Proficiently discusses multiple ethical considerations from various perspectives (e.g., client, team) • Proficiently discusses how exemplar informed professional development and growth with attention to areas of strength and lessons learned

Behavioral Intervention Case Rubric

NASP Domain	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	<ul style="list-style-type: none"> • Intervention does not directly address referral question • Intervention plan is not informed by include multiple sources of information (e.g., record review, rating scale, screener) • Progress monitoring and SMART goal(s) of intervention 	<ul style="list-style-type: none"> • Intervention indirectly address referral question • Intervention plan is informed by 1-2 sources of information (e.g., record review, rating scale, screener) • Progress monitoring and SMART goal(s) of intervention are not provided • Interpretation of intervention outcome is not reflective of findings • Accurate effect size is not provided 	<ul style="list-style-type: none"> • Intervention directly address referral question • Intervention plan is informed by 1-2 sources of information (e.g., record review, rating scale, screener) • Progress monitoring and SMART goal(s) of intervention are minimally described • Interpretation of intervention outcome is mostly reflective of findings 	<ul style="list-style-type: none"> • Intervention directly address referral question • Intervention plan is informed by 3+ sources of information (e.g., record review, rating scale, screener) • Progress monitoring and SMART goal(s) of intervention are clearly described • Interpretation of intervention outcome is reflective of findings • Accurate effect size is provided 	<ul style="list-style-type: none"> • Intervention directly address referral question • Intervention plan is informed by 3+ sources of information (e.g., record review, rating scale, screener) • Progress monitoring and SMART goal(s) of intervention are clearly described and visually graphed • Interpretation of intervention outcome is reflective of findings within ecological, cultural contexts

	<ul style="list-style-type: none"> are not provided • Interpretation of intervention outcome is not reflective of findings • Accurate effect size is not provided 		<ul style="list-style-type: none"> • Accurate effect size is not provided 		<ul style="list-style-type: none"> • Accurate effect size is provided with interpretation and discussion
Consultation & Collaboration	<ul style="list-style-type: none"> • No evidence of collaboration with stakeholders in developing or implementing intervention plan • No evidence of collaboration in monitoring or interpreting intervention outcomes • No evidence of collaboration or consultation when developing next steps 	<ul style="list-style-type: none"> • Minimal evidence of collaboration with stakeholders in developing intervention plan • No evidence of collaboration with stakeholders in implementing intervention plan • No evidence of collaboration in monitoring or interpreting intervention outcomes • No evidence of collaboration or consultation when developing next steps 	<ul style="list-style-type: none"> • Minimal evidence of collaboration with stakeholders in developing intervention plan • Minimal evidence of collaboration with stakeholders in implementing intervention plan • No evidence of collaboration in monitoring or interpreting intervention outcomes • No evidence of collaboration or consultation when developing next steps 	<ul style="list-style-type: none"> • Sufficient evidence of collaboration with stakeholders in developing intervention plan • Sufficient evidence of collaboration with stakeholders in implementing intervention plan • Minimal evidence of collaboration in monitoring or interpreting intervention outcomes • Minimal evidence of collaboration or consultation when developing next steps 	<ul style="list-style-type: none"> • Proficient evidence of collaboration with stakeholders in developing intervention plan • Proficient evidence of collaboration with stakeholders in implementing intervention plan • Sufficient evidence of collaboration in monitoring or interpreting intervention outcomes • Sufficient evidence of collaboration or consultation when developing next steps
Academic Interventions & Academic Supports	<ul style="list-style-type: none"> • No discussion of how case may impact academic functioning of client • Information regarding academic interventions and supports based on 	<ul style="list-style-type: none"> • Minimal discussion of how case may impact academic functioning of client • Information regarding academic interventions and supports based on case not provided when appropriate 	<ul style="list-style-type: none"> • Minimal discussion of how case may impact academic functioning of client • Minimal information provided regarding academic interventions and supports based on case 	<ul style="list-style-type: none"> • Sufficient discussion of how case may impact academic functioning of client • Sufficient information provided regarding academic interventions 	<ul style="list-style-type: none"> • Proficient discussion of how case may impact academic functioning of client • Proficient information provided regarding academic interventions and supports based on case

	case not provided when appropriate		<ul style="list-style-type: none"> No discussion of how intervention impacts academic progress across multiple domains 	<p>and supports based on case</p> <ul style="list-style-type: none"> Discusses how intervention impacts academic progress across multiple domains 	<ul style="list-style-type: none"> Discusses how intervention impacts academic progress across multiple domains and contexts
Mental and Behavioral Health Services & Interventions	<ul style="list-style-type: none"> No discussion of how case may impact mental and behavioral health functioning of client Information regarding mental and behavioral health interventions and supports based on case not provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how case may impact mental and behavioral health functioning of client Information regarding mental and behavioral health interventions and supports based on case not provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how case may impact mental and behavioral health functioning of client Minimal information provided regarding mental and behavioral health interventions and supports based on case No discussion of how intervention impacts mental and behavioral health progress across multiple domains 	<ul style="list-style-type: none"> Sufficient discussion of how case may impact mental and behavioral health functioning of client Sufficient information provided regarding mental and behavioral health interventions and supports based on case Discusses how intervention impacts mental and behavioral health progress across multiple domains 	<ul style="list-style-type: none"> Proficient discussion of how case may impact mental and behavioral health functioning of client Proficient information provided regarding mental and behavioral health interventions and supports based on case Discusses how intervention impacts mental and behavioral health academic progress across multiple domains and contexts
School-Wide Practices to Promote Learning	<ul style="list-style-type: none"> No discussion of classroom- or systems-level factors that contribute to case concern Does not describe how classroom- or systems-level factors informed intervention design, implementation, progress monitoring, or evaluation of outcomes 	<ul style="list-style-type: none"> Minimal discussion of classroom- or systems-level factors that contribute to case concern Does not describe how classroom- or systems-level factors informed intervention design, implementation, progress monitoring, or evaluation of outcomes 	<ul style="list-style-type: none"> Minimal discussion of classroom- or systems-level factors that contribute to case concern Minimally describes how classroom- or systems-level factors informed intervention design, implementation, progress monitoring, or evaluation of outcomes, but not 	<ul style="list-style-type: none"> Sufficient discussion of classroom- or systems-level factors that contribute to case concern Minimally describes how classroom- or systems-level factors informed intervention design, implementation, progress monitoring, and evaluation of outcomes 	<ul style="list-style-type: none"> Proficient discussion of classroom- or systems-level factors that contribute to case concern Sufficiently describes in detail how classroom- or systems-level factors informed intervention design, implementation, progress monitoring, and evaluation of outcomes

			all of these components		
Services to Promote Safe & Supportive Schools	<ul style="list-style-type: none"> • No discussion of ways in which school climate and environment contributed to referral concern • Does not describe how issues of safe and supportive schools were taken into consideration throughout intervention process • Does not describe how intervention goals and outcomes help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • Minimal discussion of ways in which school climate and environment contributed to referral concern • Does not describe how issues of safe and supportive schools were taken into consideration throughout intervention process • Does not describe how intervention goals and outcomes help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • Minimal discussion of ways in which school climate and environment contributed to referral concern • Minimally describe how issues of safe and supportive schools were taken into consideration throughout intervention process • Does not describe how intervention goals and outcomes help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • Sufficient discussion of ways in which school climate and environment contributed to referral concern • Sufficiently describe how issues of safe and supportive schools were taken into consideration throughout intervention process • Minimally describe how intervention goals and outcomes help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> • Proficient discussion of ways in which school climate and environment contributed to referral concern • Proficiently describe how issues of safe and supportive schools were taken into consideration throughout intervention process • Sufficiently describes in detail how intervention goals and outcomes help contribute to safe and support school spaces for client and others within school setting
Family, School, & Community Collaboration	<ul style="list-style-type: none"> • No discussion of how the client's family influenced the intervention case • No discussion of community factors that influence the case • No discussion of family, school, or community strengths used to inform the case 	<ul style="list-style-type: none"> • Minimal discussion of how the client's family influenced the intervention case • No discussion of community factors that influence the case • No discussion of family, school, or community strengths used to inform the case • No discussion of community resources provided to stakeholders to facilitate growth 	<ul style="list-style-type: none"> • Minimal discussion of how the client's family influenced the intervention case • Minimal discussion of community factors that influence the case • Minimal discussion of family, school, or community strengths used to inform the case • No discussion of community resources provided to stakeholders to facilitate growth 	<ul style="list-style-type: none"> • Sufficient discussion of how the client's family influenced the intervention case • Sufficient discussion of community factors that influence the case • Sufficient discussion of family, school, or community strengths used to inform the case • Minimal discussion of community 	<ul style="list-style-type: none"> • Proficient discussion of how the client's family influenced the intervention case • Proficient discussion of community factors that influence the case • Proficient discussion of family, school, and community strengths used to inform the case • Sufficient, detailed discussion of community resources provided to stakeholders to facilitate growth

	<ul style="list-style-type: none"> No discussion of community resources provided to stakeholders to facilitate growth 			resources provided to stakeholders to facilitate growth	
Equitable Practices for Diverse Student Populations	<ul style="list-style-type: none"> No discussion of how equity, diversity, or inclusion was considered throughout intervention planning, implementation, or evaluation No evidence that the intervention was tailored to the unique characteristics and needs of the client Outcome evaluation does not attend to equity, diversity, or inclusion when determining potential next steps. 	<ul style="list-style-type: none"> Minimal discussion of how equity, diversity, or inclusion was considered throughout intervention planning, implementation, or evaluation No evidence that the intervention was tailored to the unique characteristics and needs of the client Outcome evaluation does not attend to equity, diversity, or inclusion when determining potential next steps. 	<ul style="list-style-type: none"> Minimal discussion of how equity, diversity, or inclusion was considered throughout intervention planning, implementation, or evaluation Minimal evidence that the intervention was tailored to the unique characteristics and needs of the client Outcome evaluation does not attend to equity, diversity, or inclusion when determining potential next steps. 	<ul style="list-style-type: none"> Sufficiently discusses how equity, diversity, or inclusion was considered throughout intervention planning, implementation, and evaluation Sufficient evidence that the intervention was tailored to the unique characteristics and needs of the client Outcome evaluation minimally attends to equity, diversity, or inclusion when determining potential next steps. 	<ul style="list-style-type: none"> Proficiently discusses how equity, diversity, or inclusion was considered throughout intervention planning, implementation, and evaluation in detail for each phase of the intervention Proficient evidence that the intervention was tailored to the unique characteristics and needs of the client, with attention to intersectionality Outcome evaluation fully attends to equity, diversity, or inclusion when determining potential next steps.
Research & Evidence-Based Practices	<ul style="list-style-type: none"> No evidence that the intervention was informed by research No evidence that the intervention was informed by data No evidence of using data to evaluate intervention outcomes 	<ul style="list-style-type: none"> Minimal evidence that the intervention was informed by research No evidence that the intervention was informed by data No evidence of using data to evaluate intervention outcomes 	<ul style="list-style-type: none"> Minimal evidence that the intervention was informed by research Minimal evidence that the intervention was informed by data No evidence of using data to evaluate intervention outcomes 	<ul style="list-style-type: none"> Sufficient evidence that the intervention was informed by research Sufficient evidence that the intervention was informed by data Sufficient evidence of using data to evaluate intervention outcomes At least 3 references provided 	<ul style="list-style-type: none"> Proficient evidence that the intervention was informed by research specifically for the client's identities Proficient evidence that the intervention was informed by data within an ecological context Proficient evidence of using data to evaluate intervention outcomes within an ecological context

					<ul style="list-style-type: none"> • At least 3 references provided that were specifically relevant to the client's ecological or cultural contexts
Legal, Ethical, and Professional Practice	<ul style="list-style-type: none"> • Does not describe legal considerations • Does not describe ethical considerations • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Lists, but does not describe, legal considerations • Lists, but does not describe, ethical considerations • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Minimally discusses one legal consideration • Minimally discusses one ethical consideration • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Sufficiently discusses multiple legal considerations • Sufficiently discusses multiple ethical considerations • Sufficiently discusses how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Proficiently discusses multiple legal considerations across national and state laws/policies • Proficiently discusses multiple ethical considerations from various perspectives (e.g., client, team) • Proficiently discusses how exemplar informed professional development and growth with attention to areas of strength and lessons learned

Candidate Choice: Consultation Case Rubric

NASP Domain	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	<ul style="list-style-type: none"> • Consultation process does not directly address referral question • Only one source of information gathered (e.g., interviews, observations) • Interpretation of case is not reflective of findings • Consultation recommendations are not based on data 	<ul style="list-style-type: none"> • Consultation process does not directly address the referral question • Two sources of information gathered • Interpretation of case is only moderately reflective of findings • Integration of multiple sources and forms of data not apparent • Consultation recommendations are not clearly based on data 	<ul style="list-style-type: none"> • Consultation process indirectly addresses the referral question • Two sources of information gathered • Interpretation of case only moderately reflective of findings • Integration of two sources forms of data apparent • Consultation recommendations are not clearly grounded in findings 	<ul style="list-style-type: none"> • Consultation process directly addresses the referral question • Three or more sources of information gathered • Interpretation of case reflective of findings • Integration of all data sources and findings clear in summary of findings • Consultation recommendations grounded in findings 	<ul style="list-style-type: none"> • Consultation process directly addresses the referral question and context • Three or more sources of information gathered • Interpretation of case is reflective of findings • Integration of all data sources and findings clear throughout report • Discussion of any changes based on data • Consultation recommendations grounded in findings as well as context

<p>Consultation & Collaboration</p>	<ul style="list-style-type: none"> • No evidence of collaboration or consultation when developing consultation plan or recommendations • No discussion of consultation framework used • No clear description of consultation steps and process, such as problem-identification, intervention implementation, outcome evaluation, etc. 	<ul style="list-style-type: none"> • No evidence of collaboration or consultation when developing consultation plan or recommendations • No evidence of collaboration or consultation when developing recommendations • No discussion of consultation framework used • Minimal description of consultation steps and process, such as problem-identification, intervention implementation, outcome evaluation, etc. 	<ul style="list-style-type: none"> • No evidence of collaboration or consultation when developing consultation plan or recommendations • No evidence of collaboration or consultation when developing recommendations • Minimal discussion of consultation framework used • Minimal description of consultation steps and process, such as problem-identification, intervention implementation, outcome evaluation, etc. 	<ul style="list-style-type: none"> • Sufficient evidence of collaboration and consultation when developing consultation plan or recommendations • Sufficient evidence of collaboration and consultation when developing recommendations • Sufficiently discusses consultation framework used • Sufficiently outlines consultation steps and process, such as problem-identification, intervention implementation, outcome evaluation, etc. 	<ul style="list-style-type: none"> • Proficient evidence of collaboration and consultation when developing consultation plan or recommendations • Proficient evidence of collaboration and consultation when developing recommendations • Proficiently discusses consultation framework used, with reasons why and what they would have done different had they used a different approach • Proficiently outlines and fully describes consultation steps and process, such as problem-identification, intervention implementation, outcome evaluation, etc.
<p>Academic Interventions & Academic Supports</p>	<ul style="list-style-type: none"> • No discussion of how findings may impact academic functioning of client • Information regarding academic interventions and supports based on findings not provided when appropriate 	<ul style="list-style-type: none"> • Minimal discussion of how findings may impact academic functioning of client • Information regarding academic interventions and supports based on findings not clearly provided when appropriate 	<ul style="list-style-type: none"> • Minimal discussion of how findings may impact academic functioning of client • Information regarding academic interventions and supports based on findings clearly provided when appropriate 	<ul style="list-style-type: none"> • Sufficient discussion of how findings may impact academic functioning of client • Sufficient information regarding academic interventions and supports based on findings and consultation process clearly 	<ul style="list-style-type: none"> • Proficient discussion of how findings may impact academic functioning of client within consultation context with examples • Proficient information regarding academic interventions and supports based on findings and consultation process clearly provided when appropriate,

				provided when appropriate	with attention to context
Mental and Behavioral Health Services & Interventions	<ul style="list-style-type: none"> No discussion of how findings may impact mental and behavioral health functioning of client Information regarding mental and behavioral health interventions and supports based on findings not provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how findings may impact mental and behavioral health functioning of client Information regarding mental and behavioral health interventions and supports based on findings not clearly provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how findings may impact mental and behavioral health functioning of client Information regarding mental and behavioral health interventions and supports based on findings clearly provided when appropriate 	<ul style="list-style-type: none"> Sufficient discussion of how findings may impact mental and behavioral health functioning of client Sufficient information regarding mental and behavioral health interventions and supports based on findings and consultation process clearly provided when appropriate 	<ul style="list-style-type: none"> Proficient discussion of how findings may impact mental and behavioral health functioning of client within consultation context with examples Proficient information regarding mental and behavioral health interventions and supports based on findings and consultation process clearly provided when appropriate, with attention to context
School-Wide Practices to Promote Learning	<ul style="list-style-type: none"> No discussion of classroom- or systems-level factors contribute to consultation case or process Does not describe how classroom- or systems-level factors informed decisions or outcomes 	<ul style="list-style-type: none"> No discussion of classroom- or systems-level factors contribute to consultation process, but does minimally discuss how such factors impact the case in general Does not describe how classroom- or systems-level factors informed decisions or outcomes 	<ul style="list-style-type: none"> No discussion of classroom- or systems-level factors contribute to consultation process, but does minimally discuss how such factors impact the case in general Minimally describes how classroom- or systems-level factors informed decisions or outcomes 	<ul style="list-style-type: none"> Sufficient discussion of classroom- and systems-level factors contribute to the case in general, limited discussion of impact of such factors on the consultation process Sufficiently describes how classroom- or systems-level factors informed decisions and outcomes 	<ul style="list-style-type: none"> Sufficient discussion of classroom- and systems-level factors contribute to the case in general Proficient discussion of classroom- and systems-level factors that influenced consultation process and framework chosen Proficiently describes how classroom- and systems-level factors informed decisions and outcomes
Services to Promote Safe & Supportive	<ul style="list-style-type: none"> No discussion of ways in which school climate and environment 	<ul style="list-style-type: none"> No discussion of ways in which school climate and environment contributed to case 	<ul style="list-style-type: none"> No discussion of ways in which school climate and environment contributed to case 	<ul style="list-style-type: none"> Minimally describes ways in which school climate and environment 	<ul style="list-style-type: none"> Proficiently describes ways in which school climate and environment contributed to case, including how

<p>ve Schools</p>	<p>contributed to case</p> <ul style="list-style-type: none"> Does not describe how issues of safe and supportive schools were taken into consideration throughout the consultation process Does not describe how the consultation process and outcomes help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> Does not describe how issues of safe and supportive schools were taken into consideration throughout assessment Minimally describes how consultation process and outcomes help contribute to safe and support school spaces for client 	<ul style="list-style-type: none"> Minimally describes how issues of safe and supportive schools were taken into consideration throughout the consultation process Minimally describes how consultation process and outcomes help contribute to safe and support school spaces for client 	<p>contributed to case</p> <ul style="list-style-type: none"> Sufficiently describes how issues of safe and supportive schools were taken into consideration throughout the consultation process Sufficiently describes how consultation process and outcomes help contribute to safe and support school spaces for client 	<p>factors may have differed across environment</p> <ul style="list-style-type: none"> Proficiently describes how issues of safe and supportive schools were taken into consideration throughout consultation process, and how these issues were informed by the consultee Proficiently describe s how consultation process and outcomes help contribute to safe and support school spaces for client as well as other students
<p>Family, School, & Community Collaboration</p>	<ul style="list-style-type: none"> No discussion of how the client's family influenced the case No discussion of community factors that influence the case No discussion of family, school, or community strengths used to inform the case No discussion of community resources provided to the consultee 	<ul style="list-style-type: none"> Minimal discussion of how the client's family influenced the case No discussion of community factors that influence the case No discussion of family, school, or community strengths used to inform the case No discussion of community resources provided to the consultee 	<ul style="list-style-type: none"> Minimal discussion of how the client's family influenced the case No discussion of community factors that influence the case Minimal discussion of family, school, or community strengths used to inform the case No discussion of community resources provided to the consultee 	<ul style="list-style-type: none"> Sufficient discussion of how the client's family influenced the case Sufficient discussion of community factors that influence the case Sufficient discussion of family, school, or community strengths used to inform the case Minimal discussion of community resources provided to the consultee 	<ul style="list-style-type: none"> Proficient discussion of how the client's family influenced the case Proficient discussion of community factors that influenced the case Proficient discussion of family, school, or community strengths used to inform the case Proficient discussion of community resources used to inform the case Proficient discussion of community resources provided to the consultee

<p>Equitable Practices for Diverse Student Populations</p>	<ul style="list-style-type: none"> • No discussion of how equity, diversity, or inclusion was considered throughout the consultation process • No evidence that the consultation process was tailored to the unique characteristics and needs of the client or consultee • Consultation process and outcomes are not equitable, inclusive, or attend to diverse needs of students 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout the consultation process • No evidence that the consultation process was tailored to the unique characteristics and needs of the client or consultee • Consultation process and outcomes are not equitable, inclusive, or attend to diverse needs of students 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout the consultation process • Minimal evidence that the consultation process was tailored to the unique characteristics and needs of the client or consultee • Consultation process and outcomes are not equitable, inclusive, or attend to diverse needs of students 	<ul style="list-style-type: none"> • Sufficient discussion of how equity, diversity, or inclusion was considered throughout the consultation process • Sufficient evidence that the consultation process was tailored to the unique characteristics and needs of the client or consultee • Consultation process and outcomes appear equitable, inclusive, or attend to diverse needs of students 	<ul style="list-style-type: none"> • Proficient discussion of how equity, diversity, or inclusion was considered throughout the consultation process, including systems that influence the client and consultee, the context, and the cultural, ecological considerations • Proficient evidence that the consultation process was tailored to the unique characteristics and needs of the client or consultee • Consultation process and outcomes appear equitable, inclusive, or attend to diverse needs of students • Case summary includes potential strategies for advocacy
<p>Research & Evidence-Based Practices</p>	<ul style="list-style-type: none"> • No evidence that the consultation process was evidence-based • No evidence that research was used to inform decisions or outcomes 	<ul style="list-style-type: none"> • No evidence that the consultation process was evidence-based • Minimal evidence that research was used to inform decisions or outcomes 	<ul style="list-style-type: none"> • Minimal evidence that the consultation process was evidence-based • Minimal evidence that research was used to inform decisions or outcomes 	<ul style="list-style-type: none"> • Sufficient evidence that the consultation process was evidence-based • Sufficient evidence that research was used to inform decisions or outcomes • At least three references provided 	<ul style="list-style-type: none"> • Proficient evidence that the consultation process was evidence-based, specifically given the context and culture of the client • Proficient evidence that research was used to inform decisions or outcomes, specifically given the context and culture of the client • At least 3 reference provided, with references specific to the context and culture of the client or consultee
<p>Legal, Ethical, and Professional Practice</p>	<ul style="list-style-type: none"> • Does not describe legal considerations • Does not describe 	<ul style="list-style-type: none"> • Lists, but does not describe, legal considerations • Lists, but does not describe, ethical considerations 	<ul style="list-style-type: none"> • Minimally discusses one legal consideration • Minimally discusses one ethical consideration 	<ul style="list-style-type: none"> • Sufficiently discusses multiple legal considerations • Sufficiently discusses 	<ul style="list-style-type: none"> • Proficiently discusses multiple legal considerations across national and state laws/policies

	<p>ethical considerations</p> <ul style="list-style-type: none"> • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Does not discuss how exemplar informed professional development and growth 	<p>multiple ethical considerations</p> <ul style="list-style-type: none"> • Sufficiently discusses how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Proficiently discusses multiple ethical considerations from various perspectives (e.g., client, team) • Proficiently discusses how exemplar informed professional development and growth with attention to areas of strength and lessons learned
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Candidate Choice: Counseling Case Rubric

NASP Domain	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	<ul style="list-style-type: none"> • No evidence that counseling plan was informed by data • No evidence that initial data was gathered from multiple sources (e.g., client, teacher) or domains (e.g., aspects of depression, forms of anxiety) • No evidence that progress monitoring data was collected across sessions • No evidence that counseling outcomes were evaluated using data 	<ul style="list-style-type: none"> • Minimal evidence that counseling plan was informed by data • No evidence that initial data was gathered from multiple sources (e.g., client, teacher) or domains (e.g., aspects of depression, forms of anxiety) • No evidence that progress monitoring data was collected across sessions • No evidence that counseling outcomes were evaluated using data 	<ul style="list-style-type: none"> • Minimal evidence that counseling plan was informed by data • Minimal evidence that initial data was gathered from multiple sources (e.g., client, teacher) or domains (e.g., aspects of depression, forms of anxiety) • Minimal evidence that progress monitoring data was collected across sessions • No evidence that counseling outcomes were evaluated using data 	<ul style="list-style-type: none"> • Sufficient evidence that counseling plan was informed by data • Sufficient evidence that initial data was gathered from multiple sources (e.g., client, teacher) or domains (e.g., aspects of depression, forms of anxiety) • Sufficient evidence that progress monitoring data was collected across sessions and align with goals • Sufficient evidence that counseling outcomes were evaluated using data and align with stated goals 	<ul style="list-style-type: none"> • Proficient evidence that counseling plan was informed by data and considered within ecological and cultural context • Proficient evidence that initial data was gathered from multiple sources (e.g., client, teacher) and domains (e.g., aspects of depression, forms of anxiety) • Proficient evidence that progress monitoring data was collected across sessions and align with goals • Proficient evidence that counseling outcomes were evaluated using data, aligned with stated goals, and were considered with ecological and cultural contexts

<p>Consultation & Collaboration</p>	<ul style="list-style-type: none"> • No evidence of collaboration with stakeholders in developing or implementing counseling plan • No evidence of collaboration or consultation when evaluating counseling outcomes or next steps 	<ul style="list-style-type: none"> • Minimal evidence of collaboration with stakeholders in developing or implementing counseling plan • No evidence of collaboration or consultation when evaluating counseling outcomes or next steps 	<ul style="list-style-type: none"> • Minimal evidence of collaboration with stakeholders in developing or implementing counseling plan • Minimal evidence of collaboration or consultation when evaluating counseling outcomes or next steps 	<ul style="list-style-type: none"> • Sufficient evidence of collaboration with stakeholders in developing and implementing counseling plan • Sufficient evidence of collaboration or consultation when evaluating counseling outcomes or next steps 	<ul style="list-style-type: none"> • Proficient evidence of collaboration with stakeholders in developing and implementing counseling plan, including the client and at least one other stakeholder • Proficient evidence of collaboration or consultation when evaluating counseling outcomes and next steps, including client and at least one other stakeholder
<p>Academic Interventions & Academic Supports</p>	<ul style="list-style-type: none"> • No discussion of how case may impact academic functioning of client • Information regarding academic interventions and supports based on case not provided when appropriate 	<ul style="list-style-type: none"> • Minimal discussion of how case may impact academic functioning of client • Information regarding academic interventions and supports based on case not provided when appropriate 	<ul style="list-style-type: none"> • Minimal discussion of how case may impact academic functioning of client • Minimal information provided regarding academic interventions and supports based on case • No discussion of how counseling impacts academic progress across multiple domains 	<ul style="list-style-type: none"> • Sufficient discussion of how case may impact academic functioning of client • Sufficient information provided regarding academic interventions and supports based on case • Sufficiently discusses how counseling impacts academic progress across multiple domains 	<ul style="list-style-type: none"> • Proficient discussion of how case may impact academic functioning of client • Proficient information provided regarding academic interventions and supports based on case • Proficiently discusses how counseling impacts academic progress across multiple domains and contexts
<p>Mental and Behavioral Health Services & Interventions</p>	<ul style="list-style-type: none"> • No discussion of how case may impact mental and behavioral health functioning of client 	<ul style="list-style-type: none"> • Minimal discussion of how case may impact mental and behavioral health functioning of client • Information regarding mental and behavioral 	<ul style="list-style-type: none"> • Minimal discussion of how case may impact mental and behavioral health functioning of client • Minimal information provided regarding 	<ul style="list-style-type: none"> • Sufficient discussion of how case may impact mental and behavioral health functioning of client • Sufficient information 	<ul style="list-style-type: none"> • Proficient discussion of how case may impact mental and behavioral health functioning of client • Proficient information provided regarding

	<ul style="list-style-type: none"> Information regarding mental and behavioral health interventions and supports based on case not provided when appropriate 	<p>health interventions and supports based on case not provided when appropriate</p>	<p>mental and behavioral health interventions and supports based on case</p> <ul style="list-style-type: none"> No discussion of how counseling impacts mental and behavioral health progress across multiple domains 	<p>provided regarding mental and behavioral health interventions and supports based on case</p> <ul style="list-style-type: none"> Sufficiently discusses how counseling impacts mental and behavioral health progress across multiple domains 	<p>mental and behavioral health interventions and supports based on case</p> <ul style="list-style-type: none"> Proficiently discusses how counseling impacts mental and behavioral health academic progress across multiple domains and contexts
School-Wide Practices to Promote Learning	<ul style="list-style-type: none"> No discussion of classroom- or systems-level factors that contribute to counseling case referral Does not describe how classroom- or systems-level factors informed counseling plan Does not describe classroom- or systems-level factors that impacted counseling outcomes or suggested next steps 	<ul style="list-style-type: none"> Minimal discussion of classroom- or systems-level factors that contribute to counseling case referral Does not describe how classroom- or systems-level factors informed counseling plan Does not describe classroom- or systems-level factors that impacted counseling outcomes or suggested next steps 	<ul style="list-style-type: none"> Minimal discussion of classroom- or systems-level factors that contribute to counseling case referral Minimal discussion of how classroom- or systems-level factors informed counseling plan Does not describe classroom- or systems-level factors that impacted counseling outcomes or suggested next steps 	<ul style="list-style-type: none"> Sufficient discussion of classroom- or systems-level factors that contribute to counseling case referral Sufficient discussion of how classroom- or systems-level factors informed counseling plan Sufficient discussion of classroom- or systems-level factors that impacted counseling outcomes or suggested next steps 	<ul style="list-style-type: none"> Proficient discussion of classroom- or systems-level factors that contribute to counseling case referral Proficient discussion of how classroom- or systems-level factors informed counseling plan Proficient, integrated discussion of classroom- or systems-level factors that impacted counseling outcomes and suggested next steps
Services to Promote Safe & Supportive Schools	<ul style="list-style-type: none"> No discussion of ways in which school climate and environment contributed to referral concern Does not describe how issues of safe 	<ul style="list-style-type: none"> Minimal discussion of ways in which school climate and environment contributed to referral concern Does not describe how issues of safe and supportive schools were taken into 	<ul style="list-style-type: none"> Minimal discussion of ways in which school climate and environment contributed to referral concern Minimally describes how issues of safe and supportive schools were taken into 	<ul style="list-style-type: none"> Sufficient discussion of ways in which school climate and environment contributed to referral concern Sufficiently describes how issues of safe and supportive schools were 	<ul style="list-style-type: none"> Proficient discussion of ways in which school climate and environment contributed to referral concern Proficiently describes how issues of safe and supportive schools were taken into

	<p>and supportive schools were taken into consideration throughout counseling plan</p> <ul style="list-style-type: none"> • Does not describe how counseling outcomes promoted a safe and supportive school for client 	<p>consideration throughout counseling plan</p> <ul style="list-style-type: none"> • Does not describe how counseling outcomes promoted a safe and supportive school for client 	<p>consideration throughout counseling plan</p> <ul style="list-style-type: none"> • Does not describe how counseling outcomes promoted a safe and supportive school for client 	<p>taken into consideration throughout counseling plan</p> <ul style="list-style-type: none"> • Sufficiently describes how counseling outcomes promoted a safe and supportive school for client 	<p>consideration throughout counseling plan</p> <ul style="list-style-type: none"> • Proficiently describes how counseling outcomes promoted a safe and supportive school for client as well as others
<p>Family, School, & Community Collaboration</p>	<ul style="list-style-type: none"> • No discussion of how the client's family was involved throughout the counseling process • No discussion of community factors that influence the case • No discussion of family strengths used to inform the case • No discussion of community resources provided to the client or family 	<ul style="list-style-type: none"> • Minimal discussion of how the client's family was involved throughout the counseling process • Minimal discussion of community factors that influence the case • No discussion of family strengths used to inform the case • No discussion of community resources provided to the client or family 	<ul style="list-style-type: none"> • Minimal discussion of how the client's family was involved throughout the counseling process • Minimal discussion of community factors that influence the case • Minimal discussion of family strengths used to inform the case • Minimal discussion of community resources provided to the client or family 	<ul style="list-style-type: none"> • Sufficient discussion of how the client's family was involved throughout the counseling process • Sufficient discussion of community factors that influence the case • Sufficient discussion of family strengths used to inform the case • Sufficient discussion of community resources provided to the client or family 	<ul style="list-style-type: none"> • Proficient discussion of how the client's family was involved throughout the counseling process • Proficient discussion of community factors that influence the case • Proficient discussion of family strengths used to inform the case • Proficient discussion of community resources provided to the client and family
<p>Equitable Practices for Diverse Student Populations</p>	<ul style="list-style-type: none"> • No discussion of how equity, diversity, or inclusion was considered throughout the counseling process • No evidence that counseling was tailored to the unique 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout the counseling process • No evidence that counseling was tailored to the unique 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout the counseling process • Minimal evidence that counseling was tailored to the unique 	<ul style="list-style-type: none"> • Sufficient discussion of how equity, diversity, or inclusion was considered throughout the counseling process • Sufficient evidence that counseling was tailored to the unique 	<ul style="list-style-type: none"> • Proficient discussion of how equity, diversity, or inclusion was considered throughout the counseling process • Proficient evidence that counseling was tailored to the unique characteristics and needs of the client

	<p>characteristics and needs of the client</p> <ul style="list-style-type: none"> • No evidence provided that equity, diversity, and inclusion were considered in evaluating counseling outcomes or recommending next steps • Ecological and cultural factors not discussed 	<p>characteristics and needs of the client</p> <ul style="list-style-type: none"> • No evidence provided that equity, diversity, and inclusion were considered in evaluating counseling outcomes or recommending next steps • Ecological and cultural factors minimally discussed 	<p>characteristics and needs of the client</p> <ul style="list-style-type: none"> • Minimal evidence provided that equity, diversity, and inclusion were considered in evaluating counseling outcomes or recommending next steps • Ecological and cultural factors minimally discussed 	<p>characteristics and needs of the client</p> <ul style="list-style-type: none"> • Sufficient evidence provided that equity, diversity, and inclusion were considered in evaluating counseling outcomes or recommending next steps • Ecological and cultural factors sufficiently discussed 	<ul style="list-style-type: none"> • Proficient evidence provided that equity, diversity, and inclusion were considered in evaluating counseling outcomes or recommending next steps • Ecological and cultural factors proficiently discussed • Discussion of strategies for advocacy related to counseling case
<p>Research & Evidence-Based Practices</p>	<ul style="list-style-type: none"> • No evidence that the counseling approach and techniques were informed by research • Does not discuss how tools used to inform and evaluate counseling were evidence-based 	<ul style="list-style-type: none"> • Minimal evidence that the counseling approach and techniques were informed by research • Does not discuss how tools used to inform and evaluate counseling were evidence-based 	<ul style="list-style-type: none"> • Minimal evidence that the counseling approach and techniques were informed by research • Minimally discuss how tools used to inform and evaluate counseling were evidence-based 	<ul style="list-style-type: none"> • Sufficient evidence that the counseling approach and techniques were informed by research • Sufficiently discuss how tools used to inform and evaluate counseling were evidence-based • At least 3 references provided 	<ul style="list-style-type: none"> • Proficient evidence that the counseling approach and techniques were informed by research relevant to ecological and cultural contexts • Proficiently discuss how tools used to inform and evaluate counseling were evidence-based given ecological and cultural contexts • At least 3 references provided that are specific to cultural and ecological contexts
<p>Legal, Ethical, and Professional Practice</p>	<ul style="list-style-type: none"> • Does not describe legal considerations • Does not describe ethical considerations • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Lists, but does not describe, legal considerations • Lists, but does not describe, ethical considerations • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Minimally discusses one legal consideration • Minimally discusses one ethical consideration • Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Sufficiently discusses multiple legal considerations • Sufficiently discusses multiple ethical considerations • Sufficiently discusses how exemplar informed professional development and growth 	<ul style="list-style-type: none"> • Sufficiently discusses multiple legal considerations across national and state laws/policies • Sufficiently discusses multiple ethical considerations from various perspectives (e.g., client, team) • Proficiently discusses how exemplar informed professional development and growth with attention

					to areas of strength and lessons learned
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Candidate Choice: Systems-Level Evaluation Project Rubric

NASP Domain	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	<ul style="list-style-type: none"> Does not discuss needs assessment Does not integrate needs assessment outcomes with project goals Does not address systems-level concern Interpretation of data is not reflective of findings Recommendations for next steps are not based on data 	<ul style="list-style-type: none"> Minimally discusses needs assessment Minimally integrates needs assessment outcomes with project goals Minimally addresses systems-level concern Interpretation of data is not reflective of findings Recommendations for next steps are not based on data 	<ul style="list-style-type: none"> Minimally discusses needs assessment Minimally integrates needs assessment outcomes with project goals Minimally addresses systems-level concern Interpretation of data is minimally reflective of findings Recommendations for next steps are minimally based on data 	<ul style="list-style-type: none"> Sufficiently discusses needs assessment Sufficiently integrates needs assessment outcomes with project goals Sufficiently addresses systems-level concern Interpretation of data is sufficiently reflective of findings Recommendations for next steps are sufficiently based on data 	<ul style="list-style-type: none"> Proficiently discusses needs assessment Proficiently integrates needs assessment outcomes with project goals Proficiently addresses systems-level concern Interpretation of data is proficiently reflective of findings within ecological contexts Recommendations for next steps are proficiently based on data Discussion of any changes made based on data as project was designed or implemented
Consultation & Collaboration	<ul style="list-style-type: none"> No evidence of collaboration with stakeholders in developing or implementing project No evidence of collaboration in interpreting needs 	<ul style="list-style-type: none"> Minimal evidence of collaboration with stakeholders in developing or implementing project No evidence of collaboration in interpreting needs assessment results No evidence of collaboration or consultation when developing 	<ul style="list-style-type: none"> Minimal evidence of collaboration with stakeholders in developing or implementing project Minimal evidence of collaboration in interpreting needs assessment results No evidence of collaboration or consultation when developing recommendations or next steps 	<ul style="list-style-type: none"> Sufficient evidence of collaboration with stakeholders in developing or implementing project Sufficient evidence of collaboration in interpreting needs assessment results Minimal evidence of 	<ul style="list-style-type: none"> Proficient evidence of collaboration with stakeholders in developing or implementing project Proficient evidence of collaboration in interpreting needs assessment results Proficient evidence of collaboration or consultation when developing recommendations and next steps

	<p>assessment results</p> <ul style="list-style-type: none"> No evidence of collaboration or consultation when developing recommendations or next steps 	<p>recommendations or next steps</p>		<p>collaboration or consultation when developing recommendations or next steps</p>	
<p>Academic Interventions & Academic Supports</p>	<ul style="list-style-type: none"> No discussion of how project may impact academic performance of students Information regarding academic interventions and supports based on findings not provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how project may impact academic performance of students Information regarding academic interventions and supports based on findings not provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how project may impact academic performance of students Minimal information regarding academic interventions and supports based on findings provided when appropriate 	<ul style="list-style-type: none"> Sufficient discussion of how project may impact academic performance of students Sufficient information regarding academic interventions and supports based on findings provided when appropriate 	<ul style="list-style-type: none"> Proficient discussion of how project may impact academic performance of students with attention to ecological and cultural contexts Proficient information regarding academic interventions and supports based on findings provided when appropriate, with attention to contexts
<p>Mental and Behavioral Health Services & Interventions</p>	<ul style="list-style-type: none"> No discussion of how project may impact mental and behavioral health of students Information regarding mental and behavioral health services/interventions based on findings not provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how project may impact mental and behavioral health of students Information regarding mental and behavioral health services/interventions based on findings not provided when appropriate 	<ul style="list-style-type: none"> Minimal discussion of how project may impact mental and behavioral health of students Minimal information regarding mental and behavioral health services/interventions based on findings provided when appropriate 	<ul style="list-style-type: none"> Sufficient discussion of how project may impact mental and behavioral health of students Sufficient information regarding mental and behavioral health services/interventions based on findings provided when appropriate 	<ul style="list-style-type: none"> Proficient discussion of how project may impact mental and behavioral health of students with attention to ecological and cultural contexts Proficient information regarding mental and behavioral health services/interventions based on findings provided when appropriate, with attention to contexts

<p>School-Wide Practices to Promote Learning</p>	<ul style="list-style-type: none"> • No discussion of classroom- or systems-level factors contribute to area of concern • Does not describe how classroom- or systems-level factors informed project plan • Does not describe how classroom- or systems-level factors were considered when developing recommendation or next steps 	<ul style="list-style-type: none"> • Minimal discussion of classroom- or systems-level factors contribute to area of concern • Minimally describes how classroom- or systems-level factors informed project plan • Does not describe how classroom- or systems-level factors were considered when developing recommendation or next steps 	<ul style="list-style-type: none"> • Minimal discussion of classroom- or systems-level factors contribute to area of concern • Minimally describes how classroom- or systems-level factors informed project plan • Minimally describes how classroom- or systems-level factors were considered when developing recommendation or next steps 	<ul style="list-style-type: none"> • Sufficient discussion of classroom- or systems-level factors contribute to area of concern • Sufficiently describes how classroom- or systems-level factors informed project plan • Sufficiently describes how classroom- or systems-level factors were considered when developing recommendation or next steps 	<ul style="list-style-type: none"> • Proficient discussion of classroom- or systems-level factors contribute to area of concern, with attention to ecological and cultural contexts • Proficiently describes how classroom- or systems-level factors informed project plan • Proficiently describes how classroom- or systems-level factors were considered when developing recommendation or next steps, with attention to ecological and cultural contexts
<p>Services to Promote Safe & Supportive Schools</p>	<ul style="list-style-type: none"> • No discussion of ways in which school climate and environment contributed to area of concern • Does not describe how issues of safe and supportive schools were taken into consideration throughout project • Does not describe how project 	<ul style="list-style-type: none"> • Minimal discussion of ways in which school climate and environment contributed to area of concern • Minimally describes how issues of safe and supportive schools were taken into consideration throughout project • Does not describe how project recommendations and next steps help contribute to safe and 	<ul style="list-style-type: none"> • Minimal discussion of ways in which school climate and environment contributed to area of concern • Minimally describes how issues of safe and supportive schools were taken into consideration throughout project • Minimally describes how project recommendations and next steps help contribute to safe and support school spaces 	<ul style="list-style-type: none"> • Sufficient discussion of ways in which school climate and environment contributed to area of concern • Sufficiently describes how issues of safe and supportive schools were taken into consideration throughout project • Sufficiently describes how project recommendations and next steps help 	<ul style="list-style-type: none"> • Proficient discussion of ways in which school climate and environment contributed to area of concern, with attention to ecological and cultural contexts • Proficiently describes how issues of safe and supportive schools were taken into consideration throughout project, with attention to ecological and cultural contexts • Proficiently describes how project

	<p>recommendations and next steps help contribute to safe and support school spaces</p>	<p>support school spaces</p>		<p>contribute to safe and support school spaces</p>	<p>recommendations and next steps help contribute to safe and support school spaces across ecological and cultural contexts</p>
<p>Family, School, & Community Collaboration</p>	<ul style="list-style-type: none"> • No discussion of family factors that may contribute to area of concern • No discussion of community factors that influence the area of concern • No discussion of family strengths used to inform the project • No discussion of community resources used to inform project 	<ul style="list-style-type: none"> • Minimal discussion of family factors that may contribute to area of concern • Minimal discussion of community factors that influence the area of concern • No discussion of family strengths used to inform the project • No discussion of community resources used to inform project 	<ul style="list-style-type: none"> • Minimal discussion of family factors that may contribute to area of concern • Minimal discussion of community factors that influence the area of concern • Minimal discussion of family strengths used to inform the project • Minimal discussion of community resources used to inform project 	<ul style="list-style-type: none"> • Sufficient discussion of family factors that may contribute to area of concern • Sufficient discussion of community factors that influence the area of concern • Sufficient discussion of family strengths used to inform the project • Sufficient discussion of community resources used to inform project 	<ul style="list-style-type: none"> • Proficient discussion of family factors that may contribute to area of concern • Proficient discussion of community factors that influence the area of concern • Proficient discussion of family strengths or feedback used to inform the project • Proficient discussion of community resources or feedback used to inform project
<p>Equitable Practices for Diverse Student Populations</p>	<ul style="list-style-type: none"> • No discussion of how equity, diversity, or inclusion was considered throughout the project process • No evidence that the project process was tailored to the unique characteristics and needs of the school/system • Recommendations for next steps are not clearly tailored to the unique characteristics and 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout the project process • Minimal evidence that the project process was tailored to the unique characteristics and needs of the school/system • Recommendations for next steps are not clearly tailored to the unique characteristics and 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout the project process • Minimal evidence that the project process was tailored to the unique characteristics and needs of the school/system • Recommendations for next steps are minimally tailored to the unique characteristics and 	<ul style="list-style-type: none"> • Sufficient discussion of how equity, diversity, or inclusion was considered throughout the project process • Sufficient evidence that the project process was tailored to the unique characteristics and needs of the school/system • Recommendations for next steps are sufficiently tailored to the unique 	<ul style="list-style-type: none"> • Proficient discussion of how equity, diversity, or inclusion was considered throughout the project process • Proficient evidence that the project process was tailored to the unique characteristics and needs of the school/system • Recommendations for next steps are proficiently tailored to the unique characteristics and

	<p>steps are not clearly tailored to the unique characteristics and needs of the school/system</p> <ul style="list-style-type: none"> Recommendations for next steps are not equitable, inclusive, or attend to diverse needs of students and systems 	<p>needs of the school/system</p> <ul style="list-style-type: none"> Recommendations for next steps are not clearly equitable, inclusive, or attend to diverse needs of students and systems 	<p>needs of the school/system</p> <ul style="list-style-type: none"> Recommendations for next steps are minimally equitable, inclusive, or attend to diverse needs of students and systems 	<p>characteristics and needs of the school/system</p> <ul style="list-style-type: none"> Recommendations for next steps are sufficiently equitable, inclusive, or attend to diverse needs of students and systems 	<p>needs of the school/system</p> <ul style="list-style-type: none"> Recommendations for next steps are proficiently equitable, inclusive, and attend to diverse needs of students and systems Recommendations include strategies for advocacy
<p>Research & Evidence-Based Practices</p>	<ul style="list-style-type: none"> No evidence that the project plan was evidence-based No evidence that recommendations for next steps were informed by research 	<ul style="list-style-type: none"> Minimal evidence that the project plan was evidence-based No evidence that recommendations for next steps were informed by research 	<ul style="list-style-type: none"> Minimal evidence that the project plan was evidence-based Minimal evidence that recommendations for next steps were informed by research 	<ul style="list-style-type: none"> Sufficient evidence that the project plan was evidence-based Sufficient evidence that recommendations for next steps were informed by research At least 3 reference provided 	<ul style="list-style-type: none"> Proficient evidence that the project plan was evidence-based given ecological and cultural contexts Proficient evidence that recommendations for next steps were informed by research At least 3 reference provided, with references specific to the context and culture of the system
<p>Legal, Ethical, and Professional Practice</p>	<ul style="list-style-type: none"> Does not describe legal considerations Does not describe ethical considerations Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Lists, but does not describe, legal considerations Lists, but does not describe, ethical considerations Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Minimally discusses one legal consideration Minimally discusses one ethical consideration Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Sufficiently discusses multiple legal considerations Sufficiently discusses multiple ethical considerations Sufficiently discusses how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Proficiently discusses multiple legal considerations across national and state laws/policies Proficiently discusses multiple ethical considerations from various perspectives (e.g., client, team) Proficiently discusses how exemplar informed professional development and growth with attention to areas of strength and lessons learned

Candidate Choice: School Personnel / Caregiver Training Rubric

NASP Domain	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	<ul style="list-style-type: none"> • PD goals not informed by data • Does not identify clear goal of PD • Evaluation of PD effectiveness not provided • Recommendations for next steps are not based on data 	<ul style="list-style-type: none"> • PD goals not informed by data • Minimally identifies clear goal of PD • Evaluation of PD effectiveness not provided • Recommendations for next steps are minimally based on data 	<ul style="list-style-type: none"> • PD goals minimally informed by data • Minimally identifies clear goal of PD • Evaluation of PD effectiveness minimally provided • Recommendations for next steps are minimally based on data 	<ul style="list-style-type: none"> • PD goals sufficiently informed by data • Sufficiently identifies clear goal of PD • Evaluation of PD effectiveness sufficiently provided • Recommendations for next steps are sufficiently based on data 	<ul style="list-style-type: none"> • PD goals proficiently informed by data • Proficiently identifies clear goal of PD • Evaluation of PD effectiveness proficiently provided • Recommendations for next steps are proficient based on data with attention to contexts • Discusses any changes made based on data as PD was designed or implemented
Consultation & Collaboration	<ul style="list-style-type: none"> • No evidence of collaboration with stakeholders in developing or implementing PD • No evidence of collaboration in evaluating PD effectiveness • No evidence of collaboration or consultation when developing recommendations or next steps 	<ul style="list-style-type: none"> • Minimal evidence of collaboration with stakeholders in developing or implementing PD • No evidence of collaboration in evaluating PD effectiveness • No evidence of collaboration or consultation when developing recommendations or next steps 	<ul style="list-style-type: none"> • Minimal evidence of collaboration with stakeholders in developing or implementing PD • Minimal evidence of collaboration in evaluating PD effectiveness • Minimal evidence of collaboration or consultation when developing recommendations or next steps 	<ul style="list-style-type: none"> • Sufficient evidence of collaboration with stakeholders in developing or implementing PD • Sufficient evidence of collaboration in evaluating PD effectiveness • Sufficient evidence of collaboration or consultation when developing recommendations or next steps 	<ul style="list-style-type: none"> • Proficient evidence of collaboration with stakeholders in developing or implementing PD • Proficient evidence of collaboration in evaluating PD effectiveness • Proficient evidence of collaboration or consultation when developing recommendations or next steps

	g recommen dations or next steps				
Academ ic Interven tions & Academ ic Support s	<ul style="list-style-type: none"> • No discussion of how PD may impact academic performance of students • Information regarding academic interventions and supports based on findings not provided when appropriate 	<ul style="list-style-type: none"> • Minimal discussion of how PD may impact academic performance of students • Information regarding academic interventions and supports based on findings not provided when appropriate 	<ul style="list-style-type: none"> • Minimal discussion of how PD may impact academic performance of students • Minimal information regarding academic interventions and supports based on findings provided when appropriate 	<ul style="list-style-type: none"> • Sufficient discussion of how PD may impact academic performance of students • Sufficient information regarding academic interventions and supports based on findings provided when appropriate 	<ul style="list-style-type: none"> • Proficient discussion of how PD may impact academic performance of students with attention to ecological and cultural contexts • Proficient information regarding academic interventions and supports based on findings provided when appropriate, with attention to contexts
Mental and Behavio ral Health Services & Interven tions	<ul style="list-style-type: none"> • No discussion of how PD may impact mental and behavioral health of students • Information regarding mental and behavioral health services/interventions based on findings not provided when appropriate 	<ul style="list-style-type: none"> • Minimal discussion of how PD may impact mental and behavioral health of students • Information regarding mental and behavioral health services/interventions based on findings not provided when appropriate 	<ul style="list-style-type: none"> • Minimal discussion of how PD may impact mental and behavioral health of students • Minimal information regarding mental and behavioral health services/interventions based on findings provided when appropriate 	<ul style="list-style-type: none"> • Sufficient discussion of how PD may impact mental and behavioral health of students • Sufficient information regarding mental and behavioral health services/interventions based on findings provided when appropriate 	<ul style="list-style-type: none"> • Proficient discussion of how PD may impact mental and behavioral health of students with attention to ecological and cultural contexts • Proficient information regarding mental and behavioral health services/interventions based on findings provided when appropriate, with attention to contexts

	appropriate				
School-Wide Practices to Promote Learning	<ul style="list-style-type: none"> No discussion of classroom - or systems-level factors contribute to area of concern Does not describe how classroom - or systems-level factors informed PD Does not describe how classroom - or systems-level factors were considered when developing recommendation or next steps 	<ul style="list-style-type: none"> Minimal discussion of classroom- or systems-level factors contribute to area of concern Minimally describes how classroom- or systems-level factors informed PD Does not describe how classroom- or systems-level factors were considered when developing recommendation or next steps 	<ul style="list-style-type: none"> Minimal discussion of classroom- or systems-level factors contribute to area of concern Minimally describes how classroom- or systems-level factors informed PD Minimally describes how classroom- or systems-level factors were considered when developing recommendation or next steps 	<ul style="list-style-type: none"> Sufficient discussion of classroom- or systems-level factors contribute to area of concern Sufficiently describes how classroom- or systems-level factors informed PD Sufficiently describes how classroom- or systems-level factors were considered when developing recommendation or next steps 	<ul style="list-style-type: none"> Proficient discussion of classroom- or systems-level factors contribute to area of concern, with attention to ecological and cultural contexts Proficiently describes how classroom- or systems-level factors informed PD Proficiently describes how classroom- or systems-level factors were considered when developing recommendation or next steps, with attention to ecological and cultural contexts
Services to Promote Safe & Supportive Schools	<ul style="list-style-type: none"> No discussion of ways in which school climate and environment contributed to area of concern Does not describe 	<ul style="list-style-type: none"> Minimal discussion of ways in which school climate and environment contributed to area of concern Minimally describes how issues of safe and supportive schools were taken into consideration throughout PD 	<ul style="list-style-type: none"> Minimal discussion of ways in which school climate and environment contributed to area of concern Minimally describes how issues of safe and supportive schools were taken into consideration throughout PD Minimally describes how project 	<ul style="list-style-type: none"> Sufficient discussion of ways in which school climate and environment contributed to area of concern Sufficiently describes how issues of safe and supportive schools were taken into 	<ul style="list-style-type: none"> Proficient discussion of ways in which school climate and environment contributed to area of concern, with attention to ecological and cultural contexts Proficiently describes how issues of safe and supportive schools were taken into

	<p>how issues of safe and supportive schools were taken into consideration throughout PD</p> <ul style="list-style-type: none"> • Does not describe how project recommendations and next steps help contribute to safe and support school spaces 	<ul style="list-style-type: none"> • Does not describe how project recommendations and next steps help contribute to safe and support school spaces 	<p>recommendations and next steps help contribute to safe and support school spaces</p>	<p>consideration throughout PD</p> <ul style="list-style-type: none"> • Sufficiently describes how project recommendations and next steps help contribute to safe and support school spaces 	<p>consideration throughout PD, with attention to ecological and cultural contexts</p> <ul style="list-style-type: none"> • Proficiently describes how project recommendations and next steps help contribute to safe and support school spaces across ecological and cultural contexts
<p>Family, School, & Community Collaboration</p>	<ul style="list-style-type: none"> • No discussion of family factors that may contribute to area of concern • No discussion of community factors that influence the area of concern • No discussion of family strengths used to inform PD • No discussion of community resources used to inform PD 	<ul style="list-style-type: none"> • Minimal discussion of family factors that may contribute to area of concern • Minimal discussion of community factors that influence the area of concern • No discussion of family strengths used to inform PD • No discussion of community resources used to inform PD 	<ul style="list-style-type: none"> • Minimal discussion of family factors that may contribute to area of concern • Minimal discussion of community factors that influence the area of concern • Minimal discussion of family strengths used to inform PD • Minimal discussion of community resources used to inform PD 	<ul style="list-style-type: none"> • Sufficient discussion of family factors that may contribute to area of concern • Sufficient discussion of community factors that influence the area of concern • Sufficient discussion of family strengths used to inform PD • Sufficient discussion of community resources used to inform PD 	<ul style="list-style-type: none"> • Proficient discussion of family factors that may contribute to area of concern • Proficient discussion of community factors that influence the area of concern • Proficient discussion of family strengths or feedback used to inform PD • Proficient discussion of community resources or feedback used to inform PD

<p>Equitable Practices for Diverse Student Populations</p>	<ul style="list-style-type: none"> • No discussion of how equity, diversity, or inclusion was considered throughout the PD process • No evidence that PD process was tailored to the unique characteristics and needs of target population • Recommendations for next steps are not clearly tailored to the unique characteristics and needs of the target population • Recommendations for next steps are not equitable, inclusive, or attend to diverse needs of target population 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout the PD process • Minimal evidence that the project process was tailored to the unique characteristics of the target population • Recommendations for next steps are not clearly tailored to the unique characteristics and needs of the target population • Recommendations for next steps are not clearly equitable, inclusive, or attend to diverse needs of target population 	<ul style="list-style-type: none"> • Minimal discussion of how equity, diversity, or inclusion was considered throughout the PD process • Minimal evidence that the project process was tailored to the unique characteristics and needs of the target population • Recommendations for next steps are minimally tailored to the unique characteristics and needs of the target population • Recommendations for next steps are minimally equitable, inclusive, or attend to diverse needs of target population 	<ul style="list-style-type: none"> • Sufficient discussion of how equity, diversity, or inclusion was considered throughout the PD process • Sufficient evidence that the project process was tailored to the unique characteristics and needs of the target population • Recommendations for next steps are sufficiently tailored to the unique characteristics and needs of the target population • Recommendations for next steps are sufficiently equitable, inclusive, or attend to diverse needs of target population 	<ul style="list-style-type: none"> • Proficient discussion of how equity, diversity, or inclusion was considered throughout the PD process • Proficient evidence that the project process was tailored to the unique characteristics and needs of the target population • Recommendations for next steps are proficiently tailored to the unique characteristics and needs of the target population • Recommendations for next steps are proficiently equitable, inclusive, and attend to diverse needs of target population • Recommendations include strategies for advocacy
<p>Research & Evidence-Based Practices</p>	<ul style="list-style-type: none"> • No evidence that the PD plan was evidence-based • No evidence 	<ul style="list-style-type: none"> • Minimal evidence that the PD plan was evidence-based • No evidence that information provided was informed by research 	<ul style="list-style-type: none"> • Minimal evidence that the PD plan was evidence-based • Minimal evidence that information provided was informed by research 	<ul style="list-style-type: none"> • Sufficient evidence that the PD plan was evidence-based • Sufficient evidence that information provided was 	<ul style="list-style-type: none"> • Proficient evidence that the PD plan was evidence-based given ecological and cultural contexts • Proficient evidence that information

	that information provided was informed by research			informed by research • At least 3 reference provided	provided was informed by research • At least 3 reference provided, with references specific to the context and culture of the system
Legal, Ethical, and Professional Practice	<ul style="list-style-type: none"> Does not describe legal considerations Does not describe ethical considerations Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Lists, but does not describe, legal considerations Lists, but does not describe, ethical considerations Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Minimally discusses one legal consideration Minimally discusses one ethical consideration Does not discuss how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Sufficiently discusses multiple legal considerations Sufficiently discusses multiple ethical considerations Sufficiently discusses how exemplar informed professional development and growth 	<ul style="list-style-type: none"> Proficiently discusses multiple legal considerations across national and state laws/policies Proficiently discusses multiple ethical considerations from various perspectives (e.g., client, team) Proficiently discusses how exemplar informed professional development and growth with attention to areas of strength and lessons learned

Candidate Choice Case: Generic Rubric

NASP Domain	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of the use of data, including assessment, progress monitoring, and outcome evaluation, to inform service decisions using a problem-solving approach across multiple tiers of service.	Evidence of knowledge and limited skills in the use of data, including assessment, progress monitoring, and outcome evaluation, to inform service decisions using a problem-solving approach across multiple tiers of service.	Evidence of knowledge and sufficient skills in the use of data, including assessment, progress monitoring, and outcome evaluation, to inform service decisions using a problem-solving approach across multiple tiers of service.	Evidence of knowledge and proficient skills in the use of data, including assessment, progress monitoring, and outcome evaluation, to inform service decisions using a problem-solving approach across multiple tiers of service. They could teach/lead others in these practices.
Consultation and Collaboration	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of models and techniques of	Evidence of knowledge and limited skills in models and techniques of consultation, its role	Evidence of knowledge and sufficient skills in models and	Evidence of knowledge and proficient skills in models and techniques

		consultation, its role in service delivery, effective collaboration, and team-based decision making across multiple tiers of service.	in service delivery, effective collaboration, and team-based decision making across multiple tiers of service.	techniques of consultation, its role in service delivery, effective collaboration, and team-based decision making across multiple tiers of service.	of consultation, its role in service delivery, effective collaboration, and team-based decision making across multiple tiers of service. They could teach/lead others in these practices.
Academic Intervention and Instructional Supports	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of designing, implementing, and evaluating academic interventions and services that promote academic achievement across multiple tiers of service.	Evidence of knowledge and limited skills in designing, implementing, and evaluating academic interventions and services that promote academic achievement across multiple tiers of service.	Evidence of knowledge and sufficient skills in designing, implementing, and evaluating academic interventions and services that promote academic achievement across multiple tiers of service.	Evidence of knowledge and proficient skills in designing, implementing, and evaluating academic interventions and services that promote academic achievement across multiple tiers of service. They could teach/lead others in these practices.
Mental and Behavioral Health Services and Supports	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of designing, implementing, and evaluating mental and behavioral health interventions and services that promote student wellbeing across multiple tiers of service.	Evidence of knowledge and limited skills in designing, implementing, and evaluating mental and behavioral health interventions and services that promote student wellbeing across multiple tiers of service.	Evidence of knowledge and sufficient skills in designing, implementing, and evaluating mental and behavioral health interventions and services that promote student wellbeing across multiple tiers of service.	Evidence of knowledge and proficient skills in designing, implementing, and evaluating mental and behavioral health interventions and services that promote student wellbeing across multiple tiers of service. They could teach/lead others in these practices.
School-Wide Services to Promote Learning	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of school systems, systems-wide programming to support students and staff, and implementation of school-wide strategies for promoting achievement and wellbeing.	Evidence of knowledge and limited skills in school systems, systems-wide programming to support students and staff, and implementation of school-wide strategies for promoting achievement and wellbeing.	Evidence of knowledge and sufficient skills in school systems, systems-wide programming to support students and staff, and implementation of school-wide strategies for promoting achievement and wellbeing.	Evidence of knowledge and proficient skills in school systems, systems-wide programming to support students and staff, and implementation of school-wide strategies for promoting achievement and wellbeing. They could teach/lead others in these practices.

Services to Promote Safe and Supportive Schools	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of multitiered services to promote supportive environments and crisis prevention, protection, mitigation, response, and recovery.	Evidence of knowledge and limited skills in multitiered services to promote supportive environments and crisis prevention, protection, mitigation, response, and recovery.	Evidence of knowledge and sufficient skills in multitiered services to promote supportive environments and crisis prevention, protection, mitigation, response, and recovery.	Evidence of knowledge and proficient skills in multitiered services to promote supportive environments and crisis prevention, protection, mitigation, response, and recovery. They could teach/lead others in these practices.
Family, School, and Community Collaboration	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of family systems, home-school communication and collaboration, and working with community agencies to provide multi tiered services.	Evidence of knowledge and limited skills in family systems, home-school communication and collaboration, and working with community agencies to provide multi tiered services.	Evidence of knowledge and sufficient skills in family systems, home-school communication and collaboration, and working with community agencies to provide multi tiered services.	Evidence of knowledge and proficient skills in family systems, home-school communication and collaboration, and working with community agencies to provide multi tiered services. They could teach/lead others in these practices.
Equitable Practices for Diverse Student Populations	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of multitiered, culturally responsive practices that promote equitable, inclusive services for diverse populations within a social justice framework.	Evidence of knowledge and limited skills in multitiered, culturally responsive practices that promote equitable, inclusive services for diverse populations within a social justice framework.	Evidence of knowledge and sufficient skills in multitiered, culturally responsive practices that promote equitable, inclusive services for diverse populations within a social justice framework.	Evidence of knowledge and proficient skills in multitiered, culturally responsive practices that promote equitable, inclusive services for diverse populations within a social justice framework. They could teach/lead others in these practices.
Research and Evidence-Based Practice	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of scientist- practitioner approaches to service delivery, including using research, evidence, and technology to evaluate and inform service delivery.	Evidence of knowledge and limited skills in scientist- practitioner approaches to service delivery, including using research, evidence, and technology to evaluate and inform service delivery.	Evidence of knowledge and sufficient skills in scientist- practitioner approaches to service delivery, including using research, evidence, and technology to evaluate and inform service delivery.	Evidence of knowledge and proficient skills in scientist- practitioner approaches to service delivery, including using research, evidence, and technology to evaluate and inform service delivery. They could teach/lead others in these practices.

Legal, Ethical, and Professional Practice	No evidence of knowledge of practices related to this domain.	Evidence of foundational knowledge of legal and ethical considerations for service delivery in educational settings, including dispositions that include responsibility, dependability, advocacy, respect for human rights, interpersonal skills, technological skills, and commitment to social justice.	Evidence of knowledge and limited skills in legal and ethical considerations for service delivery in educational settings, including dispositions that include responsibility, dependability, advocacy, respect for human rights, interpersonal skills, technological skills, and commitment to social justice.	Evidence of knowledge and sufficient skills in legal and ethical considerations for service delivery in educational settings, including dispositions that include responsibility, dependability, advocacy, respect for human rights, interpersonal skills, technological skills, and commitment to social justice.	Evidence of knowledge and proficient skills in legal and ethical considerations for service delivery in educational settings, including dispositions that include responsibility, dependability, advocacy, respect for human rights, interpersonal skills, technological skills, and commitment to social justice. They could teach/lead others in these practices.
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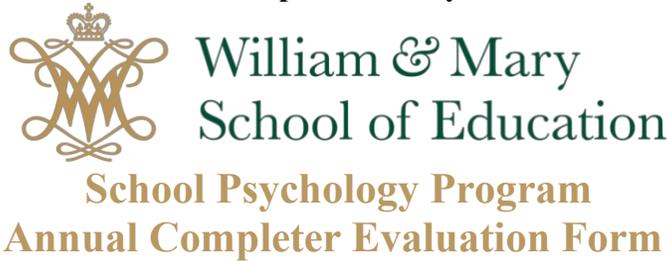
Reflective Practice and Leadership

The following rating scale will be used to rate the candidate’s overall reflective practice and potential for leadership across the entire Comprehensive Portfolio.

Component	Novice (0)	Limited Competency (1)	Emerging Competency (2)	Competency (3)	Mastery (4)
Reflective Practice	The student does not demonstrate knowledge related to self-reflection and self-critical approaches to improving practices, use of inquiry to enhance services, engaging in consultation and supervision as a means of processing decisions and impacts, and self-awareness with responsiveness regarding own	The student demonstrates foundational knowledge related to self-reflection and self-critical approaches to improving practices, use of inquiry to enhance services, engaging in consultation and supervision as a means of processing decisions and impacts, and self-awareness with responsiveness regarding own biases and identities that may influence practice with diverse populations.	The student demonstrates intermediate knowledge, with developing skills related to self-reflection and self-critical approaches to improving practices, use of inquiry to enhance services, engaging in consultation and supervision as a means of processing decisions and impacts, and self-awareness with responsiveness regarding own biases and identities that may influence practice with diverse populations.	The student demonstrates sufficient skills related to self-reflection and self-critical approaches to improving practices, use of inquiry to enhance services, engaging in consultation and supervision as a means of processing decisions and impacts, and self-awareness with responsiveness regarding own biases and identities that may influence practice with diverse populations.	The student demonstrates proficient skills and exhibits strengths related to self-reflection and self-critical approaches to improving practices, use of inquiry to enhance services, engaging in consultation and supervision as a means of processing decisions and impacts, and self-awareness with responsiveness regarding own biases and identities that may influence practice with diverse populations.

	biases and identities that may influence practice with diverse populations.				
Leadership	The student does not demonstrate knowledge related to the use of evidence-based information for creating positive change, commitment to prevention, remediation, and growth of students, methods of solving human problems from a systems perspective, and strategies for advocacy on behalf of, and with, marginalized populations.	The student demonstrates foundational knowledge related to the use of evidence-based information for creating positive change, commitment to prevention, remediation, and growth of students, methods of solving human problems from a systems perspective, and strategies for advocacy on behalf of, and with, marginalized populations.	The student demonstrates intermediate knowledge, with developing skills related to the use of evidence-based information for creating positive change, commitment to prevention, remediation, and growth of students, methods of solving human problems from a systems perspective, and strategies for advocacy on behalf of, and with, marginalized populations.	The student demonstrates sufficient skills related to the use of evidence-based information for creating positive change, commitment to prevention, remediation, and growth of students, methods of solving human problems from a systems perspective, and strategies for advocacy on behalf of, and with, marginalized populations.	The student demonstrates proficient skills and exhibits strengths related to the use of evidence-based information for creating positive change, commitment to prevention, remediation, and growth of students, methods of solving human problems from a systems perspective, and strategies for advocacy on behalf of, and with, marginalized populations.

Completer Survey



You have been identified as a graduate of the School of Education (SOE) at The College of William & Mary (W&M).

(If you are not a graduate of the SOE at W&M, then we apologize for the error and request that you use the opt out link at the bottom of the email you received. If you have received more than one invitation to complete this survey, please complete the survey only once. We apologize for any redundancy in our correspondence.)

Purpose: The purpose of this survey is to gather information from our graduates following completion of their studies/preparation at the SOE. Specifically, our faculty seek information about the design and effectiveness of our education programs. The experiences, impressions, and judgments of graduates such as you are extremely important to this effort. In addition, we seek information from you to provide information on our program's effect on graduates for accreditation and assessment purposes.

Content of the Survey: The survey consists of no more than 30 questions and may take 15-25 minutes, depending upon your specific program and responses. Most of the questions are select-response items. The questions address such topics as your area of study, current employment status, experiences in the program, professional competencies, career plans, and professional recognition/certifications.

Protection of Human Subjects: The information gathered for this survey is intended primarily for program evaluation.

Responses will be aggregated and anonymous. After the anonymous portion of the survey you will be directed to a second form where you can choose to share contact information and personal information regarding employment. Your survey responses will not be linked to your contact information.

There is no obligation to complete this survey. You may choose to answer only some of the questions present in this survey. You may choose to end your participation in the survey at any time. By completing the survey you are consenting to participation.

Which of the following best describes your current status of employment?

- I am employed in a position in the field for which I prepared at William & Mary. (1)
- I am seeking employment in the field for which I prepared at William & Mary. (2)
- I am employed, but my position is not in the field for which I prepared at William & Mary. (3)
- I am seeking employment in a field outside of that for which I prepared at William & Mary. (4)
- I am unemployed by choice. (5)
- Other (6) _____

Please identify your career plans for next academic year. (check all that apply)

- Work in the field for which I prepared at William & Mary (1)
- Seek a leadership role in the field for which I prepared at William & Mary (2)
- Work outside of the field for which I prepared at William & Mary (3)
- Other (4) _____

Are you currently employed in a high-needs school (e.g., difficult to staff, not meeting AYP, high percentage of students on free/reduced lunch, Title I)?

- Yes (1)
- I don't know (2)
- No (3)

Please rate your level of competence in each of the NASP Practice Domains

Domain	Novice (0)	Limited Competency (1)	Emergency Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	I do not have training or knowledge related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	I have foundational knowledge related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	I have intermediate knowledge, and developing skills, related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	I have sufficient skills related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	I have proficient skills and strengths (e.g., leadership ability) related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.
Consultation & Collaboration	I do not have training or knowledge related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with	I have foundational knowledge related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and	I have intermediate knowledge, and developing skills related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and	I have sufficient skills related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and	I have proficient skills and strengths (e.g., leadership ability) related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with

	school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
Academic Interventions & Instructional Supports	I do not have training or knowledge related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	I have foundational knowledge related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	I have intermediate knowledge, and developing skills, related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	I have sufficient skills related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	I have proficient skills, and strengths (e.g., leadership ability) related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.

Mental and Behavioral Health Services & Interventions	I do not have training or knowledge related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.	I have foundational knowledge related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.	I have intermediate knowledge, and developing skills, related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.	I have sufficient skills related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.	I have proficient skills and strengths (e.g., leadership ability) related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.
School-Wide Practices to Promote Learning	I do not have training or knowledge related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across	I have foundational knowledge related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and	I have intermediate knowledge, and developing skills, related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and	I have sufficient skills related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations,	I have proficient skills and strengths (e.g., leadership ability) related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and

	diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.	engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming
Services to Promote Safe & Supportive Schools	I do not have training or knowledge related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	I have foundational knowledge related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	I have intermediate knowledge, and developing skills, related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	I have sufficient skills related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	I have proficient skills and strengths (e.g., leadership ability) related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.
Family, School, and Community Collaboration	I do not have training or knowledge related to using evidence-based, culturally appropriate strategies for promoting collaboration among families,	I have foundational knowledge related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and	I have intermediate knowledge, and developing skills, related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and	I have sufficient skills, related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities;	I have proficient skills and strengths (e.g., leadership ability) related to using evidence-based, culturally appropriate strategies for promoting collaboration among

	schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.
Equitable Practices for Diverse Student Populations	I do not have training or knowledge related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	I have foundational knowledge related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	I have intermediate knowledge, and developing skills, related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	I have sufficient skills related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	I have proficient skills and strengths (e.g., leadership ability) related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.
Research & Evidence-Based Practices	I do not have training or knowledge related to research methods and program evaluation;	I have foundational knowledge related to research methods and program evaluation; technology/information	I have intermediate knowledge, and developing skills related to research methods and program evaluation;	I have sufficient skills related to research methods and program evaluation; technology/information	I have proficient skills and strengths (e.g., leadership ability) related to research methods and program

	<p>technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.</p>	<p>services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.</p>	<p>technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.</p>	<p>on services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.</p>	<p>evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.</p>
<p>Legal, Ethical, and Professional Practice</p>	<p>I do not have training or knowledge related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.</p>	<p>I have foundational knowledge related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.</p>	<p>I have intermediate knowledge, and developing skills, related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.</p>	<p>I have sufficient skills related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.</p>	<p>I have proficient skills and strengths (e.g., leadership ability) related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.</p>

It is the goal of the School of Education to provide exemplary preparation for aspiring and practicing education professionals. Please rate your general level of satisfaction with the preparation that you received in the School of Education.

- Extremely satisfied (5)
- Satisfied (4)
- Neither satisfied nor dissatisfied (3)
- Dissatisfied (2)
- Extremely Dissatisfied (1)

Compared to your professional peers, how effective do you feel in the role for which your degree from William & Mary has prepared you?

- Highly Effective (5)
- Moderately Effective (4)
- Minimally Effective (3)
- Not Effective (2)
- Does Not Apply (1)

Please provide any additional information that you feel would be valuable to the School of Education faculty in improving the effectiveness of our programs.

Employer Survey



William & Mary School of Education

School Psychology Program Annual Supervisor Evaluation Form

You have been identified as an employer of a graduate of the School of Education (SOE) at The College of William & Mary (W&M).

(If you are not an employer of a graduate of the SOE at W&M, then we apologize for the error and request that you use the opt out link in the email, and close this survey. If you are the employer of more than one W&M graduate, you may receive more than one survey. You can respond to the survey based on the individual, or based on an aggregate of the individuals that you supervise .)

Purpose: The purpose of this survey is to gather information from our graduates after completion of their studies/preparation at the SOE. Specifically, our faculty seek information about the design and effectiveness of our education programs. The experiences, impressions, and judgments of employers such as you are extremely important to this effort. In addition, we seek information from you to provide information on our program's effect on graduates for accreditation and assessment purposes.

Content of the Survey: The survey consists of no more than 30 questions and may take 15-25 minutes. Most of the questions are select-response items. The questions address such topics as your area of study, current employment status, experiences in the program, professional competencies, career plans, and professional recognition/certifications.

Protection of Human Subjects: The information gathered for this survey is intended for program evaluation.

There is no obligation to complete this survey. You may choose to answer only some of the questions present in this survey. You may choose to end your participation in the survey at any time. By completing the survey you are consenting to participation.

Portions of this survey are based on the Maryland Public Schools Professional Standards for Educational Leaders Rubric, used with permission.

I am answering this survey for:

- An individual (1)
- W&M students in aggregate. (2)

Please rate your employee's competence in each of the following NASP 2020 Practice Domains.

Domain	Novice (0)	Limited Competency (1)	Emergency Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	My employee does not have training or knowledge related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	My employee has foundational knowledge related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	My employee has intermediate knowledge, and developing skills, related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	My employee has sufficient skills related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	My employee has proficient skills and strengths (e.g., leadership ability) related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.
Consultation & Collaboration	My employee does not have training or knowledge related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	My employee has foundational knowledge related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	My employee has intermediate knowledge, and developing skills related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	My employee has sufficient skills related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	My employee has proficient skills and strengths (e.g., leadership ability) related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
Academic Interventions & Instructional Supports	My employee does not have training or knowledge related to assessing students' academic needs, including testing administration, scoring, and	My employee has foundational knowledge related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking	My employee has intermediate knowledge, and developing skills, related to assessing students' academic needs, including testing administration,	My employee has sufficient skills related to assessing students' academic needs, including testing administration, scoring, and	My employee has proficient skills and strengths (e.g., leadership ability) related to assessing students' academic needs, including testing administration,

	interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.
Mental and Behavioral Health Services & Interventions	My employee does not have training or knowledge related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health	My employee has foundational knowledge related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.	My employee has intermediate knowledge, and developing skills, related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress,	My employee has sufficient skills related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and	My employee has proficient skills and strengths (e.g., leadership ability) related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and

	progress, treatment fidelity, and intervention effectiveness.		treatment fidelity, and intervention effectiveness.	monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.	intervention effectiveness.
School-Wide Practices to Promote Learning	My employee does not have training or knowledge related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.	My employee has foundational knowledge related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	My employee has intermediate knowledge, and developing skills, related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	My employee has sufficient skills related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	My employee has proficient skills and strengths (e.g., leadership ability) related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming
Services to Promote Safe & Supportive Schools	My employee does not have training or knowledge related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service;	My employee has foundational knowledge related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting	My employee has intermediate knowledge, and developing skills, related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across	My employee has sufficient skills related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple	My employee has proficient skills and strengths (e.g., leadership ability) related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services

	promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.
Family, School, and Community Collaboration	My employee does not have training or knowledge related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	My employee has foundational knowledge related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	My employee has intermediate knowledge, and developing skills, related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	My employee has sufficient skills related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	My employee has proficient skills and strengths (e.g., leadership ability) related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.
Equitable Practices for Diverse Student	My employee does not have training or knowledge related to diverse characteristics of	My employee has foundational knowledge related to diverse characteristics of people in school	My employee has intermediate knowledge, and developing skills, related to diverse characteristics	My employee has sufficient skills related to diverse characteristics of people in school	My employee has proficient skills and strengths (e.g., leadership ability) related to diverse

Populations	people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.
Research & Evidence-Based Practices	My employee does not have training or knowledge related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.	My employee has foundational knowledge related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.	My employee has intermediate knowledge, and developing skills, related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.	My employee has sufficient skills related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.	My employee has proficient skills and strengths (e.g., leadership ability) related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.
Legal, Ethical, and Professional Practice	My employee does not have training or knowledge related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision	My employee has foundational knowledge related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social	My employee has intermediate knowledge, and developing skills, related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical	My employee has sufficient skills related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains;	My employee has proficient skills and strengths (e.g., leadership ability) related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical

	making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.	justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.	decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.	legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.	decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.
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As a supervisor and/or employer, how satisfied are you with the quality of graduates from the School of Education at The College of William & Mary?

- Not Satisfied (1)
- Somewhat Satisfied (2)
- Satisfied (3)
- Extremely Satisfied (4)

Compared to other individuals in a similar position(s) in your organization, how effective is this graduate of W&M (or these graduates) in their role?

- Not Effective (1)
- Minimally Effective (2)
- Moderately Effective (3)
- Highly Effective (4)

As a faculty, we are committed to preparing the highest quality education professionals. Please provide any additional information that you feel would be valuable to us in improving the effectiveness of our programs.

Appendix D: Program Forms



School Psychology Student Growth Plan

Student:

Faculty Advisor:

University Supervisor:

Date:

Program Coordinator:

Field-based Supervisor:

Directions: The Student Growth Plan is to be developed cooperatively by the student, the student's Faculty Advisor, and when applicable, the University Supervisor and the Field-based Supervisor. This form is completed when the student's performance is less than satisfactory according to the School of Education performance standards and/or violates legal, ethical, or school psychology professional standards. The plan is to assist the student in achieving a satisfactory assessment and to improve their potential to be a successful school psychologist.

I. Growth Area Descriptions

Describe areas of growth that are to be addressed by the Student Growth Plan. Be specific (e.g., associated SOE Standards, NASP Professional Standards, etc.) and provide examples when necessary.

II. Objectives of Student Growth Plan

Identify specific objectives to be met by the student to complete their growth plan using the following table.

Objective	Student Action Steps	Criteria for Completion	Review Method

III. Program Support

Provide outline of how the School Psychology Program will support the student's completion of the identified objectives, specifically outlining who will be responsible for providing resources/support, how often, etc.

IV. Summary and Review Date

Provide a brief summary of the Student Growth Plan and specify the date in which the Student Growth Plan will be reviewed to determine completion.

Student Signature

Date

Faculty Advisor Signature

Date

Program Coordinator Signature

Date



School Psychology Student Growth Plan Review

Student:

Faculty Advisor:

University Supervisor:

Date:

Program Coordinator:

Field-based Supervisor:

Directions: The Student Growth Plan Review serves as progress monitoring for an existing growth plan. The objectives of the growth plan should be clearly outlined, with progress towards (or lack thereof) described. The Faculty Advisor, in consultation with the Program Coordinator and other relevant stakeholders (e.g., field-based supervisor, university-based supervisor) will determine if sufficient progress has been made. Potential outcomes include, but are not limited to:

- a. Growth Plan Completed. The student has made sufficient progress and the growth plan is determined to be successful, with all objectives satisfied.
- b. Growth Plan Extended. The student has made some progress but not all objectives have been satisfied. The Faculty Advisor has determined progress is still possible within a reasonable amount of time and the growth plan can be extended in the hopes that the student meets the growth plan's overall goal. Clear objectives for this extended growth plan must be outlined in this document.
- c. Growth Plan Not Completed. The student has failed to meet the objectives of the Student Growth Plan. The student has not made progress. One or more objectives are not satisfied and extending the growth plan is determined to not be appropriate, per the Faculty Advisor and Program Coordinator and other identified stakeholders.

This document, along with the final decision, should be signed and attached to the original Student Growth Plan.

I. Previously Established Objectives:

Outline the previously established objectives of the Student Growth Plan.

II. Progress Monitoring

Provide indicators of growth, non-indicators of growth, and associated NASP Professional Standards in the following table. Data should come from ratings, evaluations, work samples, reports from instructors, etc., as appropriate per the original growth plan. Each objective is rated on a scale of 0-3:

- 0: no evidence that progress has not been made
- 1: evidence that some progress has been made, but not enough to indicate the objective can be met within plan timeline
- 2: sufficient evidence of progress towards objective
- 3: objective met

A decision regarding the objective, based on student data and performance, can include:

- Does Not Meet Expectations: student has not made progress
- Meeting Expectations: student is making progress, though objective is not yet fully met
- Meets Expectations: student has satisfied this objective
- Exceeds Expectations: student excelled when achieving this objective

Objective	Rating	Evidence Indicative of Growth	Evidence Non-Indicative of Growth	NASP Professional Standards	Decision

III. Summary and Growth Plan Decision

Provide a summary of strengths and areas of concern for the student’s progress on their Student Growth Plan, followed by a clear decision provided in the Directions. If the Student Growth Plan is extended, a revised Student Growth Plan must be attached with new/continued objectives.

Student signature

Date

Faculty Advisor signature

Date

Program Coordinator Signature

Date

Student Evaluation of Practicum Site

Student: _____

Semester/Year: _____

School Division: _____

Field-based Supervisor: _____

Please provide feedback in the following areas on your Practicum Site by marking the appropriate box.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I had sufficient opportunities to use a variety of assessment methods.	1	2	3	4
2. I had sufficient opportunities to provide direct services to students.	1	2	3	4
3. I had sufficient opportunities for professional growth (e.g., trainings, seminars, staff conferences).	1	2	3	4
4. I had sufficient opportunities to design, implement, and evaluate direct and indirect interventions.	1	2	3	4
5. I had adequate opportunities to work with diverse populations	1	2	3	4
6. I had appropriate supervision for my stage of development.	1	2	3	4
7. I would recommend this site as a school psychology practicum placement.	1	2	3	4

Comments: _____



William & Mary School of Education

School Psychology Internship Agreement Form

School Psychology Intern: _____ Date: _____
School Division or Agency: _____

It is agreed by the College of William & Mary School Psychology Program and _____ (school division) that a School Psychology Internship will be provided through the aforementioned school division starting _____ and ending _____ with a stipend of _____. The aforementioned school division will provide an internship experience that complies with the following stipulations.

1. The internship site must be willing to engage in a collaborative relationship with the College of William and Mary to provide an effective learning environment that meets the objectives of the university training program.
2. The internship experience shall occur on a full-time basis over a period of one academic year or on a half-time basis over two consecutive academic years.
3. The internship experience shall include a minimum of 1200 clock hours. At least 600 clock hours of the internship shall occur in a school setting and shall provide a balanced exposure to general and special education programs.
4. The internship site must provide a schedule of activities that is consistent with that of other school psychologists at that site and with consideration of the intern's level of training.
5. The internship site recognizes the internship as a training experience and does not exploit the services of the intern.
6. The internship site will provide the intern with an appropriate work environment, including supplies, materials, secretarial services, and office space.
7. The internship site will reimburse the intern for expenses consistent with policies of the internship site that pertain to school psychologists.
8. The internship site will provide reasonable opportunities for the intern to participate in continuing professional development activities (supervision meetings on campus, regional workshops, conferences, etc.).
9. The intern will be provided with a written contractual agreement that specifies the period of appointment and terms of compensation.
10. The internship site will provide appropriate release time for field-based intern supervisors to provide weekly face-to-face supervision with the intern. Field-based supervisors will provide, on average, at least two hours per week of direct supervision for each intern.

11. Field-based supervisors must hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship, which appropriately may be in a non-school setting.
12. Field-based supervisors should be responsible for no more than two interns at any given time.
13. All reports by the intern must be co-signed by the field-based supervisor. Additionally, the intern's title will be "School Psychology Intern" for all professional purposes.
14. Field-based supervisors will provide written intern evaluations to the university supervisor at the midpoint and again at the end of the internship experience.

Parties to the Agreement

University-Based Supervisor

Date: _____

School Division Administrative
Representative

Date: _____

Intern

Date: _____