



**WILLIAM
& MARY**

CHARTERED 1693

**School Psychology Program
PRACTICUM & INTERNSHIP
HANDBOOK**

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Introduction

Practicum

The school psychology practicum in the Ed.S. degree program is designed to provide students with opportunities to demonstrate their skills in an applied setting. Success in practicum requires the integration of theory, techniques, and ethics. Students are required to maintain three credits of practicum each semester (6 credits total) during their first year in the Ed.S. degree program. A minimum of twelve hours per week at the practicum site is required. Additionally, students are expected to spend a proportionate amount of time outside of the placement preparing for practicum activities, completing written assignments, and participating in professional development activities. In addition to at least one hour per week of individual supervision from a field-based supervisor, an average of one additional hour per week is spent in group or individual supervision with university faculty. Practicum experiences are provided in the public schools or related agencies under the supervision of professional school psychologists employed by the school division or agency.

Structured activities included in the practicum experiences are designed to provide students opportunities to integrate knowledge and applied skills across curricular areas. Students are evaluated by both their site and university supervisors. The evaluated curricular areas include: learning theory, assessment linked to intervention, consultation and collaboration with families and school personnel, prevention and intervention, and professional and ethical practice. Specifically, required assignments underscore human diversity and are sought by the School Psychology Program to ensure the development of skills, competencies, and professional characteristics essential for effective school psychology service-delivery. The practicum experience is specifically designed to prepare students for internship and ultimately, and positively influence children, families, schools, and other consumers. Students are required to reflect on their practices and how their services serve children, their families, school personnel, and themselves. Active problem-solving to generate flexible, alternative plans of action is encouraged. Upon successful completion of the practicum experience, students are expected to demonstrate knowledge and a skill level that is sufficient for entry into a school psychology internship.

Internship

The internship program in School Psychology at the College of William and Mary is organized around the *NASP Standards for Graduate Preparation of School Psychologists*. Internship provides students with a comprehensive, supervised, carefully monitored and evaluated experience that represents the culminating event in the Educational Specialist program. Further, all internship activities are consistent with the goals and mission of The College of William and Mary, the School of Education, and the School Psychology Program, and emphasize human diversity and the provision of school psychological services that bring about direct and measurable outcomes for children and families. Internship includes a minimum of 1200 hours, with at least 600 of these hours occurring in a school setting. Internship may occur on a full-time basis over one academic year or on a half-time basis over two consecutive academic years. The internship experience provides opportunities for students to integrate knowledge and applied skills when working with children, families, and school personnel under the supervision of a professional school psychologist. This comprehensive culminating field experience includes both formative and summative performance-based evaluations completed by site and university supervisors. Activities are designed to ensure students' competency in all NASP practice domains, and emphasize students' knowledge, skills, and professional dispositions. Upon satisfactory completion of internship and all program requirements, students will be endorsed for licensure in School Psychology by the Virginia Department of Education.

I. Philosophy and Objectives of the Practicum and Internship Experiences

The School of Education at the College of William and Mary prepares teachers, specialists, and administrators to be leaders who are committed to reflective practice and partnerships with others to improve educational programs. Reflective practice is especially important for adult learners because reflection allows individuals to

integrate their past experiences with their current training to achieve deeper understanding and reconcile who they are as individuals with who they are becoming as professionals. In this context, learning is subjective and dependent on the learner's reality and interpretation. Developing deep understanding requires that the students are exposed to a variety of experiences through which they can (a) articulate ideas, (b) converse with other professionals, (c) test ideas, and (d) consider the relationship between newly acquired information and other aspects of their lives.

The practicum and internship experiences provide students with numerous opportunities for reflective practice; the result of these practice experiences is a professional who is engaged in active inquiry as part of his/her 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.

A. Practicum Objectives

Upon Completion of the practicum experience, students will:

1. Plan and conduct comprehensive psycho-educational assessments that include both formal and informal measures. All assessments will be conducted with sensitivity to diversity. (Competency: data-based decision-making and accountability,)
2. Synthesize and integrate all assessment results in written reports that clearly describe the child's performance and levels of functioning. (Competency: data-based decision-making and accountability)
3. Generate recommendations for intervention and program planning based on assessment results. (Competencies: intervention and instruction support to develop academic skills; interventions and mental health services to develop social and life skills)
4. Intervene on individual and/or group bases for children with mild behavioral and/or social-emotional difficulties. (Competencies: interventions and mental health services to develop social and life skills; preventive and responsive services)
5. Understand the various types of programs and interventions offered to children with disabilities. (Competencies: intervention and instruction support to develop academic skills; interventions and mental health services to develop social and life skills)
6. Demonstrate effective consultation skills using a problem-solving model with school personnel and parents. (Competency: consultation and collaboration)
7. Establish rapport and relate effectively with students, families, and professionals from diverse backgrounds and with diverse disabilities. (Competency: diversity in development and learning)
8. Understand the importance of family-school partnerships to meet the educational and psychological needs of students. (Competency: family-school collaboration services)
9. Apply feedback provided by site-based and university supervisors in an effective and prompt manner. (Competencies: legal, ethical and professional practice; collaboration and consultation)
10. Demonstrate proficient participation in various cross-discipline professional team meetings. (Competencies: consultation and collaboration; school-wide practices to promote learning)
11. Demonstrate professional responsibility consistent with the ethical and legal standards of the profession. (Competency: legal, ethical, and professional practice)
12. Describe the role and function of the school psychologist and how their own skills meet these demands and expectations. (Competency: legal, ethical, and professional practice)
13. Demonstrate knowledge of current research in the field that is directly applicable to the role of a professional school psychologist. (Competency: research and program evaluation)
14. Actively evaluate the outcomes of services provided. (Competency: research and program evaluation)
15. Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices to improve current functioning. (Competency: legal, ethical, and professional practice)
16. Demonstrate knowledge of school procedures for processing referrals, accessing student records, contacting parents, and so on (Competency: school-wide practices to promote learning.)

17. Demonstrate the application of information and technology in ways that enhance the quality of educational and psychological services. (Competency: legal, ethical, and professional practice)

B. Internship Objectives

Upon Completion of the internship experience, students will:

1. Participate in a comprehensive process of effective decision-making and problem-solving.
2. Demonstrate accurate assessment skills, including: effective interviewing and observation techniques;
3. Selecting appropriate tests according to the referral; accurate administration, scoring, and interpretation; and conducting sound instructional and ecological assessments. All assessments will be conducted with sensitivity to student diversity. (Competency: assessment/data-based decision-making)
4. Integrate all assessment data for meaningful interpretations that lead to evidence-based diagnoses and recommendations that facilitate learning and/or behavioral change. (Competencies: 1. intervention and instruction support to develop academic skills; and 2. interventions and mental health services to develop social and life skills)
5. Demonstrate concisely written professional reports that are understandable to parents and school personnel. (Competency: assessment/data-based decision-making)
6. Use assessment skills to monitor students' progress and evaluate students' response to intervention. (Competency: assessment/data-based decision-making)
7. Exhibit proficiency in designing and implementing individual and group interventions to meet the emotional and behavioral needs of students. (Competency: interventions and mental health services to develop social and life skills)
8. Evaluate the effectiveness of interventions and prevention practices. (Competency: research and program evaluation)
9. Apply consultation skills to help parents and school personnel identify students' problems and implement evidence-based interventions. (Competency: consultation and collaboration)
10. Demonstrate interpersonal skills to effectively communicate with parents, school personnel, and other professionals. (Competency: consultation and collaboration)
11. Establish rapport and relate meaningfully with students, families, and professionals from diverse backgrounds and with diverse disabilities. (Competency: diversity in development and learning)
12. Work collaboratively with families and professionals to meet the needs of students. Encourage family involvement. (Competency: family-school collaboration services)
13. Work with school personnel to implement a systems level prevention project. (Competency: 1. School-wide practice to promote learning; and 2. Preventive and responsive services)
14. Facilitate practices that create and maintain safe and productive educational and psychological environments for children through teacher/parent workshops. (Competency: 1. School-wide practice to promote learning; and 2. Family-school collaboration services)
15. Apply feedback provided by site-based and university-based supervisors in an effective manner. (Competency: legal ethical and professional practice)
16. Function effectively as a team and organization member to promote student learning and prevent problems. (Competency: 1. School-wide practice to promote learning; and 2. Consultation and collaboration)
17. Use technology that enhances the quality of educational and psychological services rendered. (Competency: legal ethical and professional practice)
18. Demonstrate professional responsibility consistent with the ethical and legal standards of the profession. (Competency: legal ethical and professional practice)
19. Apply program evaluation skills to evaluate the efficacy of services (Competency: research and program evaluation)
20. Demonstrate knowledge of current research that is directly applicable to the functioning of professional school psychologists. (Competency: research and program evaluation)

21. Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices to improve current functioning. (Competency: legal ethical and professional practice)

II. Procedures and Policies for Clinical Experiences in School Psychology

A. School Placements

School placements rely on the on-going, positive, and collaborative relationship that exists between the School of Education and local schools and school divisions. The partnership that the SOE enjoys with local education agencies is the result of many years of successful student placements, a shared expectation of excellence, and a common educational mission. *When William & Mary students are placed in the schools for practica and internship experiences, they become part of--and are expected to be positive contributors to--this long-standing partnership.*

Occasionally, circumstances arise that necessitate consideration of a change in placement for a student. In such situations, the student or field-based supervisor who has a concern about a student placement should contact the student's advisor. *Since a change in placement can represent a very significant disruption in a student's program and in the delivery of psychological services, requests for changes are given very careful consideration.* In most cases, the university supervisor will first consider other possible solutions to resolve any issues that may be interfering with the success of a placement. If the university supervisor determines that a change in placement is warranted, then every effort will be made to secure a new placement for the student in a manner that is fair and minimally disruptive. *However, since placements in the schools are ultimately controlled by the schools, the School of Education cannot guarantee the availability of a new placement.*

Practicum

The placement of practica students is the responsibility of the Director of Clinical Placements and Licensure in the School of Education at The College of William and Mary. Field placements are made in careful and close collaboration with school personnel. Each year, 10 to 12 School Psychology practicum students may be 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.

Internship

Students are provided with specific information about the internship experience in a group meeting during their first semester of practicum. Students apply and interview for internships, frequently consulting with school psychology faculty in the process. Approximately 80% of the students complete their internships at sites that have been previously approved by the program faculty, according to the guidelines set forth in this Handbook. In cases in which students intend to pursue an internship at a site where the program has never had an intern (or not placed a student within the last four years), the student's advisor or the program's current intern supervisor will contact the site to ensure that the site will agree to comply with program standards. In all cases the internship site receives a copy of the School Psychology Program Student Handbook, the School Psychology Practicum and Internship Handbook, and the internship syllabus (EDUC 659). Each student will secure the site's agreement to abide by the standards set forth in the Internship Agreement Form (See Appendix A). *Interns are not permitted to sign contracts with the internship site until the program has received a signed copy of the Internship Agreement Form.* There must be a written contractual agreement that specifies the period of appointment and terms of compensation. Internship sites must realize that primary responsibility for the intern's practice on a day-to-day basis rests directly with the appropriately credentialed school division/agency personnel.

Approval of an internship placement is dependent upon the internship site meeting the following criteria:

1. The internship site must provide appropriate supervision from a school psychologist holding an appropriate credential for practice in a school setting and must have a minimum of three-years of experience working as a school psychologist in the schools.
2. The internship site is committed to providing a diversified learning experience for the intern to develop professional competencies via close supervision.
3. The internship site must provide a written agreement that specifies the period of appointment and any terms of compensation.
4. 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.
5. The internship site must provide a schedule of activities that are consistent with that of other school psychologists at that site and with consideration of the intern's level of training.
6. The internship site recognizes the internship as a training experience and does not exploit the services of the intern.
7. The internship site will provide appropriate release time for field-based intern supervisors to provide weekly face-to-face supervision with the intern.
8. The internship site will provide the intern with an appropriate work environment, including supplies, materials, secretarial services, and office space.
9. The internship site will reimburse the intern for expenses consistent with policies of the internship site that pertain to school psychologists.
10. 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.).

B. Identification Badges

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.

C. Support for W&M 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 Disability Services in the Office of the Dean of Students for the College. It is the responsibility of the staff of Disability Services to verify a student's disability, to work with the student to identify reasonable accommodations, and to notify the student's instructors.

Students with disabilities should note that practica and internship experiences are field-based and therefore, 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 offset 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 Assistant Dean of Students for Disability 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.

D. Background Checks

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 will attempt to direct students 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.*

E. 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 the College 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.

F. Required Clock Hours

Practicum

Students will be assigned to a practicum site for the William and Mary calendar year. Practicum placements are typically 2 days per week (i.e., 12-16 hours per week) at the practicum site. This schedule results in 360 hours of practicum experience for the year. Travel time to and from placement does not count as field experience.

Internship

The internship experience must include a minimum of 1200 hours, with at least 600 hours occurring in a school setting. The internship may occur on a full-time basis over one academic year or on a half-time basis over two consecutive academic years. A written contractual agreement must specify the period of appointment and terms of compensation.

G. Attendance

Attendance during practica and internship experiences is a fundamental requirement of successful completion of program requirements. During the practicum experience, the student's schedule is to be collaboratively determined by the student and his/her field-based supervisor. Some work students must (or wish to) accomplish

will need to be completed beyond their regularly scheduled on-site days. Students must manage their personal schedules accordingly. As a professional courtesy, the practicum student is expected to contact the field-based supervisor in advance of any absences or changes in schedule.

During internship, W&M students are expected to fulfill their contractual obligations with regard to attendance, sick days, and personal leave. School system calendars do *not* coincide with the College calendar; interns must be present when school is in session, even though the College may not be in session. During internship, students take any breaks given by the school system but do *not* take the College's scheduled breaks. In cases of inclement weather and school closings, interns follow the inclement weather policy of the school system. Interns should consult their contract for specific attendance requirements. *Due to the time-intensive nature of internship, holding another job or taking additional courses during this time is not recommended. Interns are not permitted to take an additional course during times that conflict with the regular school day during internship.*

H. Appearance and Disposition

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, excessive body piercing, t-shirts, bare shoulders, and dyed hair of unnatural color are a few examples of clothing and appearance that are 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.

I. Confidential Information

School psychologists regularly work with confidential information. Confidential information can include student grades, health records, academic records, assessment results, Individualized Education Plans (IEP's), family histories, and more. Practicum students and interns are held to the same legal and professional standards as practicing school psychologists with regard to confidential information. Questions regarding confidentiality policies should be directed to field-based and/or university supervisors.

J. Code of Ethics

All schools and many professional organizations develop standards for ethical behavior. As a student at The College of William & Mary, students agree to support and maintain the College Honor Code. Violations of the College Honor Code will follow the policy established by the College of William & Mary and outlined in the Student Handbook.

As a professional, you will develop your own personal standards for ethical behavior that are aligned with national, local and professional organization guidelines. In their capacity as practicum students and interns, all W&M students are expected to comply with NASP's Principles for Professional Ethics. Some commonly accepted professional guidelines for behavior in public schools are listed below and can serve as an initial guide as you develop your own code of conduct.

1. **Do no harm.** SOE students are placed in schools to assist and facilitate the growth, learning, and development of the students in the public schools.
2. **Demonstrate appropriate professional dispositions.** Students are expected to perform proficiently while demonstrating appropriate professional demeanor and ethical behavior.
3. **Demonstrate cultural competency.** Recognize how personal values, opinions, and biases can affect professional judgment. Show respect for all children, families, and colleagues and treat all children, families, and colleagues with care and professional courtesy.
4. **Follow policies and procedures of the PK-12 school.** Read and be familiar with the host school's handbook. All students must abide by the guidelines and code of ethics established by school administration.
5. **Maintain confidentiality at all times.** Information related to student's behavior, academic performance, social interactions, or family must be confidential. Federal regulations guide all questions related to confidentiality of student records.
6. **Maintain high standards of professionalism in all areas at all times.** You serve as a role model for students and represent the College of William & Mary.
7. **Be prepared.** Prepare appropriately for clinical experiences. Add to the learning experience by demonstrating best practice.
8. **Arrive and depart punctually.** As an adult and representative of the School of Education, your arrival and departure times in the schools should occur in a timely fashion that reflects your interest and enthusiasm for the profession. *Please note that inaccurate logs are considered a violation of the honor code.*
9. **Communicate appropriately.** Language is a powerful tool. Professional child-first language should be used at all times.
10. **Dress professionally.** As an adult in a school setting, appropriate attire is required.
11. **Be open to new ideas and willing to learn from others.**

K. Substitute Teaching Policy

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.

5. 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.
6. During internship, the intern is not permitted to substitute teach.
7. As a professional courtesy, the student should inform his or her University Supervisor in advance when substitute teaching during the practicum experience.

L. Contractual Testing/Early Hire Policy

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.

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 Associate Dean for Teacher Education and Professional Services, 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 Associate Dean for Teacher Education and Professional Services 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.*

III. Professional Portfolio

At the College of William & Mary the School Psychology Student Comprehensive Portfolio is the capstone project used to evaluate the development of student competencies across the three years of graduate study. At the end of the three years of graduate study, the completed Comprehensive Portfolio provides beginning school psychologists with a professional Portfolio that communicates professional beliefs and accomplishments. The Portfolio allows graduates to showcase their accomplishments to prospective employers and guide lifelong professional development.

The Student Comprehensive Portfolio that is required during the internship year must include a Professional Statement, undergraduate and graduate Transcripts, current Vita, and submission of products that demonstrate proficiency in each of the 10 NASP Domains, including the following: an assessment case, consultation case, counseling case, academic intervention, behavioral intervention, systems-level prevention project and teacher or parent development workshop. Evidence of competency across the 10 critical professional skills must be included. Any work products that contain identifying information (i.e., student name, any part of student address, school division name and address, teacher's name, field-based supervisor's name, and university supervisor's name) will be deleted from the artifact prior to posting it to the portfolio.

A. Required Student Comprehensive Portfolio Sections

1. Professional Statement (required):

Students' professional statements must be unified and integrated (not a mere collection of unconnected paragraphs) and highlight how personal strengths/interests/expertise fit the roles/functions of school psychologists and how these roles/functions benefit students and school communities.

2. Transcript (required):

Provide undergraduate and graduate transcripts associated with programs from which you have graduated (or will graduate).

3. Vita (required):

Provide an up-to-date curriculum vita. Your major, university/colleges attended, credentials (e.g., NCSP accreditation), any licenses or certifications, GPA (overall and within major), and so on would be appropriate for inclusion. Any honors theses/papers completed as an undergraduate or graduate could be mentioned here.

4. Competencies (required):

The 10 competencies listed below are critical for your development as a school psychologist. You must address in your portfolio evidence how you are developing competencies in each of the 10 NASP Domains. The following artifacts will suffice:

- assessment case,
- consultation case,
- counseling case,

- academic intervention (with calculated effect sizes),
- behavioral intervention (with calculated effect sizes),
- systems-level prevention project,
- teacher or parent development workshop, and
- documentation of attendance at a workshop or conference OR reflection of a legal, ethical dilemma/problem in a school-based meeting (e.g., 504 hearing, due process, eligibility).

IV. Licensure Procedures

A. Virginia Licensure

Upon completion of the state-approved School of Education Program in School Psychology, students are eligible for a five-year renewable license in the Commonwealth of Virginia. The Office of Professional Services assists in the application process for Virginia licensure. If you are about to complete your school psychology Ed.S. degree program and wish to apply for initial certification, please complete these forms according to the following steps. The application can be found at <http://www.doe.virginia.gov/teaching/licensure/index.shtml>. Click on "Application for a Virginia License." Scroll through the directions. The Application is on page 6 and the College Verification Form is on page 7. **Return all completed documents to the Office of Teacher Education and Professional Services, Room 1119.**

Step 1 - Non-refundable Application Fee	Attach a <i>personal check, certified check, cashier's check, or money order</i> made payable to the Treasurer of Virginia . The in-state fee is \$50 , and the out-of-state fee is \$75 . NOTE: The fee is determined by the address stated on your application.
Step 2 - Application Form	Complete this form in full. Please type or use ink and print legibly. Use an address where your license should be mailed. Keep in mind; it may take six to ten weeks to receive your license. DON'T FORGET TO SIGN AND DATE THIS FORM. You can find this form on the VDOE web page. See link above.
Step 3 - College Verification Form	Complete part one only. We will complete parts two and three, and sign this form. You can find this form on the VDOE web page. See link above (VDOE Licensure Page).
Step 4 - William & Mary Official Transcripts	File a request through the Registrar's Office to send an official transcript to: Director of Professional Services, School of Education Room 1119 . Be sure to check the box " Hold for Degree. " A fee is charged for each transcript.
Step 5 - Official transcripts	THIS IS IMPORTANT! You must include a copy of your undergraduate transcript unless you received your undergraduate degree from W&M.

Reminder: PLEASE REVIEW THESE STEPS AND FOLLOW THE DIRECTIONS CAREFULLY. Missing information will only delay the issuance of your license. If possible, return this information to this office in a complete package. If you are having transcripts from other colleges/universities sent directly to this office, you may submit the application forms as soon as you complete them and we will attach your transcript(s) when they arrive.

Effective July 1, 2013, all school psychology students applying for either initial Virginia licensure or Virginia licensure renewal must complete a first aid, cardiopulmonary resuscitation (CPR), and use of automated external defibrillators (AED's) training. Students will need to provide their university-based supervisor with documentation that the training or certification was completed.

Practicum

The practicum provides students with increasingly complex experiences in clinical settings that prepare them to be effective school psychologists in diverse educational settings. The practicum is offered through a two semester sequence. During the initial practicum semester, students will become acquainted with the educational community, participate in various roles of the school psychologist under direct observation, and participate in professional development activities. As students develop skills, they will assume more responsibility. The second semester of practicum is designed to expand upon the activities of the first semester. Students are required to participate in more activities and demonstrate greater independence, which will be necessary for internship. The student gradually will be provided opportunities for more responsibility in assessment, intervention, consultation, and professional development. These experiences are carefully supervised by the field-based supervisor and the practicum course instructor.

Responsibilities of the Practicum Site

1. The practicum site must provide appropriate supervision (see Supervision Section below for elaboration).
2. The practicum site must be willing to engage in a collaborative relationship with the College of William and Mary to provide an effective learning environment.
3. The practicum site must provide a schedule of activities that fulfills the requirements outlined in the syllabus.
4. The practicum site will provide appropriate release time for field-based practicum supervisors to provide weekly face-to-face supervision with the student.
5. The practicum site will provide the practicum student with an appropriate work environment.

Responsibilities of the Practicum Student

The practicum student is expected to:

1. Fulfill requirements outlined on the practicum syllabus within the timelines specified.
2. Arrive promptly to his/her scheduled appointments and inform relevant personnel and his/her supervisor as soon as possible of any unexpected delays or circumstances.
3. Reflect professionalism in all interactions with children, school personnel, and parents.
4. Complete required activities by the due dates prescribed by the field-based supervisor and/or university supervisor.
5. Inform the field-based and university supervisor of *all* practicum activities and secure necessary approvals.
6. Be receptive to feedback and apply supervisory recommendations in an effective and prompt manner.
7. Enthusiastically seek to acquire new information to further his/her knowledge and skills.
8. Participate in professional development activities as they become available.
9. Maintain a daily log of activities and supervision meetings, including personal reflections on relevant issues.
10. Complete a web-based professional portfolio.
11. Participate in on-campus supervision and e-mail supervision with university supervisor as outlined in the syllabus.
12. Arrive for both field-based and university-based supervision on time and prepared to participate in assigned cases, ask relevant questions, and address issues.

Supervision

The supervision of practicum students should be consistent with the reflective practitioner philosophy. In addition to providing feedback on specific skills, supervisors should encourage practicum students to reflect on their actions and consider multiple perspectives. The supervisor will provide opportunities for practicum students to build knowledge and skill.

The practicum precedes and prepares students for internship and is distinct from internship in that it includes specific, required activities and systematic development and evaluation of skills that emphasize human diversity, is consistent with the college/school of education/school psychology program's mission, and is conducted in relevant settings. It is important to note that supervision is fundamentally different from consultation and counseling. Unlike consultation, there is a definite hierarchical relationship in supervision in which the supervisor has evaluative power over the student. Although a problem-solving approach is beneficial in supervision, there will be times when the supervisor must unilaterally reject a student's solution. If a situation in supervision demands a more consultative approach, then the supervisor should explicitly clarify the interaction as consultation apart from supervision. While the supervisor is concerned for the student's social-emotional well-being, it is well beyond the scope of supervision to provide counseling to the student. Instead, the supervisor should express concern and when appropriate, provide the student with a list of professionals outside the practicum setting. The field-based and university supervisors should communicate with each other regarding the student's difficulties as soon as possible.

Field-based Supervision

Field-based supervisors must hold a valid credential as a school psychologist, and they must have at least three-years of experience as a school psychologist. All reports written by the student must be co-signed by the field-based supervisor. Additionally, the student should be identified as "School Psychology Practicum Student" for all professional purposes.

The primary responsibilities of the field-based supervisor are outlined below:

1. Review the course syllabus with the student and assist with the development of a timeline for completing assignments.
2. Orient the practicum student to the setting. Introduce the practicum student to personnel in the schools/agency, explain their roles, and familiarize the student with community agencies. It will also be important for the student to understand procedures for processing referrals, accessing student records, communicating with families, and engaging in crisis intervention.
3. Provide opportunities for the practicum student to observe various special and regular education classrooms, team meetings, and conferences.
4. Model skills related to assessment, intervention, and consultation.
5. Directly observe and evaluate the practicum student's skills in assessment, intervention, and consultation.
6. Check test record forms that are completed by the student for accuracy.
7. Provide timely feedback to the practicum student regarding skill development. Identify areas of strength as well as those in need of improvement.
8. Review and co-sign psychological reports.
9. Meet with the practicum student on a regularly scheduled basis for one hour per week of direct face-to-face supervision.
10. Discuss broader school psychology issues relevant to the practicum student's practice (e.g. new instruments/techniques, ethical issues, school policies, etc.)
11. Assist the practicum student in considering multiple perspectives and alternative solutions to problems.
12. Formally evaluate the practicum student at the end of each semester by completing the School Psychology Practicum Evaluation Form (Appendix M).

University Supervision

The university supervisor(s) is responsible for arranging the practicum placements. On-campus supervision with the university supervisor will occur on a regular basis. Practicum students are expected to schedule regular times to meet individually with the university supervisor. Furthermore, the university supervisor will schedule regular group supervision meetings throughout the semester, and facilitate ongoing class listserv discussions of important practicum-related topics.

The primary responsibilities of the university supervisor(s) are outlined below.

1. Clearly identify course requirements in a syllabus.
2. Meet individually with the practicum students on a weekly or bi-weekly basis, depending on the practicum student's needs and the current demands of the placement.
3. Provide timely feedback to the practicum student regarding skill development. Identify areas of strength as well as those in need of improvement.
4. Follow the Retention Policies and Procedures should a problem be formally noted during practicum.
5. Read and edit psychological reports.
6. Co-sign all psychological reports.
7. Communicate regularly (at least once per month) with the field-based supervisor regarding the student's performance.
8. Discuss with the student broader school psychology issues that are relevant to the practicum student's practice (e.g. new instruments/techniques, ethical issues, school policies, etc.)
9. Assist the practicum student in considering multiple perspectives and alternative solutions to problems.
10. Formally evaluate the practicum student at the end of each semester with special attention to his/her performance in the following areas: data-based decision making and accountability; consultation and collaboration; intervention and instructional support to develop academic skills; intervention and mental health services to develop social and life skills; school-wide practices to promote learning; preventive and responsive services; family-school collaboration services; diversity in development and learning; research and program evaluation; legal, ethical and professional practice.
11. Assign a grade of "P" or "F" to each practicum student.

Evaluation

The evaluation of the practicum student's performance will be completed by both the field-based and university supervisors (See Appendix B for the University Practicum and Internship Evaluation Form). This evaluation will address each of the following competencies:

1. Data-based decision making and accountability
2. Consultation and collaboration
3. Interventions and instructional support to develop academic skills.
4. Intervention and mental health services to develop social and life skills.
5. School-wide practices to promote learning.
6. Preventive and responsive services.
7. Family-school collaboration services
8. Diversity in development and learning.
9. Research and program evaluation.
10. Legal, ethical, and professional practice.
11. Professional conduct

Evaluation Procedures

Satisfactory student progress, as well as programmatic efficacy, is continually monitored using multiple methods and multiple data sources, across multiple contexts. That is, our assessment system is based on a multi-method, multi-source approach that is employed throughout students' preparation in the program.

Formative and summative data based on quantitative and qualitative methods are used to determine the degree to which: 1) students are making progress, 2) the program is meeting faculty goals, and 3) the program is in compliance with the standards set forth by NASP.

- Course grades;
- Annual Student Evaluations;
- Practicum and Internship Site Supervisor Evaluations (at the end of the Fall semester and Spring semester);
- Practicum and Internship University Supervisor Evaluations (at the end of the Fall semester and Spring semester);
- Calculation of Effect Sizes for Academic and Behavioral Interventions to document the magnitude of the effect of treatment;
- Successful completion of practicum assignments; and
- Twice weekly faculty meetings to evaluate both the program and students' progress.

The triangulation of these data allow the program faculty to make informed decisions regarding individual students' progress, overall program improvement, and whether the student met the standards for program retention and completion set by the School Psychology Program, School of Education, and the College of William and Mary.

Demonstration of professional dispositions occurs through course participation and while meeting the responsibilities and demands within each course; through university and site supervisor evaluations (once at the end of the Fall semester; once at the end of the Spring semester), and annually with the student's advisor; interactions with peers and university and school personnel; through interactions with students and their families; and through the evolution of the role of school psychologist during practicum.

Field-based supervisors provide written practicum evaluations to the university supervisor at the midpoint *and* the end of the practicum experience. These evaluation describe the supervisor's professional and objective opinion of the practicum student's developing competencies across the areas listed previously. As part of this evaluation process, the field-based supervisor should confer with the practicum student to process the evaluation and set goals for future experiences.

The university supervisor also formatively and summatively evaluates the practicum student's performance through individual and group supervision meetings, individual assignments, and in correspondence with the site supervisor. Areas of student strength and concern will be addressed promptly at the supervision site and the College, as needed.

Grading

Practicum is graded on a Pass/Fail basis. Evaluation of performance is conducted cooperatively between the university and field-based supervisor. If disagreement exists between the university and field-based supervisors' grade recommendations, the university supervisor will make the final decision as the instructor of record after he/she has consulted with and has been advised by other school psychology program faculty members. In addition to receiving satisfactory Practicum Evaluation reports from the field-based and university supervisor and annual evaluations, the practicum student must: (a) participate in individual and group supervision with the university

supervisor, and (b) satisfactorily complete all assignments on the syllabus within specified timelines unless the university supervisor awards the student an extended deadline on one or more assignments. If these course requirements are not met satisfactorily, the practicum student may receive a grade of “Fail” or “Incomplete” for the course. The grade of “Incomplete” is reserved for when characteristics of the practicum site interfered with completion of assignments (e.g. supervisor illness, lack of opportunity in a required area, or when a student does not complete requirements due to extraordinary circumstances). An incomplete grade should not be awarded for unsatisfactory performance. A student who earns a grade of “F” in one or more semesters of practicum will *not* receive a recommendation for internship.

Probation and Dismissal Procedures

In the event that either the field-based supervisor or university supervisor determines that the practicum student is having educational or professional difficulties, the following procedures will be implemented, with all steps being documented in writing on the School Psychology Improvement Plan (see Appendix N), as well as communicated to the student during a formal conference with his/her advisor and/or other appropriate program faculty.

1. Unless the problems are severe enough to warrant an immediate dismissal, a School Psychology Improvement Plan to remediate the problem will be developed by the student and the field-based and university supervisors. This plan will identify the specific area of concern, behaviorally define the student’s problem(s), specify the expected objectives for performance improvement, specify a plan to reach those objectives, and designate a timeline for goal attainment or re-evaluation. During this remedial period, the student is on probation. If the student chooses not to accept the remedial plan, he/she will be automatically dismissed from the program.
2. At the time of re-evaluation, a Follow-up of Improvement Plan form (See Appendix O) will be completed. Three options exist for the program faculty:
 - Decide that the specific problem has been appropriately remediated, and the student is allowed to continue in practicum.
 - Continue probation and remediation with an updated improvement plan and a new date set for re-evaluation.
 - Assign a grade of “F” for practicum and dismiss the student from the program.

A final re-evaluation meeting will be held between the university and site supervisors, the student’s advisor, and the student. During this meeting the faculty decision will be presented to the student in writing.

A student who earns an "F" in one or more semesters of practicum will *not* receive a recommendation for internship. The student can petition to retake practicum and his/her status in the Ed.S. program will be reviewed after completing the retaken practicum.

If the student is approved to retake practicum, options after its completion include: (1) dismissal from program; (2) continuation in the Ed.S. program; or (3) receipt of a recommendation for internship. Note: As illustrated above, a student who earns an "F" in one semester of practicum may be dismissed from the program. **This standard supercedes the academic standard in the Graduate Program Handbook that requires more than one "D" or "F" in required courses before dismissal from the program will occur.**

The petition to retake practicum must be received by the program practicum supervisor in writing. The petition must include why the student believes he/she will be successful if given an opportunity to repeat the practicum. The program practicum supervisor will present the petition to the School Psychology Program faculty. The student will be given the opportunity to address the school psychology faculty members in person if desired. The program practicum supervisor will respond in writing to the student’s written request (after consulting with School Psychology Program faculty).

Internship

Internship is the culminating experience that prepares students to enter the profession of school psychology. Students must complete all required coursework before they are approved for internship. A signed Internship Agreement Form (Appendix A) must be submitted to the University Internship Supervisor prior to approval of the internship. Furthermore, there must be a written contractual agreement that specifies the period of appointment and terms of compensation. Internship sites must realize that primary responsibility for the intern's practice on a day-to-day basis rests directly with the appropriately credentialed school division/agency personnel.

Responsibilities of the Intern

The intern is expected to:

1. Fulfill contractual obligations.
2. Arrive promptly to scheduled appointments and inform relevant personnel and their supervisor as soon as possible of any unexpected situations or circumstances.
3. Reflect professionalism in all interactions with children, school personnel, and parents.
4. Enthusiastically seek new information to further knowledge and skill development.
5. Meet the objectives of the internship outlined on the syllabus.
6. Maintain a daily log of activities and supervision meetings, including personal reflections on relevant issues.
7. Participate in on-campus supervision with university supervisor as outlined in the syllabus.
8. Arrive for supervision prepared with specific cases, questions, and/or issues.
9. Complete all individual internship assignments.
10. Complete a Student Comprehensive Professional Portfolio.

Supervision

The supervision of interns is consistent with the reflective practitioner philosophy. In addition to providing feedback on specific skills, the university and site supervisors encourage interns to reflect on their actions and consider multiple perspectives. The site supervisor will provide opportunities for interns to enhance their knowledge and skill development.

It is important to note that supervision is fundamentally different from consultation and counseling. Unlike consultation, there is a definite hierarchical relationship in supervision in which the supervisor has evaluative power over the intern. Although a problem-solving approach is beneficial in supervision, there will be times when the supervisor must unilaterally reject an intern's solution. If a situation in supervision demands a more consultative approach, then the supervisor should explicitly clarify the interaction as consultation apart from supervision. While the supervisor is concerned for the intern's social-emotional well-being, it is well beyond the scope of supervision to provide counseling to the intern. Instead, the supervisor should express concern and when appropriate, refer the intern to an appropriate professional outside the internship setting. The field-based and university supervisors should communicate regarding the intern's difficulties as soon as possible.

Field-based Supervision

Field-based supervisors must hold a valid credential as a school psychologist for the portion of the internship that is in a school setting. That portion of the internship, which appropriately may be in a non-school setting, requires supervision by an appropriately credentialed psychologist. Field-based supervisors should be responsible for no more than two interns at any given time. 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.

At the beginning of the internship the field-based supervisor should arrange to orient the intern to the setting. This orientation would include introducing the intern to personnel in the schools/agency, explaining their roles to

the intern, and familiarizing the intern with community agencies. Additionally, a written copy of information regarding the organization and administrative structure of the setting, and state and local policies pertaining to education should be provided to the interns. It will also be important for the intern to understand procedures for processing referrals, accessing student records, communicating with families, and engaging in crisis intervention. In addition to this documentation, the intern may benefit from observing various programs, team meetings and conferences.

Field-based supervisors provide, on average, at least two hours per week of direct supervision for each intern. At least half of this supervision should be on a regularly scheduled basis. This weekly supervision is designed to:

1. Encourage the intern to reflect on their actions and consider multiple perspectives on issues.
2. Identify specific problems encountered by the intern.
3. Provide feedback to the intern regarding the development of specific competencies outlined in the internship plan or the internship objectives.
4. Discuss individual students with whom the intern is working.
5. Discuss new evaluation instruments/techniques, intervention strategies, ethical/legal issues, school division policy and organization issues, national/local professional issues, etc.
6. Identify areas of interest or expertise that the intern would like to develop and organize the implementation of activities that focus on these areas.

Field-based supervisors are encouraged to use a variety of supervision modalities, in addition to intern self-report (e.g., live supervision, co-therapy, audio/videotape review, reports from school personnel who directly witness the intern's activities/performance). These supervision modalities may include direct observation of assessment, intervention techniques, and team participation. The intern should directly observe the supervisor engaging in various activities to see new skills being demonstrated. Additionally, the supervisor can engage in co-therapy with the intern or co-lead a counseling group with the intern. During team meetings the supervisor may find it helpful to co-present with the intern, especially early in the internship experience. Viewing portions of audiotaped and/or videotaped sessions of the intern working with students, parents, and/or school personnel can be useful during supervision to address specific skills that the intern is trying to develop.

All supervision activities should be designed to promote learning and skill development within the context of a reflective practitioner. Although direct feedback is necessary and helpful in certain circumstances, a deeper and more integrated understanding is obtained through reflection. In order to accomplish this, the supervisor needs to focus on the intern's interpretation of the internship experience, challenge the intern's interpretations, encourage the intern to clarify his/her interpretations, and re-direct the intern or offer alternative interpretations. The goal is to help the intern consider multiple perspectives to gain a deeper understanding and further develop his/her professional identity.

University Supervision

The university supervisor is responsible for the integrity of the internship and ensures that the interns are being provided with appropriate learning experiences. The university supervisor is responsible for no more than 12 interns at any given time, and he/she should make regular contact with the field-based supervisors and interns.

On-campus supervision with the university supervisor occurs formally once each semester. The opportunity to meet face-to-face as a group and share experiences, perspectives and insights provides a critical learning experience for interns.

The university supervisor establishes and communicates with interns via a web-based communication group (Blackboard). Each intern is required to contribute to on-line group conversations at least once per week. These postings will be available for all interns in the group to read and respond to. The university supervisor will grade and provide feedback on all required assignments, read all postings, comment on the discussion, and occasionally

direct the topics of discussion. Additionally, individual (i.e., private) supervision with the university supervisor is always available to interns through either e-mail, telephone contacts, or if possible, in person. At all times, interns will demonstrate professionalism in all web-based interactions (Blackboard) so that they respect the dignity of the students, families, and colleagues with whom they work. Student, family, and colleague anonymity should be maintained at all times.

Evaluation

The evaluation of the practicum student's performance will be completed by both the field-based and university supervisors (See Appendix B for the University Practicum and Internship Evaluation Form). This evaluation will address each of the following competencies:

12. Data based decision making and accountability
13. Consultation and collaboration
14. Interventions and instructional support to develop academic skills.
15. Intervention and mental health services to develop social and life skills.
16. School-wide practices to promote learning.
17. Preventive and responsive services.
18. Family-school collaboration services
19. Diversity in development and learning.
20. Research and program evaluation.
21. Legal, ethical, and professional practice.
22. Professional conduct

Evaluation Procedures

Satisfactory student progress, as well as programmatic efficacy, is continually monitored using multiple methods and multiple data sources, across multiple contexts. That is, our assessment system is based on a multi-method, multi-source approach that is employed throughout students' preparation in the program.

Formative and summative data based on quantitative and qualitative methods are gathered and used to determine the degree to which: 1) students are progressing, 2) the program is meeting faculty goals, and 3) the program is in compliance with the standards set forth by NASP.

- Annual Student Evaluations;
- Practicum and Internship Site Supervisor Evaluations (at the end of the Fall semester and Spring semester);
- Practicum and Internship University Supervisor Evaluations (at the end of the Fall semester and Spring semester);
- Calculation of Effect Sizes for Academic and Behavioral Interventions to document the magnitude of the effect of treatment;
- Evaluation of Quarterly Reports;
- Evaluation of web-based communications (Blackboard);
- Praxis II exam scores;
- The capstone project during Internship of the Comprehensive Portfolio; and
- Twice weekly faculty meetings to evaluate both the program and students' progress.

The triangulation of these data allows the program faculty to make informed decisions regarding individual students' progress, overall program improvement, and assess whether the student has met the School Psychology Program, School of Education, and the College of William and Mary standards for program retention and completion.

Demonstration of dispositions occurs through course participation and while meeting the responsibilities and demands of the internship class; through university and site supervisor evaluations (once at the end of the Fall semester; once at the end of the Spring semester), and annually with the student's advisor; interactions with peers and university and school personnel; through interactions with students and their families; and through the evolution of the role of school psychologist during internship.

Field-based supervisors provide written practicum evaluations to the university supervisor at the end of the Fall and Spring semesters. This evaluation describes the supervisor's opinion of the intern's developing competencies across the areas listed above. As part of this evaluation process, the field-based supervisor should conference with the intern to process the evaluation and set goals.

The university supervisor will formatively and summatively evaluate the intern's performance through individual and group supervision meetings and contributions to web-based supervision (Blackboard). Areas of strength and concern will be addressed promptly. Furthermore, the university supervisor will review the interns' quarterly reports for evidence of professional competence. Written feedback will be provided to the intern. There will be regular communication between the university supervisor and the field-based supervisor to discuss the intern's progress. Finally, the university supervisor will review the individual assignments and the comprehensive portfolio that interns are required to complete during the internship experience.

Grading

The internship is graded on a Pass/Fail basis. Evaluation of performance is conducted cooperatively between the university and field-based supervisor. In addition to receiving satisfactory Intern Evaluation reports from the field-based supervisor, the intern must (a) participate in weekly web-based supervision (Blackboard), (b) submit four quarterly reports, (c) submit all individual school psychology assignments, (d) submit a comprehensive professional portfolio by the provided deadline, and (e) submit Praxis scores from the School Psychology Specialty Exam in the fall or spring semester to earn a passing grade. If any of these course requirements are not met satisfactorily, the intern may receive a grade of "Fail" or "Incomplete" for the course. When a grade of "Incomplete" is awarded, the specific requirements for satisfactory completion of the course will be determined by the university supervisor and (when applicable) the field-based supervisor.

Probation and Dismissal Procedures

In the event that either the field-based supervisor or university supervisor determines that the intern is having educational or professional difficulties, the following procedures will be implemented with all steps being documented in writing on the School Psychology Improvement Plan (see Appendix N), as well as communicated to the student during a formal conference with his/her advisor and/or other appropriate program faculty.

1. Unless the problems are severe enough to warrant an immediate dismissal, a School Psychology Improvement Plan to remediate the problem will be developed by the intern and the field-based and university supervisors. This plan will identify the specific area of concern, behaviorally define the intern's problem(s), specify the expected objectives for performance improvement, specify a plan to reach those objectives, and designate a timeline for goal attainment or re-evaluation. During this remedial period, the intern is on probation. If the intern chooses not to accept the remedial plan, he/she will be automatically dismissed from the program.
2. At the time of re-evaluation, a Follow-up of Improvement Plan form (See Appendix O) will be completed. Three options exist for the program faculty:
 - Decide that the specific problem has been appropriately remediated, and the intern is allowed to continue in the internship.

- Continue probation and remediation with an updated improvement plan and a new date set for re-evaluation.
- Assign a grade of “F” for the Internship and dismiss the student from the program.

A final re-evaluation meeting will be held between the university and site supervisors, the student’s advisor, and the student. During this meeting the faculty decision will be presented to the student in writing.

A student who earns an "F" in one or more semesters of Internship will not be allowed to complete the Ed.S. degree program. The student can petition to retake Internship and his/her status in the Ed.S. program will be reviewed after completing the retaken Internship.

If the student is approved to retake internship, options after its completion include (1) dismissal from program; (2) completion of the Ed.S. program and endorsement for VA state licensure by the DOE. Note: As illustrated above, a student who earns an "F" in one semester of internship may be dismissed from the program. **This standard supercedes the academic standard in the Graduate Program Handbook that requires more than one "D" or "F" in required courses before dismissal from the program will occur.**

The petition to retake internship must be received by the program internship supervisor in writing. The petition must include why the student believes he/she will be successful if given an opportunity to repeat the internship. The program internship supervisor will present the petition to the School Psychology Program faculty. The student will be given the opportunity to address the school psychology faculty members in person if desired. The program internship supervisor will respond in writing to the student’s written request (after consulting with School Psychology Program faculty).

Appendix A
Internship Agreement Form



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. 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, requires supervision by an appropriately credentialed psychologist.

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 Intern Supervisor

Date: _____

School Division/Agency Representative

Date: _____

Intern

Date: _____

Appendix B
University Practicum and Internship Evaluation Form

Student Name: _____

Date of Review: _____

College of William and Mary
University Practicum and Internship Evaluation Form

Criteria	Fail 0	Pass 1	High Pass 2
<p>Data-based decision making and accountability <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations \geq 4.</p>
<p>Consultation and collaboration <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery. Means supervisor evaluations \geq 4.</p>
<p>Interventions and instructional support to develop academic skills. <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations \geq 4.</p>
<p>Interventions and mental health services to develop social and</p>	<p>Work products provide a lack of evidence of criteria mastery.</p>	<p>Work products provide sufficient evidence of criteria mastery.</p>	<p>Work products provide exceptional evidence of criteria mastery.</p>

<p>life skills. <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Mean supervisor evaluations < 3.0.</p>	<p>Mean supervisor evaluations = 3.0-3.9.</p>	<p>Mean supervisor evaluations \geq 4.</p>
<p>School-wide practices to promote learning. <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations \geq 4.</p>
<p>Preventive and responsive services. <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations \geq 4.</p>
<p>Family-school collaboration services. <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations \geq 4.</p>
<p>Diversity in development and learning <u>Work Products:</u></p>	<p>Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations \geq 4.</p>

<u>Mean Supervisor Rating:</u> ____			
Research and program evaluation. <u>Work Products:</u> <u>Mean Supervisor Rating:</u> ____	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations \geq 4.
Legal, ethical, and professional practice. <u>Work Products:</u> <u>Mean Supervisor Rating:</u> ____	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations \geq 4.

Appendix C
Rubric for Comprehensive Portfolio

Student Name: _____ Date of Review: _____

Rubric for Comprehensive Portfolio
 College of William and Mary
 School Psychology Program

Criteria	Fail 0	Pass 1	High Pass 2
Professional Statement	Professional statement reflects: <ul style="list-style-type: none"> • Vague or lack of knowledge of current developments in the field of school psychology. • Minimal reflection on personal strengths and competencies. • Limited or no integration of personal strengths and competencies with meeting the demands of a school psychologist. • Vague or lack of awareness of the role of the school psychologist in the larger educational context. 	Professional statement reflects: All but one of the requirements rated as falling within the “High Pass” category And No requirements rated as falling under the “Fail” category.	Professional statement reflects: <ul style="list-style-type: none"> • Comprehensive knowledge of current developments in the field of school psychology. • Careful reflection on personal strengths and competencies. • Integration of personal strengths and competencies with meeting the demands of the professional responsibilities of a school psychologist. • Clear awareness of the role of the school psychologist in the larger educational context.
Vita	Does Not Meet Expectations 0	Meets Expectations 1	Exceeds Expectations 2

Criteria	Fail 0	Pass 1	High Pass 2
Transcript	GPA < 3.0	GPA = 3.00 – 3.74	GPA = 3.75 – 4.0
10 Content Competencies (NASP)	Exemplars of attainment of the 10 competencies are insufficient OR Less than 10 competencies have documentation of attainment.	Portfolio contains proficient exemplars of attainment of all 10 competencies (at least 5 of the 10 competencies exceed expectations, while the other five meet expectations.)	Portfolio contains exceptional exemplars of attainment of all 10 competencies (all exceed expectations)
Reflective Practice	Portfolio reflects: Lack of understanding of the discipline. No examination of the skills and attributes necessary for success within the profession. Lack of active inquiry and in depth analysis. Lack of reflection and analysis of actions.	Portfolio reflects: Basic understanding of the discipline. A basic examination of the skills and attributes necessary for success within the profession. Some importance of active inquiry and in depth analysis. Some reflection and analysis of actions.	Portfolio reflects: Clear understanding of the discipline. A careful examination of the skills and attributes necessary for success within the profession. The importance of active inquiry and in depth analysis. Careful reflection and analysis of actions.
Leadership	Portfolio reflects: No application of research-based best practice to provide for positive change. A lack of commitment to prevention, remediation and growth of students. A lack of understanding of human problems from a systems perspective.	Portfolio reflects: Some application of research-based best practice to provide for positive change. A strong commitment to prevention, remediation and growth of students. A consistent understanding of human problems from a systems perspective.	Portfolio reflects: A consistent application of research-based best practice to provide for positive change. A strong commitment to prevention, remediation and growth of students. A consistent understanding of human problems from a systems perspective.

Appendix D
Rubric for Psychoeducational Assessment

Rubric for Psychoeducational Assessment

Assessment Procedures	2 High Pass	1 Pass	0 Fail
Assessment methods cover all areas related to the referral question.			
Multiple sources (e.g., parent, teacher, child) of information are included in assessment procedures.			
Assessment procedures include various forms of assessment (e.g., interviews, observations, standardized assessment, instructional assessment)			
Assessment procedures are sensitive to issues of diversity.			
Selection of assessment procedures is individually tailored to the characteristics of the referred child.			
Interpretation of Data	2 High Pass	1 Pass	0 Fail
Assessment data are interpreted according to best practice.			
Assessment results are integrated to define the child’s strengths/needs, which can be directly related to evidence-based interventions.			
Integration and Report Writing	2 High Pass	1 Pass	0 Fail
Report includes all required sections.			
Jargon-free explanation of abilities accompanies scores.			
Conclusions are related to assessment data.			
Report is written in a style that can be understood by all audiences.			
Satisfactory analysis of test results.			
Write-up of findings is well integrated and includes ecological and cultural issues, if relevant.			
Findings answer the referral questions.			
The report provides multiple, specific, research-supported, and practical recommendations that address the referral question(s).			

Appendix E
Consultation Case Analysis

Consultation Case Analysis

Provide short-term consultation (instructional or behavioral) to a classroom teacher/building administrator/parent to improve student(s)' academic or behavioral performance in school/home.

The Consultation Case Analysis should include:

Problem Identification and Analysis:

1. Provide an overview of the case including a description of the presenting problem(s) and a brief background history of the client.
2. Include a description of the academic and/or behavioral problem in observable measurable terms.
3. Provide a detailed description of data collection methods used (interview, observation, work products).
4. Provide baseline data related to the identified problem in a chart or graph.
5. Provide an analysis of the consultee's and client's school culture (classroom, environmental, organizational factors) that are impacting the problem.
6. Describe the individuals involved, both directly and indirectly, in the consultation process and collaborative efforts of everyone involved.
7. Identify specific goals to be achieved by the client.
8. Goals for the intervention are clear, measurable, and linked to problem analysis.

Intervention:

1. Provide a clear description of the intervention(s) with at least 3 references to document that it is based on sound theory and research.
2. Provide a detailed discussion of the intervention as implemented, including activities, timeline, treatment integrity, collaboration with others, and diversity, such that the intervention may be replicated by others.
3. Treatment integrity checklist is developed and employed to monitor intervention.
4. Data are used to revise, adapt or modify the intervention as needed.

Evaluation:

1. Outcome data are compared to baseline data to evaluate the effectiveness of the intervention.
2. Data are evaluated to determine intervention influences, including a discussion of intervention facilitators and barriers and treatment integrity.
3. Strategies for generalization and follow-up are developed and implemented.

Critique:

5. A critique of the consultation (what went well, why, suggestions for improvement).

Appendix F
Rubric for Consultation Case

Rubric for Consultation Case

Problem Identification & Analysis	2 High Pass	1 Pass	0 Fail
Provides an overview of the case including a description of the presenting problem(s) and brief background of the client.			
A description of the academic and/or behavioral problem in observable, measurable terms.			
A detailed description of data collection methods used (interview, observation, work products).			
Baseline data related to the identified problem are charted or graphed.			
Analysis of the school culture (classroom, environmental, organizational factors) that impact the problem.			
Individuals involved, both directly and indirectly, in the consultation process and collaborative efforts are described.			
Identification of specific goals to be achieved by the student			
Goals for the intervention are clear, measurable, and linked to problem analysis.			
Intervention	2 High Pass	1 Pass	0 Fail
Clear description of the intervention(s) with at least 3 references to document that it is based on sound theory and research.			
A detailed discussion of the intervention as implemented, including activities, timeline, treatment integrity, collaboration with others, and diversity, such that the intervention may be replicated by others.			

Treatment integrity checklist is developed and employed to monitor intervention.			
Data are used to revise, adapt or modify the intervention as needed.			
Evaluation	2 High Pass	1 Pass	0 Fail
Outcome data are compared to baseline data to evaluate the effectiveness of the intervention.			
Data are evaluated to determine intervention influences , including a discussion of intervention facilitators and barriers and treatment integrity.			
Strategies for generalization and follow-up are developed and implemented.			
Critique	2 High Pass	1 Pass	0 Fail
Description of what went well, why, suggestions for improvement.			

Appendix G
Academic and Behavioral
Intervention Case Study

Intervention Case Study

The intervention case study is a way for students to demonstrate the professional skills necessary to deliver effective services that result in positive, measureable outcomes for clients. Each student will conduct one academic and one behavioral intervention.

The case study shall address each of the following areas:

- a) Problem Identification
 - Clear statement of reason(s) for intervention referral.
 - Problem is identified in observable, measurable terms in the context of age/grade expectations.
 - Sufficient baseline data are collected (minimum of three).
 - Collaboration with family/school in identifying the problem is described.
- b) Analysis of the problem.
 - Hypotheses are generated and collaboration with teacher/family are described.
 - Support for hypotheses are based on multiple sources of data (e.g., record review, interview, observation, self-report)
 - Hypotheses are considered with respect to diversity issues.
- c) Intervention
 - Clear rationale for selection of the intervention.
 - Intervention selected is evidence-based and three or more references are provided to support the intervention.
 - Clear description of each component of the intervention such that the intervention could be replicated by others.
 - Collaborative efforts in developing the intervention are described.
 - Interventions are sensitive to contextual variables, individual differences, and system issues.
 - Clear discussion of intervention integrity and how intervention integrity was monitored.
 - Data are collected to monitor intervention implementation.
 - Data are used to revise, adapt or modify the intervention as needed.
- d) Evaluation
 - Outcome data are compared to baseline data to evaluate the effectiveness of the intervention.
 - Data are used to inform problem-solving and decision-making (continuing intervention, modifying intervention).
 - Data are evaluated to determine intervention influences, including a discussion of intervention facilitators and barriers and treatment integrity.
 - Effect sizes for each student are calculated to determine the efficacy of the intervention.

- Strategies for generalization and follow-up are developed and implemented.

Each student is required to document the effectiveness of one academic and one behavioral intervention by calculating effect sizes for interventions that are employed for students in the schools. Since effect sizes document the magnitude of the effect of an intervention, they are a suitable method by which to demonstrate the effectiveness of an intervention, as well as the influence on student learning. Effect sizes may be calculated using the following formula:

$$\frac{\text{Mean Intervention Phase} - \text{Mean Baseline Phase}}{\text{Standard Deviation of Baseline}}$$

Appendix H
Rubric for Intervention Case

Rubric for Intervention Case

Problem Identification	2 High Pass	1 Pass	0 Fail
Clear statement of reason(s) for intervention referral.			
Problem is identified in observable, measurable terms in the context of age/grade expectations			
Sufficient baseline data are collected (minimum of three stable baseline points)			
Collaboration with family/school in identifying the problem is described.			
Problem Analysis	2 High Pass	1 Pass	0 Fail
Hypotheses are generated and collaboration with teacher/family are described.			
Support for hypotheses are based on multiple sources of data (record review, interview, observation, self-report, etc.)			
Hypotheses are considered with respect to diversity issues.			
Intervention	2 High Pass	1 Pass	0 Fail
Clear rationale for selection of the intervention.			
Intervention selected is evidence-based and three or more references are provided to support the intervention.			
Clear description of each component of the intervention such that the intervention could be replicated by others.			
Collaborative efforts in developing the intervention are described.			
Interventions are sensitive to contextual variables, individual differences, and system issues.			
Clear discussion of intervention integrity and how intervention integrity was monitored.			

Data are collected to monitor intervention implementation.			
Data are used to revise, adapt or modify the intervention as needed.			
Evaluation	2 High Pass	1 Pass	0 Fail
Outcome data are compared to baseline data to evaluate the effectiveness of the intervention.			
Data are used to inform problem-solving and decision-making (continuing intervention, modifying intervention).			
Data are evaluated to determine intervention influences, including a discussion of intervention facilitators and barriers and treatment integrity.			
Effect sizes for each student are calculated to determine the efficacy of the intervention.			
Strategies for generalization and follow-up are developed and implemented.			
Effect Size			

Appendix I
Counseling Case Analysis

Counseling Case Analysis

Problem Identification

- Client Characteristics: Age, gender, presenting problem, significant history.
- Comprehensive background information is provided including ecological and cultural issues.
- Personal strengths, weaknesses, and resources client has to work with are identified and described.

Establish Rapport

Focus of Counseling

- What are your goals? (stated as objectives)
- Clear rationale for selection of the counseling theory/approach (intervention) is provided.
- Provide evidence that strategy is based on sound theory and research.
- Details of the evidence-based intervention are described.
- Use progress monitoring data to inform counseling. Clear rationale for selection of the counseling theory/approach (intervention) is provided.
- Provide evidence that strategy is based on sound theory and research.
- Details of the evidence-based intervention are described.
- Use progress monitoring data to inform counseling.

Outcome and Analysis

- Data are evaluated to determine treatment outcomes.
- Discussion of treatment facilitators and barriers.
- Description of what went well, why, suggestions for improvement.
- Outcome data are presented in chart/graph

Appendix J
Rubric for Counseling Case

Rubric for Counseling Case

Problem Identification	2 High Pass	1 Pass	0 Fail
Clear statement of reason for referral.			
Comprehensive background information was provided, including ecological and cultural issues.			
Personal strengths, weaknesses, and resources client has to work with are identified and described.			
Counseling Focus	2 High Pass	1 Pass	0 Fail
Goals are stated objectively.			
Clear rationale for selection of the counseling theory/approach (intervention) is provided.			
Provides evidence that strategy is based on sound theory and research.			
Details of the evidence-based intervention are described.			
Uses progress monitoring data to inform counseling.			
Outcome and Analysis	2 High Pass	1 Pass	0 Fail
Data are evaluated to determine treatment outcomes.			
Discussion of treatment facilitators and barriers.			
Description of what went well, why, suggestions for improvement			

Appendix K
Rubric for Systems Level Prevention Project

Rubric for Systems Level Prevention Project

Mission	2 High Pass	1 Pass	0 Fail
Prevention project is related to the school's mission			
Element	2 High Pass	1 Pass	0 Fail
Needs assessment is completed and data are used to determine focus of project.			
Critical issue that is the focus of the project is described			
Baseline data are presented in chart or graph.			
Analyze	2 Exceeds Expectations	1 Meets Expectations	0 Does not meet expectations
Outcome data are collected.			
Data are analyzed (aggregated/disaggregated) to understand effects of project.			
Stakeholders	2 High Pass	1 Pass	0 Fail
Important stakeholders are identified.			
Stakeholders' roles in the various stages of the project are described.			
Results	2 High Pass	1 Pass	0 Fail
Baseline data are restated.			
New data are presented.			
Clear and accurate description of the effects of the project are presented.			
Reflection on ways to revise project for future use are presented.			
Educate	2 High Pass	1 Pass	0 Fail
Effectively evaluates prevention and intervention outcomes.			
Report card is informative with respect to effect of the project			
Report card emphasizes the relationship of the school			

psychologist to the school' mission.			
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Appendix L
Rubric for Parent/Teacher Workshop

Rubric for Parent/Teacher Workshop

Mission	2 High Pass	1 Pass	0 Fail
Parent/Teacher workshop is related to the school's mission			
Element	2 High Pass	1 Pass	0 Fail
Needs assessment is completed and data are used to determine focus of project.			
Critical data element that you are trying to influence with workshop are described.			
Baseline data are presented in chart or graph.			
Analyze	2 High Pass	1 Pass	0 Fail
Outcome data are collected.			
Data are analyzed (aggregated/disaggregated) to understand impact of workshop.			
Stakeholders	2 High Pass	1 Pass	0 Fail
Important stakeholders are identified.			
Stakeholders' roles in the various stages of the workshop are presented.			
Results	2 High Pass	1 Pass	0 Fail
Baseline data are restated.			
New data are presented.			
Clear and accurate description of the effects of the workshop are presented.			
Reflection on ways to revise workshop for future use are presented.			

Appendix M
Practicum Student Evaluation Form

**The College of William and Mary
School Psychology
Practicum Evaluation**

Practicum Student: _____ Date: _____
 Supervisor: _____ School Division/Agency: _____

RATING INSTRUCTIONS:

Please complete the following questions regarding the performance and progress of the school psychology practicum student that you are currently supervising. Specifically, please evaluate their level competency, knowledge, and skill development using the scale below. The items are based on the 2010 NASP standards for graduate education of school psychologists (see: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf for additional details).

Key:
1 – Inadequate: practicum student needs additional training
2 – Below Expectations: practicum student needs close supervision
3 – Meets Expectations: average competence, knowledge, and skill development for level of training
4 – Above Average: above average competence, knowledge, and skill development for level of training
5 – Well Developed: practicum student has competence, knowledge, and skill development equal to a beginning intern.
N/O – Not observed

Performance Area

Performance Rating

1. DATA-BASED DECISION-MAKING & ACCOUNTABILITY

A. Is knowledgeable of various models & methods of assessment for identifying strengths and needs.	1	2	3	4	5	N/O
B. Demonstrates skills to use psychological and educational assessment strategies.	1	2	3	4	5	N/O
C. Effectively applies data results to design, implement, and evaluate response to services	1	2	3	4	5	N/O
D. Is knowledgeable of various models and methods of measuring progress/outcomes	1	2	3	4	5	N/O
DOMAIN MEAN: _____						

2. CONSULTATION AND COLLABORATION

A. Is knowledgeable of various models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems.	1	2	3	4	5	N/O
B. Communicates opinions and data to all appropriate parties in a supportive, problem-solving fashion.	1	2	3	4	5	N/O
C. Demonstrates effective consultation and collaboration skills during design, implementation, and evaluation of services and programs.	1	2	3	4	5	N/O
D. Maintains effective relationships with teachers/administrators/school personnel.	1	2	3	4	5	N/O
DOMAIN MEAN: _____						

3. INTERVENTIONS & INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

A. Is knowledgeable of biological, cultural, and social influences on academic skills.	1	2	3	4	5	N/O
B. Is knowledgeable of human learning, cognitive, and developmental processes.	1	2	3	4	5	N/O
C. Is knowledgeable of evidence-based curricula and instructional strategies.	1	2	3	4	5	N/O
D. Demonstrates skills to use assessment and data collection methods.	1	2	3	4	5	N/O
E. Demonstrates skills in the implementation and evaluation of services that support cognitive and academic skills.	1	2	3	4	5	N/O
DOMAIN MEAN: _____						

4. INTERVENTIONS & MENTAL HEALTH SERVICES TO DEVELOP SOCIAL & LIFE SKILLS

A. Is knowledgeable of biological, cultural, developmental, and social influences on behavior and mental health.	1	2	3	4	5	N/O
B. Is knowledgeable of behavioral and emotional impacts on learning and life skills.	1	2	3	4	5	N/O
C. Is knowledgeable of evidence-based strategies to promote social-emotional functioning and mental health.	1	2	3	4	5	N/O
D. Demonstrates skills to use assessment and data-collection methods.	1	2	3	4	5	N/O
E. Demonstrates skills in the implementation and evaluation of services						

that support socialization, learning, and mental health.	1	2	3	4	5	N/O
DOMAIN MEAN: _____						

5. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING AND FAMILY-SCHOOL COLLABORATION SERVICES

A. Is knowledgeable of school and systems structure, organization, and theory.	1	2	3	4	5	N/O
B. Is knowledgeable of general and special education, technology resources, and evidence-based school practices that promote learning and mental health.	1	2	3	4	5	N/O
C. Demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments.	1	2	3	4	5	N/O
DOMAIN MEAN: _____						

6. PREVENTIVE AND RESPONSIVE SERVICES

A. Is knowledgeable of principles and research related to resilience and risk factors in learning and mental health.	1	2	3	4	5	N/O
B. Is knowledgeable of multi-tiered services in schools and communities.	1	2	3	4	5	N/O
C. Demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors.	1	2	3	4	5	N/O
D. Demonstrates skills to effectively implement crisis preparation, response, and recovery.	1	2	3	4	5	N/O
DOMAIN MEAN: _____						

7. FAMILY-SCHOOL COLLABORATION SERVICES

A. Is knowledgeable of principles and research related to family systems, strengths, needs, and culture.	1	2	3	4	5	N/O
B. Is knowledgeable of evidence-based strategies to support family influences on children’s learning and mental health.	1	2	3	4	5	N/O
C. Is knowledgeable of strategies to develop collaboration between families and schools.	1	2	3	4	5	N/O
D. Demonstrates skills in the planning, implementation, and evaluation of services that respond to culture and context.	1	2	3	4	5	N/O
E. Demonstrates skills in facilitating family and school partnerships.	1	2	3	4	5	N/O
F. Demonstrates skills in facilitating interactions between families, schools, and community agencies for enhancement of academic and social-	1	2	3	4	5	N/O

behavioral outcomes for children.						
G. Maintains effective relationships with parents/family members.	1	2	3	4	5	N/O
DOMAIN MEAN: _____						

8. DIVERSITY IN DEVELOPMENT AND LEARNING

A. Is knowledgeable of individual differences, abilities, disabilities, and other diverse characteristics.	1	2	3	4	5	N/O
B. Is knowledgeable of research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual role differences.	1	2	3	4	5	N/O
C. Is knowledgeable of evidence-based interventions related to diversity.	1	2	3	4	5	N/O
D. Demonstrates skills in providing effective professional services for students, families, and schools with diverse characteristics, cultures, and backgrounds.	1	2	3	4	5	N/O
E. Demonstrates respect for diversity.	1	2	3	4	5	N/O
DOMAIN MEAN: _____						

9. RESEARCH & PROGRAM EVALUATION

A. Is knowledgeable of research design, statistics, measurement, varied data collection and analysis, and program evaluation techniques.	1	2	3	4	5	N/O
B. Demonstrates skills in the use of technology resources for data collection, measurement, and analysis.	1	2	3	4	5	N/O
C. Demonstrates skills to evaluate and apply research as a foundation for service delivery.	1	2	3	4	5	N/O
DOMAIN MEAN: _____						

10. LEGAL, ETHICAL, & PROFESSIONAL PRACTICE

A. Is knowledgeable of the history and foundation of school psychology.	1	2	3	4	5	N/O
B. Is knowledgeable of ethical, legal, and professional standards.	1	2	3	4	5	N/O
C. Is knowledgeable of factors related to professional identity and effective practice as school psychologists.	1	2	3	4	5	N/O
D. Demonstrates skills to provide services consistent with ethical, legal, and professional standards.	1	2	3	4	5	N/O
E. Applies professional work characteristics needed for effective practice						

as school psychologists (i.e., social justice, respect for human diversity, responsibility, initiative, dependability).	1	2	3	4	5	N/O
DOMAIN MEAN: _____						

11. PROFESSIONAL CONDUCT

A. Demonstrates professional demeanor (appearance, punctuality, initiative, enthusiasm, dependability, follows school norms)	1	2	3	4	5
B. Manages time effectively.	1	2	3	4	5
C. Demonstrates awareness of impact on others	1	2	3	4	5
D. Demonstrates flexibility and creativity working in the school setting.	1	2	3	4	5
E. Demonstrates effective oral and written communication with various audiences (students, parents, school personnel)	1	2	3	4	5
F. Participates in professional development and applies new Knowledge (shares professional learning with colleagues)	1	2	3	4	5
G. Manages personal stress so that it doesn't interfere with functioning.	1	2	3	4	5
H. Demonstrates good judgment and common sense.	1	2	3	4	5
I. Accepts responsibility for learning and for actions.	1	2	3	4	5
J. Is receptive to supervision and promptly applies feedback from supervisors. (accepts constructive criticism, uses supervision productively)	1	2	3	4	5
K. Exhibits an appropriate level of independence for stage of training.	1	2	3	4	5
L. Demonstrates respect for human diversity.	1	2	3	4	5
M. Demonstrates effective communication skills.	1	2	3	4	5
N. Demonstrates effective interpersonal relations.	1	2	3	4	5
O. Demonstrates ethical responsibility.	1	2	3	4	5

P. Demonstrates adaptability.	1	2	3	4	5
Q. Demonstrates initiative and dependability.	1	2	3	4	5
DOMAIN MEAN: _____					

General Comments

Appendix N
School Psychology Student Improvement Plan



**College of William and Mary
School Psychology Student Improvement Plan**

Student: _____ Date: _____

Level of Program: _____

Faculty Advisor: _____

University Practicum Supervisor (if applicable): _____

Field-based Practicum Supervisor (if applicable): _____

Directions: The Improvement Plan is to be developed cooperatively by the Student, the Student's Advisor, and when applicable, the University Supervisor and the Field-based Supervisor of practicum or internship. This form is completed when the Student's overall performance is considered to be less than satisfactory according to the School of Education performance standards. The plan is to assist the student in achieving a satisfactory assessment and to improve his or her potential to be a successful school psychologist.

I. Specific area(s) of concern:

II. Behavioral description of the student's difficulties

III. Objectives for performance improvement:

IV. Plan for meeting objectives:

V. Implementation timeline:

VI. Assistance/resources to be provided by the Advisor and/or Program Faculty (and when applicable the Field-based Supervisor and/or the University Supervisor of practicum or internship):

VII. Assessment criteria & procedures:

VIII. Date for re-evaluation:

_____ Student signature	_____ Date
_____ Advisor signature	_____ Date
_____ University Supervisor signature (if applicable)	_____ Date
_____ Field-based Supervisor signature(s) (if applicable)	_____ Date

Appendix O
Follow-up of Improvement Plan



**School Psychology Program
Follow-Up of Improvement Plan**

Student: _____ Date: _____

Level of Program: _____

Faculty Advisor: _____

University Practicum Supervisor (if applicable): _____

Field-based Practicum Supervisor(if applicable): _____

Action taken by the Student (provide documentation):

The Student's performance is:

_____ Satisfactory

_____ Unsatisfactory (describe actions to be taken)

Student will:

Advisor/Program Faculty will:

Field-based Supervisor will (if applicable):

University Supervisor will (if applicable):

Student

Advisor

Field-based Supervisor (if applicable)

University Supervisor (if applicable)

Appendix P
Intern Evaluation Form

**The College of William and Mary
School Psychology
Intern Evaluation**

Intern: _____ Date: _____
 Supervisor: _____ School Division/Agency: _____

RATING INSTRUCTIONS:

Please complete the following questions regarding the performance and progress of the school psychology intern that you are currently supervising. Specifically, please evaluate their level competency, knowledge, and skill development using the scale below. The items are based on the 2010 NASP standards for graduate education of school psychologists (see: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf for additional details).

Please, note: The school psychology intern should be rated on ALL items. If you have not observed or are unsure about the intern’s progress on a specific item or area, please discuss the content with individuals who have worked with the intern and may provide appropriate feedback regarding their performance.

Key:
1 – Inadequate: intern lacks basic competency, knowledge and skills in this area, despite supervision & feedback
2 – Adequate for beginning Intern: below average competence, knowledge, and skill development
3 – Emerging Professional: average competence, knowledge, and skill development
4 – Initial Professional: above average competence, knowledge, and skill development
5 – Professional: very well-developed competence, knowledge, and skill development

Performance Area

Performance Rating

1. DATA-BASED DECISION-MAKING & ACCOUNTABILITY

A. Is knowledgeable of various models & methods of assessment for identifying strengths and needs.	1	2	3	4	5
B. Demonstrates skills to use psychological and educational assessment strategies.	1	2	3	4	5
C. Effectively applies data results to design, implement, and evaluate response to services	1	2	3	4	5
D. Is knowledgeable of various models and methods of measuring progress/outcomes	1	2	3	4	5

DOMAIN MEAN: _____

2. CONSULTATION AND COLLABORATION

A. Is knowledgeable of various models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems.	1	2	3	4	5
B. Communicates opinions and data to all appropriate parties in a supportive, problem-solving fashion.	1	2	3	4	5
C. Demonstrates effective consultation and collaboration skills during design, implementation, and evaluation of services and programs.	1	2	3	4	5
D. Maintains effective relationships with teachers/administrators/school personnel.	1	2	3	4	5
DOMAIN MEAN: _____					

3. INTERVENTIONS & INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

A. Is knowledgeable of biological, cultural, and social influences on academic skills.	1	2	3	4	5
B. Is knowledgeable of human learning, cognitive, and developmental processes.	1	2	3	4	5
C. Is knowledgeable of evidence-based curricula and instructional strategies.	1	2	3	4	5
D. Demonstrates skills to use assessment and data collection methods.	1	2	3	4	5
E. Demonstrates skills in the implementation and evaluation of services that support cognitive and academic skills.	1	2	3	4	5
DOMAIN MEAN: _____					

4. INTERVENTIONS & MENTAL HEALTH SERVICES TO DEVELOP SOCIAL & LIFE SKILLS

A. Is knowledgeable of biological, cultural, developmental, and social influences on behavior and mental health.	1	2	3	4	5
B. Is knowledgeable of behavioral and emotional impacts on learning and life skills.	1	2	3	4	5
C. Is knowledgeable of evidence-based strategies to promote social-emotional functioning and mental health.	1	2	3	4	5
D. Demonstrates skills to use assessment and data-collection methods.	1	2	3	4	5
D. Demonstrates skills in the implementation and evaluation of services that support socialization, learning, and mental health.	1	2	3	4	5
DOMAIN MEAN: _____					

5. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING AND FAMILY-SCHOOL COLLABORATION SERVICES

A. Is knowledgeable of school and systems structure, organization, and theory.	1	2	3	4	5
B. Is knowledgeable of general and special education, technology resources, and evidence-based school practices that promote learning and mental health.	1	2	3	4	5
C. Demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments.	1	2	3	4	5
DOMAIN MEAN: _____					

6. PREVENTIVE AND RESPONSIVE SERVICES

A. Is knowledgeable of principles and research related to resilience and risk factors in learning and mental health.	1	2	3	4	5
B. Is knowledgeable of multi-tiered services in schools and communities.	1	2	3	4	5
C. Demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors.	1	2	3	4	5
D. Demonstrates skills to effectively implement crisis preparation, response, and recovery.	1	2	3	4	5
DOMAIN MEAN: _____					

7. FAMILY-SCHOOL COLLABORATION SERVICES

A. Is knowledgeable of principles and research related to family systems, strengths, needs, and culture.	1	2	3	4	5
B. Is knowledgeable of evidence-based strategies to support family influences on children’s learning and mental health.	1	2	3	4	5
C. Is knowledgeable of strategies to develop collaboration between families and schools.	1	2	3	4	5
D. Demonstrates skills in the planning, implementation, and evaluation of services that respond to culture and context.	1	2	3	4	5
E. Demonstrates skills in facilitating family and school partnerships.	1	2	3	4	5
F. Demonstrates skills in facilitating interactions between families, schools, and community agencies for enhancement of academic and social-behavioral outcomes for children.	1	2	3	4	5
G. Maintains effective relationships with parents/family members.	1	2	3	4	5

DOMAIN MEAN: _____

8. DIVERSITY IN DEVELOPMENT AND LEARNING

A. Is knowledgeable of individual differences, abilities, disabilities, and other diverse characteristics.	1	2	3	4	5
B. Is knowledgeable of research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual role differences.	1	2	3	4	5
C. Is knowledgeable of evidence-based interventions related to diversity.	1	2	3	4	5
D. Demonstrates skills in providing effective professional services for students, families, and schools with diverse characteristics, cultures, and backgrounds.	1	2	3	4	5
E. Demonstrates respect for diversity.	1	2	3	4	5

DOMAIN MEAN: _____

9. RESEARCH & PROGRAM EVALUATION

A. Is knowledgeable of research design, statistics, measurement, varied data collection and analysis, and program evaluation techniques.	1	2	3	4	5
B. Demonstrates skills in the use of technology resources for data collection, measurement, and analysis.	1	2	3	4	5
C. Demonstrates skills to evaluate and apply research as a foundation for service delivery.	1	2	3	4	5

DOMAIN MEAN: _____

10. LEGAL, ETHICAL, & PROFESSIONAL PRACTICE

A. Is knowledgeable of the history and foundation of school psychology.	1	2	3	4	5
B. Is knowledgeable of ethical, legal, and professional standards.	1	2	3	4	5
C. Is knowledgeable of factors related to professional identity and effective practice as school psychologists.	1	2	3	4	5
D. Demonstrates skills to provide services consistent with ethical, legal, and professional standards.	1	2	3	4	5
E. Applies professional work characteristics needed for effective practice as school psychologists (i.e., social justice, respect for human diversity, responsibility, initiative, dependability).	1	2	3	4	5

DOMAIN MEAN: _____

11. PROFESSIONAL CONDUCT

A. Demonstrates professional demeanor (appearance, punctuality, initiative, enthusiasm, dependability, follows school norms)	1	2	3	4	5
B. Manages time effectively.	1	2	3	4	5
C. Demonstrates awareness of impact on others	1	2	3	4	5
D. Demonstrates flexibility and creativity working in the school setting.	1	2	3	4	5
E. Demonstrates effective oral and written communication with various audiences. (students, parents, school personnel)	1	2	3	4	5
F. Participates in professional development and applies new Knowledge (shares professional learning with colleagues)	1	2	3	4	5
G. Manages personal stress so that it doesn't interfere with functioning.	1	2	3	4	5
H. Demonstrates good judgment and common sense.	1	2	3	4	5
I. Accepts responsibility for learning and for actions.	1	2	3	4	5
J. Is receptive to supervision and promptly applies feedback from supervisors (accepts constructive criticism, uses supervision productively).	1	2	3	4	5
K. Exhibits an appropriate level of independence for stage of training.	1	2	3	4	5
L. Demonstrates respect for human diversity.	1	2	3	4	5
M. Demonstrates effective communication skills.	1	2	3	4	5
N. Demonstrates effective interpersonal relations.	1	2	3	4	5
O. Demonstrates ethical responsibility.	1	2	3	4	5
P. Demonstrates adaptability.	1	2	3	4	5
Q. Demonstrates initiative and dependability.					

	1	2	3	4	5
DOMAIN MEAN: _____					

General Comments

Appendix Q
Annual Student Review by Faculty

**Student Review by Faculty
School Psychology Program
College of William and Mary**

Student: _____
Year in Program: _____

Date: _____
Rater: _____

Academic Performance/Progress	
Is the student showing satisfactory academic progress?	<input type="checkbox"/> Exceeds Expectations (GPA = 3.6 - 4.0) <input type="checkbox"/> Meets Expectations (GPA = 3.0 - 3.5) <input type="checkbox"/> Below Expectations (GPA < 3.0)
Does the student demonstrate an understanding of subject matter?	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Is the student adhering to the approved program of study?	<input type="checkbox"/> Yes <input type="checkbox"/> No (explain) _____

Professional Behaviors/Dispositions	
Demonstrates commitment to and focus on graduate study.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Accepts responsibility for learning and actions.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Completes assigned tasks in a timely fashion and at an acceptable level.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates professional demeanor (e.g., appearance, punctuality, initiative, enthusiasm, dependability).	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Manages time effectively.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates effective written communication skills.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates effective oral communication skills.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates appropriate interactions with peers, faculty, and school personnel.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates awareness of impact on others.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations

Demonstrates flexibility and creativity.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates effective problem solving.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Participates in professional development and applies new knowledge.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Manages personal stress so that it doesn't interfere with functioning.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates good judgment and common sense.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Is receptive to supervision and promptly applies feedback from professors/supervisors.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Exhibits an appropriate level of independence for stage of training.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Adheres to legal and ethical standards and policies.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates respect for human diversity.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates effective communication skills.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates effective interpersonal relations.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates ethical responsibility.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates adaptability.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates initiative and dependability.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations

If Student is Completing Practicum, please complete the following:

Clinical Skills Development	
Assessment Skills	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Academic Intervention Skills	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Behavior Intervention Skills	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Counseling Skills	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Consultation Skills (teachers, parents, system)	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Supervision Preparedness/Response	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
External Practicum Feedback, if available	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations

Decision of Program Faculty:

- Student is making appropriate progress and should continue in the program.
- Student exhibits at least one area rated below expectations and a conference will be held with the student to determine next steps.
- Student’s unsatisfactory performance warrants an Improvement Plan. Procedures in the handbook will be followed.
- Student’s unsatisfactory performance is severe enough to warrant immediate dismissal from the program.