ADELPHI

U N I V E R S I T Y

The Gordon F. Derner School of Psychology
Adelphi University
Garden City, NY 11530

Master's Program in School Psychology

Practicum/Internship Handbook
2022-2023

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Introduction

This document contains information, guidelines, and materials for the field placement requirements of the Master's Program in School Psychology at the Gordon F. Derner School of Psychology, Adelphi University. The field placements are intended to provide students with the training and experiences to prepare competencies reflective of professional standards in the field, including those that are promoted by the National Association of School Psychologists (NASP, 2020)

These ten NASP Practice Domains include: data-based decision making; consultation and collaboration; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practices to promote learning; services to promote safe and supportive schools; family, school and community collaboration; equitable practices for diverse student populations; research and evidence-based practice; and legal, ethical, and professional practice.

Field placements are carefully integrated within a sequence of coursework and program requirements to facilitate building student competency in the attainment of a Master's degree in School Psychology. See the Adelphi University School Psychology Master's Program Student Handbook for the program's mission statement, history, background, and detailed description of the program's overall structure and goals.

Practicum

The practicum in school psychology is designed to provide students with opportunities to demonstrate their skills in an applied setting. Success in the practicum experience requires the integration of theory, techniques, and ethics. Students are required to take three credits of practicum each semester (6 credits total) during their second year in the program. A minimum of one day 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. Practicum experiences are provided in the public schools under the supervision of professional school psychologists employed by the school division or agency. Practicum supervisors must hold a valid state credential for the setting in which they are employed; have a minimum of 3 years of full-time experience as a credentialed school psychologist or psychologist and are employed as a regular employee or consultant by the district or agency; and have education and/or experience in the supervision of school personnel.

Structured activities are included in the practicum experiences that are designed to provide students the opportunity to integrate knowledge and apply skills across curricular areas. These areas include: learning theory, assessment linked to intervention, consultation and collaboration with families and school personnel, prevention and intervention, and professional and ethical practice. Further, students are required to reflect on their practices and their impact on the child, the family, school personnel and themselves. Active problem-solving to generate alternative plans of action is encouraged. Upon successful completion of the practicum experience, students are expected to demonstrate knowledge and skills that are sufficient for entry to the internship.

Internship

The internship program is organized around NASP Standards. The internship represents the culminating clinical experience in the School Psychology Program. This experience must include a minimum of 1200 hours with at least 600 of these hours occurring in a school setting. The internship may occur on a full-time basis over a period of one academic year or on a half-time basis over a period of two consecutive academic

years. The internship provides opportunities for students to integrate their knowledge and applied skills in working with children, families, and adults, under the supervision of a Practicum supervisors who holds a valid state credential for the setting in which they are employed; have a minimum of 3 years of full-time experience as a credentialed school psychologist or psychologist and are employed as a regular employee or consultant by the district or agency; and have education and/or experience in the supervision of school personnel.

Philosophy and Objectives of the Practicum and Internship Experiences

The School Psychology Program at Adelphi University prepares psychologists-in-training to be leaders in their respective roles, who are also committed to reflective practice and to working in collaboration with others to enhance the cognitive, academic, behavioral, and social/emotional functioning of individuals. Reflective practice is especially important because reflection allows students to integrate their past experiences with their current training to achieve deeper understanding and to reconcile who they are as individuals with who they are becoming as professionals. Developing understanding requires that the students have a variety of experiences through which they can: a) articulate ideas; b) converse with other professionals; c) test these ideas; and d) consider the connection between the information they are dealing with and other aspects of their lives.

The practicum and internship experiences provide numerous opportunities for reflective practice. The ultimate result is a professional who is engaged in active inquiry as part of his/her practice. As school psychologists, these individuals will demonstrate a better appreciation of the absence of a single absolute answer in many real- world problem situations. Instead, these professionals will continually monitor their practice in order to determine the best course(s) of action for each unique situation.

A. Practicum Objectives

Upon completion of the practicum experience, students will develop the following NASP Competencies:

1. Plan and conduct comprehensive psycho-educational assessments that include both formal and informal measures. All assessments will be carried out with sensitivity to diversity. (Competency: data-based decision-making)
2. Synthesize and integrate all assessment results in a written report that clearly describes the child's performance and levels of functioning. (Competency: data-based decision-making)
3. Generate recommendations for intervention and program planning based on assessment results. (Competencies: academic interventions and instructional supports; mental and behavioral health services and interventions)
4. Intervene on an individual and/or group basis for children with mild behavioral and/or social-emotional difficulties. (Competencies: mental and behavioral health services and interventions; services to promote safe and supportive schools)
5. Understand the various types of programs and interventions offered to children with disabilities. (Competencies: academic interventions and instructional supports; mental and behavioral health services and interventions)
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 disabilities. (Competency: equitable practices for diverse student populations)

8. Understand the importance of family-school partnerships to meet the educational and psychological needs of students. (Competency: consultation and collaboration; family, school, and community collaboration)
9. Apply feedback provided by site-based and university supervisors in an effective and prompt manner. (Competencies: ethical, legal, and professional standards; collaboration and consultation)
10. Demonstrate proficient participation in various 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: ethical, legal, and professional standards)
12. Describe the role and function of the school psychologist and how their own skills meet these demands. (Competency: ethical, legal, and professional standards)
13. Demonstrate knowledge of current research in the field that is directly applicable to their functioning as a professional school psychologist. (Competency: research and evidence-based practice)
14. Actively evaluate the outcomes of services provided. (Competency: research and evidence-based practice)
15. Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices in order to improve current functioning. (Competency: ethical, legal, and professional standards)
16. Demonstrate knowledge of school procedures for processing referrals, accessing student records, contacting parents, etc. (Competency: school-wide practices to promote learning.)
17. Demonstrate the ability to apply information and technology in ways that enhance the quality of services. (Competency: ethical, legal, and professional standards)

B. Internship Objectives

Upon completion of the internship experience, students will develop the following NASP competencies:

1. Participate in a comprehensive process of effective decision-making and problem-solving (Competency: data-based decision making).
2. Demonstrate accurate assessment skills including effective interview and observation skills, test selection and administration, instructional assessment, and ecological assessment. All assessment must be carried out with sensitivity to diversity. (Competency: data-based decision-making)
3. Integrate all assessment data for interpretation in order to make evidence-based diagnoses or educational classifications and specific recommendations to facilitate learning, social/emotional and/or behavioral change. (Competencies: academic interventions and instructional supports; mental and behavioral health services and interventions)
4. Demonstrate the ability to write concise professional reports that are understandable to consumers (e.g., client's, agencies, parents or school personnel). (Competency: data-based decision-making)
5. Use assessment skills to monitor progress and evaluate clients' response to intervention. (Competency: data-based decision-making)
6. Exhibit proficiency in designing and implementing both individual and group interventions to meet the emotional and behavioral needs of clients. (Competency: mental and behavioral health services and interventions)
7. Evaluate the effectiveness of interventions and prevention practices. (Competency: research and evidence-based practice)
8. Apply consultation skills to effectively help parents and school/agency personnel identify problems and implement evidence-based interventions. (Competency: consultation and collaboration)

9. Demonstrate appropriate interpersonal skills to communicate effectively with parents, school/agency personnel, and other professionals. (Competency: consultation and collaboration)
10. Establish rapport and relate effectively with clients, families, and professionals from diverse backgrounds and disabilities. (Competency: equitable practices for diverse student populations)
11. Demonstrate the ability to work collaboratively with families and professionals to meet the needs of students/clients. Encourage family involvement. (Competency: consultation and collaboration; family, school, and community collaboration)
12. Work with school/agency personnel to implement a systems level prevention project. (Competency: consultation and collaboration; school-wide practices to promote learning)
13. Facilitate practices that create and maintain positive environments for clients through teacher/parent/staff workshops. (Competency: school-wide practices to promote learning)
14. Apply feedback provided by site-based and university-based supervisors in an effective manner. (Competency: ethical and legal standards, professional values, attitudes, and behaviors; legal ethical and professional practice)
15. Demonstrate the ability to function effectively as a team and organization member to promote student learning and prevent problems. (Competency: intervention, consultation and interprofessional/interdisciplinary skills; school-wide practice to promote learning, consultation and collaboration)
16. Utilize technology that is relevant to their work and that enhances the quality of services. (Competency: ethical, legal, and professional standards)
17. Demonstrate professional responsibility consistent with the ethical and legal standards of the profession. (Competency: ethical, legal, and professional standards)
18. Apply program evaluation skills to evaluate the impact of services (Competency: research and evidence-based practice)
19. Demonstrate knowledge of current research in the field that is directly applicable to their functioning as a professional school psychologist. (Competency: research and evidence-based practice)
20. Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices in order to improve current functioning. (Competency: ethical, legal, and professional standards)

Field Placement Requirements

Year	Placement	Type of Setting	Hours Required
Second Year	Practicum (1 day per week)	School	280
Third Year	Internship	School	1200

POLICIES AND PROCEDURES FOR FIELD BASED EXPERIENCES IN THE SCHOOL PSYCHOLOGY PROGRAM

Field Placement Expectations

Field placement experiences provide unique learning and professional development opportunities. They also present challenges, whether during practicum or internship. Meeting these challenges will be enhanced by becoming familiar with the expectations and procedures. The following are key expectations, although there are some variations among the diverse field placements students may encounter.

Field Placement Changes
Occasionally, circumstances may 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 Field Placement Coordinator. *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 Field Placement Coordinator will first consider other possible, appropriate 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 to everyone involved.

Practicum
The placement of practicum students is the responsibility of the Field Placement Coordinator. Field placements are made in careful and close collaboration with school personnel. Practicum placements are made primarily within a 50-mile radius from campus. *All practicum students follow the academic calendar of the school where they are completing their practicum.* Due to ethical considerations, students will not be placed in a district wherein he or she lives, works, or attended school. Students should expect to incur travel time and associated expenses. The Psychology Department cannot supplement these expenses.

When making placements, the School Psychology program faculty must balance the needs of individual students, faculty, field supervisors, and host schools. Since each partnership school division processes requests for placements differently, the School Psychology program cannot predict when or if placements will be confirmed. Nevertheless, the following list, although not exhaustive, provides some examples of factors considered in arranging field placements for students:

- Student transportation
- Diversity of setting
- Activities provided by the school division/agency
- Requests from schools/agencies
- Establishment of student cohort groups
- Experience/training of field supervisor
- Formal partnerships with specific schools/agencies

Internship
Students are provided with specific information about the internship experience in a group meeting in during their second year of the program. Students apply and interview for internships, frequently consulting with school psychology program faculty in the process. The Field Placement Coordinator then contacts the internship site to 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.

2. The internship site must be willing to engage in a collaborative relationship with Adelphi University to provide an effective learning environment.
3. 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.
4. The internship site recognizes the internship as a training experience and does not exploit the services of the intern.
5. The internship site will provide appropriate release time for field-based intern supervisors to provide weekly face-to-face supervision with 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.).

APPLICATION AND PLACEMENT GUIDELINES

Applications – It is important to learn about the application process and apply to appropriate placements. The Field Placement Coordinator will hold an information session to review application information for both practicum and internship. You can also meet individually with the Field Placement Coordinator for guidance or to discuss questions about the process. The Field Placement Coordinator can be reached at haggerty@adelphi.edu. Applicants must be students in good standing and making satisfactory progress with coursework to be eligible for field placement experiences at every step of the program (i.e., externship, practicum, internship). Maintaining a B average is required as part of this eligibility requirement.

Applicant Reviews - Placements typically have various ways to review your qualifications and background (e.g., Resumes or CVs, interviews, references, background checks, fingerprinting)

Follow up after application – If you are accepted to a placement, be sure to communicate your appreciation to the contact person and ask about next steps. Also communicate with your Field Placement Coordinator. Be mindful of all information about the timelines, required meetings (e.g., interviews, orientations). Be sure to pay attention to all the information available about who to contact and how, timelines, etc.

Pre-Requisites and Requisites – Find out about any requirements to work at the organization (e.g., liability insurance, fingerprinting, required courses such as reporting child abuse and DASA, orientation, on-boarding process, review of procedures, guides and rules related to applying, accepting, etc.)

Liability Insurance – Adelphi University provides general liability and malpractice insurance for practicum and internship students. 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 Adelphi University. 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. More information about the amount of coverage can be obtained by contacting the Risk Management office at Adelphi University. As of July 2020, the general liability insurance coverage was 1 million/2 million (per incident, per aggregate), while the malpractice insurance coverage is $2 million/4 million (per incident, per aggregate).

Students are urged to purchase liability insurance. NASP has an arrangement with the American Professional Agency and insurance is at a nominal cost. Details may be found on the NASP website: www.nasponline.org.

Fingerprinting - Placements may require fingerprinting. There are multiple systems for fingerprinting (e.g., Board of Education, Department of Health). Be sure to find out which type of fingerprinting is required. Be aware that the fingerprinting process can be time-consuming. Therefore, it is advisable to find out and initiate the needed procedures as soon as possible. When securing placements, there may be various levels of background checks required. It is recommended that applicants disclose fully all information about their history. This includes information provided on resumes or CVs and information provided during interviews.

Background Checks - Some school divisions/agencies are beginning to require background checks for their externs, practica students and interns. Since the requirements for background checks vary from division to division and are currently subject to change, the School Psychology faculty are continuing to work with local school divisions to determine their requirements regarding background checks for practica students and interns. *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 at the discretion of the school division. The Psychology Department cannot pay background check fees; therefore, any cost will be the responsibility of the student.*

Support for Adelphi Students with Disabilities -The School Psychology Program 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 the Student Access Office (SAO) at the University. It is the responsibility of the staff of the SAO 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 practicum 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 <u>and</u> maintain the appropriate safety and adequate service to all individuals affected by the relevant field experience. When either of these 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 Field Placement Coordinator and the Student Access Office well in advance of any field experience to allow adequate time for planning, including the involvement of program professors, the field-based supervisors, and the administration of the hosting school, as appropriate.

On-Boarding or Orientations - Many placements will have an orientation or "on-boarding" process. It is best to make arrangements to be available at the times scheduled. Otherwise, call the contact person to explain your difficulty with the appointment time or day. Supervisors can be very sensitive to early impressions and it is best to avoid appearing to be uncooperative or disengaged, particularly in these early interactions.

1. ***Training -*** Placements may require training to have occurred prior to the placement or during the year of the placement. The Master's Program incorporates required training (e.g., reporting child abuse, Dignity for All Students Act). If you are aware of any further requirements that are not included, please discuss the need with faculty. Placements may also have various additional training and didactic experiences on site or off site. Consider these to be part of your training. Be mindful of the specific expectations at your placement including when attending trainings (e.g., dress, punctuality, participation). These expectations may be more formal or may differ in other ways from what you are used to in your University classroom setting, so make sure to present yourself in the most professional manner, which includes dressing appropriately, avoiding use of phones or technology for anything not appropriate to the situation and being mindful of how you may be seen by others in your behavior. These experiences can also be opportunities to make connections with professionals who can be helpful to you at a later time in your career. First impressions matter.

2. *Attendance -* Attendance during field placement experiences is a fundamental requirement of successful completion of program requirements. Some of the work students have to (or wish to) accomplish will need to be done beyond their regularly scheduled days. Students will need to manage their own personal schedule accordingly. As a professional courtesy, students should contact the field-based supervisor in advance of any change in attendance schedule. Further, 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 University calendar. Interns must be present when school is in session, even though the University may not be in session. During internship, students take any breaks given by the school system but do *not* take the University's scheduled breaks. In cases of inclement weather and school closings, students follow the inclement weather policy of the school system/agency. All students 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 <u>not</u> permitted to take an additional course during times that conflict with the regular school day during internship.*

3. ***Professional Conduct*** – Every school/agency has norms and expectations regarding the appearance and dispositions of its faculty and staff. Externs, practicum students and interns are expected to meet or exceed the school/agency's 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 some examples of clothing and appearance that are oftentimes unacceptable for professionals. Students should dress professionally at all times in their training sites, typified by slacks, skirts, collared shirts, ties, and similar professional attire. It is the student's responsibility to become familiar with the school/agency's expectations for professional appearance and dress immediately upon beginning the first clinical experience. Inappropriate appearance or dress can adversely affect a student's placement or continuation in the School Psychology Program.

    Student behavior is also governed by general expectations of professionalism and civility. School psychology is a service profession. During field experiences, students will interact with minors, parents/guardians, support staff, administrators, teachers and other professionals. While these interactions will largely be characterized as positive, students are also likely to encounter some situations that are uncomfortable or challenging. A vital area of training as a school psychologist is developing the attitudes, skills, and capacity 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 their training. Continuation in a field placement and in the School Psychology Program can be adversely affected by unprofessional or inappropriate dispositions and behaviors, and by inappropriate or confrontational interactions with others.

Although you will be learning during your field placements, it is strongly encouraged that you be proactive about participating in appropriate tasks and activities. Supervisors appreciate students who demonstrate a good work ethic, appropriate taking of initiative, checking and asking questions when unsure, and offering to help or do things. You are expected to participate with a degree of skills appropriate to your level of training. You should also be careful not to overstep your boundaries and do things you are not ready to do without support or supervision. Be aware of tasks or activities your supervisor may not want you to participate in, as well. It is important that you diligently work on developing your skills from coursework at your placement with coordination from your supervisor (e.g., assessment, report-writing, consultation, direct interventions and ethical issues).

Confidential Information - School psychologists regularly work with confidential information. Confidential information can include student grades, health records, academic records, assessment results,

family histories, and more. All students on externship, practicum, and internship are held to the same legal and professional standards as professional psychologists with regard to confidential information. Questions regarding confidentiality policies should be directed to the field-based, university supervisor, or Director of Field Placements.

Code of Ethics - All schools and many professional organizations develop a set of standards for ethical behavior as a professional. As a student at Adelphi University, students agree to support and maintain the College Honor Code. Violations of the College Honor Code will follow the policy established by Adelphi University.

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 externs, practicum students and interns, all Adelphi University students are expected to comply with APA's Code of Conduct and NASP's Principles for Professional Ethics. Some commonly accepted professional guidelines for behavior in field-based settings are listed below and can serve as an initial guide as you develop your own code of conduct.

1. **Do no harm**. Students are placed in schools/agencies to assist and facilitate the growth, learning, and development of the students in these settings. Be mindful of your actions in regard to this principle (e.g., do not practice outside of your training and supervision parameters, report concerns to supervisors if you believe students may be in danger of harm)
2. **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.
3. **Follow policies and procedures of the school/agency**. Read and be familiar with the policies and procedures of your field setting. All students must abide by the guidelines and code of ethics established by the school/agency in which they are obtaining their clinical experiences.
4. **Maintain confidentiality at all times**. Information related to student/client's behavior, academic performance, social interactions, or family must be confidential. Federal regulations guide all questions related to confidentiality of client records.
5. **Maintain high standards of professionalism in all areas at all times.** You serve as a role model for students and represent Adelphi University and the field of School Psychology.
6. **Be prepared.** Prepare appropriately for clinical experiences. Add to the learning experience by demonstrating best practice.
7. **Arrive and depart punctually.** As an adult and representative of Adelphi University, your arrival and departure times 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.*
8. **Communicate appropriately**. Language is a powerful tool. Professional child-first language should be used at all times (e.g., child with Autism rather than Autistic child).
9. **Dress professionally.** Appropriate attire is required.
10. **Be open to new ideas and be willing to learn from others.**

Policies - While on field placements, your functioning is still an extension of your student role as part of Adelphi University. This means that you are expected to fully comply with the University Student Code of Conduct and with expectations from your specific training program. You are also provided with guidance from faculty, staff and the Director of Field Placements related to professional practices and ethical conduct.

These will be reinforced during orientation meetings, field seminar courses and other courses in the Program. The Adelphi Student Code of Conduct and the Master's Student Handbook provides additional information about these expectations.

Furthermore, you will also need to follow the practices and expectations of your placement. You should proactively seek out information and guidance regarding professional behavior, including asking questions and attending to supervisory guidance, reading policies and guidelines and incorporating information from orientations, training, Human Resources guidelines and policies, and laws. Make sure to be familiar with FERPA as they apply in your settings. If you are unsure or feel conflicted by different expectations or requirements, immediately discuss this with your supervisor, field placement class instructor and other faculty at Adelphi or the Director of Field Placements. Additionally, you will need to be familiar with expectations from professional organizations incorporated in the Program and your setting.

Time Logs – Students are required to document data, including hours, activities, and field placement experiences. At this time, Time 2 Track is being used as the system to log hours and experiences, as well as to complete evaluations by the supervisor and the student. Students in placements should keep track of hours they will be required to complete and follow up with supervisors and the Field Placement Coordinator if there are any concerns about meeting their hours. If hours or days are missed, students should discuss with supervisors what options exist to make up those hours/days.

Evaluations, Feedback, Conduct and Discipline - The Field Placement Coordinator will request feedback and formal evaluations from placement supervisors to determine student performance and development. The Field Placement Coordinator will communicate with: 1) university and field supervisors early in the year; 2) mid-year for student evaluations; and 3) at the end of the year for final evaluations. Unsatisfactory evaluations or concerns from the placement can lead to termination of the placement. Students having concerns about their field experience should communicate these concerns with the Field Placement Coordinator and with faculty and staff in the school psychology program. At the placement, if a student fails to follow expectations or perform in a satisfactory manner, these may be addressed through various avenues, including supervisory discussions, impact on student evaluations, remediation plans, disciplinary actions or even termination from the setting. Similarly, the Master's Program has expectations as detailed in the Student Code of Conduct and the Master's Program's Student Handbook. Violations of the Student Code of Conduct will be addressed according to University and Derner policies and procedures.

School Psychology Practicum Overview

The practicum provides students with increasingly complex experiences 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 Placement Coordinator, field-based supervisor and the practicum course instructor.

It is necessary to ensure that the student has met the prerequisites for practicum, including (but not limited to) the following:

- Successfully passed all required coursework;
- No remaining Incomplete Grades

At the end of the first semester of the first year of the program (January), students meet with Dr. Haggerty, Field Placement Coordinator to discuss placement procedures and options, share information on how to contact the field supervisors, review goals and expectations, and address questions and possible concerns the students might have.

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 Adelphi University to provide an effective learning environment.
3. The practicum site must be able to provide a schedule of activities that will fulfill 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 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 approval.
6. Be receptive to feedback and apply recommendations in an effective and prompt manner.
7. Enthusiastically seek new information to further his/her knowledge and skills.
8. Participate in professional development activities as they are available.
9. Maintain a daily log of activities and supervision meetings, including personal reflections on relevant issues.
10. Complete university assignments.
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 with specific cases, questions, and/or issues.

Professionalism Values, Attitudes, and Behaviors

Practicum students are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes, but is not limited to: (a) engaging in self-reflection regarding one's personal and professional functioning, pursuing professional development opportunities; (b) seeking and being responsive to supervisor feedback and supervision; (c) developing effective relationships with a wide range of individuals (e.g., colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services); (d) demonstrating effective interpersonal skills; (e) producing oral, nonverbal and written communications that are informative and well-integrated; (f) demonstrating consistent punctuality and attendance across all activities; and (g)

engaging in consistent self-care, maintaining well-being and demonstrating professional appearance and demeanor across all activities at which you represent the graduate program.

Practicum Supervision

The supervision of practicum students should be consistent with the reflective practitioner philosophy. In addition to providing feedback on specific skills, the 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 structure of the practicum allows the student to acquire and exercise newly learned skills in a supervised and supportive environment. As the practicum is the joint responsibility of the school psychology faculty at the University and the participating school districts supervision is provided both on-site and within the University structure (i.e., field placement courses).

The practicum precedes and prepares the 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 university/psychology department/school psychology program's mission, and is conducted in relevant settings.

The field-based supervisors evaluate the practicum students each semester where the University-based supervisor's feedback is combined to assign a formal grade to the students. If the field-based supervisor reports student difficulties, a formal plan to obtain satisfactory progress is made with the student. Additionally, if a field-based supervisor is deemed ineffective in supervising practicum students (determined by student feedback and on-site visits), the Field Placement Coordinator first meets with the student and supervisor independently, followed by a group meeting in which all parties are involved in attempts to address any ongoing concerns and to develop a remediation plan as needed. In the case that the situation cannot be resolved, the student is moved to another practicum site.

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 that are 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.

University Supervision

The Field Placement Coordinator 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 to each practicum student

As mentioned previously, students begin their practicum experience during their second year in the program. Practicum students will become familiar with school settings and experiences relevant to the development of their professional identities and skills in school psychology. The practicum experience is a one day per week experience, which will culminate in 280 hours over the academic year. School experiences will include diverse activities, such as participating in various assessment, counseling, intervention and consultation activities. Students should also be able to observe various meetings.

Assessment of Competencies

All practicum competencies are evaluated through multiple assessment methods. First, on-site supervisors provide formal feedback on student competencies in the form of a practicum evaluation. Practicum supervisors also meet with the Field Based Coordinator and student at least once per semester to discuss student progress and future goals for the practicum experience. Second, students must complete various assignments to demonstrate competency in designated areas. Assignments are evaluated by the university-based supervisor/instructor of the practicum course. Students who do not demonstrate minimal acceptable levels of competency in practicum courses will work with the site and university- based supervisors as well as the Field Placement Coordinator to develop a remediation plan. This would then be used for progress monitoring towards set objectives and will be monitored by the practicum site and university supervisor.

Quality of Practicum Sites

Practicum sites are selected to provide students with experiences that are consistent with program designated professional competencies. Considerations of quality include: a) practicum sites that provide students with access to training experiences that support the development of NASP competencies and the ability for students to practice such competencies at increasing levels of complexity across the course of practicum; b) supervision by an appropriately credentialed on-site individual; and c) the capacity to support varied clinical experiences across age groups, settings (e.g., primary and secondary), levels of diversity, and clinical groups.

The ongoing quality of these practicum sites is closely monitored by the core program faculty supervising the practicum courses. At a minimum, meetings are held with each field-based site supervisor once per semester to conduct reviews with the Field Placement Coordinator. Field-based practicum supervisors are provided with a copy of the Practicum/Internship Handbook, outlining responsibilities and expectations for the student, the practicum site, and the university-based supervisor and instructor of the practicum course.

Students provide formal feedback in the form of a rating form regarding practicum quality of experiences, perceived current level of competencies, and quality of supervision. In addition, the core program faculty review both the student self-evaluations and supervisor evaluations to examine congruence across areas of strength and areas of continued support and development.

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 Evaluation Form). This evaluation will address each of the following competencies:
1. Data-based decision making
2. Consultation and collaboration
3. Academic interventions and instructional supports
4. Mental and behavioral health services and interventions
5. School-wide practices to promote learning.
6. Services to promote safe and supportive schools
7. Family, school, and community collaboration
8. Equitable practices for diverse student populations
9. Research and evidence-based practice
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
- Monthly 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 whether the student met the standards for program retention and completion set by the School Psychology Program, Derner School of Psychology, and Adelphi University.

Demonstration of professional dispositions occurs through course participation and while meeting the responsibilities and demands within each course; through university and field-based 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 Field Based Coordinator and university-based supervisor at the midpoint *and* the end of the practicum experience. These evaluations 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
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 supervisors and annual evaluations, the practicum student must: (a) participate in individual and group supervision with the university supervisor, and (b) satisfactorily complete all assignments in 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. The student can petition to retake practicum and his/her status in the M.A. program will be reviewed after completing the retaken practicum.

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 C, D, and E), 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 E) 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 Field Placement Coordinator, university and field-based 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 M.A. 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 M.A. 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 supersedes the academic standard in the Master's 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 Field Placement Coordinator and university-based 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 university-based 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 Field Placement Coordinator and university-based supervisor will respond in writing to the student's written request (after consulting with School Psychology Program faculty).

Internship Overview

The 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 Field Placement Coordinator 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. The internship site abides by the requirements set forth by NASP. As the internship reflects the final stage of training, prior to approval of the internship, students must have:

a) Successfully passed all required coursework;
b) No remaining Incomplete Grades;
c) Successfully completed all practicum requirements;

Responsibilities of the Intern

The intern is expected to:

1. Fulfill their contractual obligations.
2. Develop an individualized internship plan with their supervisor that outlines specific goals for the internship experience. The internship plan should address the intern's professional goals in each of the competency areas listed on the intern evaluation form and include experiences, skills, knowledge, and supervision that the intern would like to acquire during a specified period. This plan can be completed quarterly in conjunction with the required intern-authored quarterly reports to the university supervisor.
3. Arrive promptly to scheduled appointments and inform relevant personnel and their supervisor as soon as possible of any unexpected circumstances.
4. Reflect professionalism in all their interactions with children, school personnel, and parents.
5. Enthusiastically seek new information to further their knowledge and skills.
6. Meet the objectives of the internship outlined on the syllabus.
7. Maintain a daily log of activities and supervision meetings, including personal reflections on relevant issues.
8. Participate in on-campus supervision and web-based supervision with university supervisor as outlined in the syllabus.
9. Arrive for supervision prepared with specific cases, questions, and/or issues.
10. Complete the Comprehensive Internship Portfolio.

Professionalism Values, Attitudes, and Behaviors

Interns are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes, but is not limited to (a) engaging in self-reflection regarding one's personal and professional functioning, seeking out professional development opportunities; (b) seeking and being responsive to supervisor feedback and supervision; (c) developing effective relationships with a wide range of individuals (e.g., colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services); (d) demonstrating effective interpersonal skills; (e)

producing oral, nonverbal and written communications that are informative and well-integrated; (f) demonstrating consistent punctuality and attendance across all activities; and (g) engaging in consistent self-care, maintaining well-being and demonstrating professional appearance and demeanor across all activities at which you represent the graduate program.

Supervision

The supervision of interns is consistent with the reflective practitioner philosophy. In addition to providing feedback on specific skills, the university and field-based 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.

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 establishes and communicates with interns during classes, individual meetings, and a web-based communication group (Moodle). 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 (Moodle) 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.

Nature of training activities

All students are required to complete a one-year full-time internship, or two-year part-time internship. As described in the program's handbook, the internship is an organized training program that is designed to provide the student with a planned, programmed sequence of training experiences associated with the practice of psychology and is satisfactory in quality, breadth, and scope and nature. The internship is to be completed in no less than 1 year and no more than 2 years. Due to ethical considerations, students may not complete an internship in a district wherein he or she lives, works, or attended school.

Because our school psychology program has a practitioner-scientist orientation, we view the internship experience as an opportunity to develop and enhance competencies necessary to become proficient school psychologists. In concert with NASP, field-based placements must provide activities that promote development of students' skills in a range of areas related to school psychology and the ten Practice Model Domains (2020). This information is ascertained by the Field Placement Coordinator who speaks with the potential field-based supervisor. Upon approval of the internship site, the Field Placement Coordinator meets (in person; Zoom depending on site location) with the field-based supervisor, once in the Fall and once in the Spring, to ensure that the required internship activities are occurring. It is during this conversation that explicit training activities are addressed and discussed. Further, both the student and site supervisor complete evaluations in the fall and spring that address performance as well as progress towards requisite internship activities.

Internship provides students with opportunities to prepare school psychologists who are competent in the domains of data-based decision making; consultation and collaboration; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practices to promote learning; services to promote safe and supportive schools; family, school, and community

collaboration; equitable practices for diverse student populations; research and evidence-based practice; and legal, ethical, and professional behavior. Students apply their knowledge using culturally-responsive, evidence-based approaches to assessment, intervention, and consultation, to effectively serve individuals from all cultural, racial, ethnic, religious, sexual orientation, and socioeconomic backgrounds. Students improve and expand their skill set through a training sequence involving direct instruction by their supervisor, observation of supervisor-modeled skills, practice, receipt of corrective feedback, and modification of performance in response to supervisor guidance. Through exposure to, and immersion in, the culture of the internship site, students will appreciate contextual issues and challenges facing practicing psychologists.

The starting date for the internship would coincide with the beginning of the internship site's academic year; the concluding date, however, would be a date that results in completion of the hourly requirements and is satisfactory to the school/agency. Interns are expected to continue at their placements during Adelphi University's semester breaks.

Comprehensive Internship Portfolio

Students are required to complete an internship portfolio to be submitted by the end of the second semester of internship. The *Internship Portfolio* is intended to ensure that our interns demonstrate proficient knowledge, skills, and dispositions to positively impact their students' and clients' outcomes. Documentation of proficiency and dispositions is demonstrated during the internship year through the submission of 10 artifacts that demonstrate their competence in practice. The following artifacts are required of all students: a) professional statement; b) undergraduate and graduate transcripts; c) current curriculum vita; and d) submission of products that demonstrate completion and mastery of program goals, competencies, and professional behaviors.

Students must submit: a) three psychoeducational evaluations assessment cases (e.g., intellectual, disability, social-emotional, academic, behavioral) and data-based recommendations; b) an academic intervention case study (including effect size data); c) a behavioral intervention case study (including effect size data); d) a consultation case study; e) a counseling case; f) individual and cultural diversity artifact(s); g) research assignment; h) ethical, legal, and professional practice documents; and i) a systems/ prevention project (see Appendix G for artifacts). These artifacts allow students to demonstrate their ability to integrate knowledge and professional skills while delivering a range of services to children, families, and schools. The University supervisor evaluates the intern's progress on the Internship Portfolio.

Required and Suggested Portfolio Sections

1. **Professional Statement (required):**
   A professional statement that identifies 2-3 pressing issues in the educational system with data to support the impact of these issues. The student will communicate how the school psychologist can address these issues with specific reference to school psychology training as well as personal strengths, skills, and interests that will help them satisfy this role. Most importantly, the professional statement must be <u>integrated</u> (not a mere collection of unconnected paragraphs) and must highlight how your personal strengths/interests/expertise fit the roles/functions of school psychologists and how these roles/functions benefit students and school communities.

2. **Transcript (required):**
   Describe the undergraduate and graduate programs from which you have graduated (or will graduate). Your major, national ranking of the university/colleges you attended, national accreditation (e.g., NASP accreditation), any licenses or certifications, GPA (overall and within

major, etc.) would be appropriate. Any honors theses/papers you completed as an undergraduate or graduate could be mentioned here.

> **Competencies (required):**
> - The 10 competencies listed below are critical for your development as a school psychologist. You must include in your portfolio evidence that you are developing competencies in each of the following 10 competencies:
>   - Data-based decision making
>   - Consultation and collaboration
>   - Academic interventions and instructional supports
>   - Mental and behavioral health services and interventions
>   - School-wide practices to promote learning
>   - Services to promote safe and supportive schools
>   - Family, school, and community collaboration
>   - Equitable practices for diverse student populations
>   - Research and evidence-based practice
>   - Legal, ethical, and professional practice

For each of these competencies, you should provide a brief narrative about how you meet it. Remember that a single activity or assignment may be used to demonstrate development of more than one competency. Please see Appendix G for examples of artifacts for each competency.

4. **Evaluations of my work (required):**
This section's narrative should highlight what others say about your professional work. Include a brief narrative that describes what your strengths are according to these "others" (can extract key phrases). Letters of recommendation from professors and practicum supervisor(s), principals, teachers with whom you have consulted, parents with whom you have worked, and etc. should go here. Include copies of your completed Practicum and Intern Evaluation Forms in this section. **Do not** include graded assignments in this section. Graded assignments can be used to document the development of specific professional competencies and are, therefore, more appropriately referenced in the Competencies section of your portfolio.

5. **Resume (required):**
Provide an up-to-date curriculum vita or resume.

6. **Future Goals (suggested):**
Describe both your short-term (next year) and long-term (five to seven years) professional goals. What skill areas in the field of school psychology are you particularly interested in developing? What professional experiences do you want to have? How do you envision a plan for lifelong professional learning (how do you plan to "stay current")?

7. **Awards, Scholarships, Honors (suggested):** Provide a brief description of each.

8. **Appendices (required):**
This section contains required and select artifacts from each domain (e.g., sample work products) that you discuss in each of your portfolio sections. Be sure you have directed the reader to the appropriate Appendix.

University-internship supervisor contacts

For all internship sites, the Field Placement Coordinator is in contact and reviews the internship setting and the student's experience, which includes a mid-year and end-of-year evaluation during the internship. These meetings may occur in-person, by phone, or virtually. All field-based supervisors are made aware of internship requirements. At the second meeting, which occurs at the beginning of the spring semester, the intern's progress relative to training goals is discussed. If deficiencies are noted with respect to the internship setting or intern's progress, a plan will be developed to address the deficiencies. Further, the intern's progress relative to completion of their Internship Portfolio (see below) is discussed, and, if needed, any areas of concern evident on the mid-year evaluation (see below) are discussed. At the third meeting, the Field Placement Coordinator, university supervisor, and the field-based supervisor will determine whether the intern attained the competency level needed to function independently as a school psychologist. In addition to these meetings, the Field Placement Coordinator, field-based supervisor, and intern communicate via email, telephone, or Zoom, on an ongoing basis to address needs as they arise.

Internship evaluation

The program believes that communication between the internship site and the program is critical to facilitate the students' training. The Field Placement Coordinator works directly with the site and university-based supervisors and students. The Field Placement Coordinator is involved in establishing supervisory agreements and engaging in continuous evaluation of the students' performance.

Intern demonstration of competency

There are three primary ways in which students completing internships must demonstrate competence: a) sufficient clinical hours overall, in direct client/consultee contact, in a school/agency-based setting, and in supervision; b) adequate overall ratings from the field-based supervisor on the end-of-year evaluation (at least a 4 or 5 in each area); and c) ratings of at least 1 (*Pass*) for each artifact in their Internship Portfolio at the end of the year.

Formal, written internship evaluation

The internship sites are expected to evaluate the students' performance while they are completing the internship. For all internship sites, the program requires the internship site supervisor to complete at least two performance evaluations using the *Internship Evaluation Form* (Appendix F). In addition, each site/supervisor sends a statement to the Field Placement Coordinator and university-based supervisor indicating whether students have successfully completed the internship. Students are required to attain satisfactory ratings across all domains evaluated.

Evaluation

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

1. Data-based decision making
2. Consultation and collaboration
3. Academic interventions and instructional supports
4. Mental and behavioral health services and interventions
5. School-wide practices to promote learning.
6. Services to promote safe and supportive schools
7. Family, school, and community collaboration

8. Equitable practices for diverse student populations
9. Research and evidence-based practice
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 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;
- Internship Site Supervisor Evaluations (at the end of the Fall semester and Spring semester);
- 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;
- Timely submissions of, and evaluation of internship activities using Time2Track;
- Evaluation of web-based communications (Moodle);
- Praxis II exam scores;
- The capstone project during Internship of the Comprehensive Portfolio; and
- Monthly faculty meetings to evaluate both the program and students' progress.
- **To pass internship, interns must receive an "overall" rating of *Agree* or *Strongly Agree* on the end-of-year *Internship Evaluation* and all competencies must be rated 3 or higher.**

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, Derner School of Psychology, and Adelphi University 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 field-based 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 (Moodle). Areas of strength and concern will be addressed promptly. Furthermore, the university supervisor will review the interns' assignments 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 Placement Coordinator and 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

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 Internship Evaluation reports from the field-based and university supervisors and annual evaluations, the internship student must: (a) participate in individual and group supervision with the university supervisor, and (b) satisfactorily complete all assignments in 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 intern may receive a grade of "Fail" or "Incomplete" for the course. The grade of "Incomplete" is reserved for when characteristics of the internship 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 internship will *not* receive a recommendation for internship. The student can petition to retake internship and his/her status in the M.A. program will be reviewed after completing the retaken internship.

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 C, D), 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 E) 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 internship.
   - 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 Field Placement Coordinator, university and field-based 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 M.A. degree program. The student can petition to retake Internship and his/her status in the M.A. 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) continuation in the M.A. program. 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 Master's 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 Field Placement Coordinator and university-based 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 university-based 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 Field Placement Coordinator and university-based supervisor will respond in writing to the student's written request (after consulting with School Psychology Program faculty).

Internship Requirements Overview

Type of Setting	School Setting (1,200 hours if sole setting; Minimum 600 hours in a school)
	Clinical or community Setting if applicable (remaining hours)
Hours	1,200 hours

Quality of Internship Sites
Internship sites are selected to provide students with experiences that are consistent with program designated professional competencies. Considerations of quality include: a) practicum sites that provide students with access to training experiences that support the development of NASP competencies and the ability for students to practice such competencies at increasing levels of complexity across the course of practicum; b) supervision by an appropriately credentialed on-site individual; and c) the capacity to support varied clinical experiences across age groups, settings (e.g., primary and secondary), levels of diversity, and clinical groups.

The ongoing quality of these practicum sites is closely monitored by the core program faculty supervising the practicum courses. At a minimum, meetings are held with each field-based site supervisor once per semester to conduct reviews with the Field Placement Coordinator. Field-based practicum supervisors are provided with a copy of the Practicum/Internship Handbook, outlining responsibilities and expectations for the student, the practicum site, and the university-based supervisor and instructor of the practicum course.

Students provide formal feedback in the form of a rating form regarding practicum quality of experiences, perceived current level of competencies, and quality of supervision. In addition, the core program faculty review both the student self-evaluations and supervisor evaluations to examine congruence across areas of strength and areas of continued support and development.

Steps in the Internship Process

1. Applications – The Field Placement Coordinator will provide you with specific information related to internships and requirements during the second semester of the second year of the program. Also, review this handbook, particularly the Application and Placement Guidelines, (p. 8 of the Practicum/Internship Handbook). This section details important information about applying to field placements (e.g., application

materials, fingerprinting, liability insurance, orientations, performance reviews on your placements, dealing with concerns about placements, conduct and discipline, etc.)

2. Acceptance Process – Become familiar with the specific expectations of systems through which you may be applying (e.g., School Districts, agencies, hospitals).

3. Follow up after application – If you are accepted to a placement, be sure to communicate your appreciation to the contact person and ask about next steps. Also communicate with your Field Placement Coordinator. Be mindful of all information about the timelines, required meetings (e.g., interviews, orientations). Be sure to pay attention to all the information available about who to contact and how.

4. During your internship, present yourself in a professional manner.

Appendix A. INTERNSHIP AFFILIATION AGREEMENT FORM

ADELPHI
U N I V E R S I T Y

INTERNSHIP AFFILIATION AGREEMENT

School Psychology Internship Agreement Form

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

It is agreed by the Adelphi University 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 Adelphi University 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 Field Placement Coordinator and university supervisor at the midpoint and again at the end of the internship experience.

Parties to the Agreement

_____   Date: _____
University Intern Supervisor

_____   Date: _____
School Division/Agency Representative

_____   Date: _____
Intern

Appendix B. Adelphi University

School Psychology Program
Practicum Supervisor Evaluation Form

Student: _____   Date: _____

Supervisor: _____   School Division/Agency: _____

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

Please share a copy with the student and forward a copy to my attention at haggerty@adelphi.edu (Dr. Haggerty, Field Placement Coordinator).

DESCRIPTION OF SITE:

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

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 2020 NASP standards for graduate education of school psychologists (see: https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice).

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

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
DOMAIM 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. ACADEMIC INTERVENTIONS & INSTRUCTIONAL SUPPORTS

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. MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS

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

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. SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS

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, AND COMMUNITY COLLABORATION

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

8. EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS

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 AND EVIDENCE-BASED PRACTICE

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

	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 C: Improvement Plan Notification Form

School Psychology Program
Adelphi University

DATE: _____

RE: Notification of Unsatisfactory Performance in School Psychology Program

To: (Student's Name)

This letter is to inform you that your performance has been determined to be unsatisfactory in the following areas:

According to the policies outlined in the School Psychology Program Handbook, you need to schedule a meeting with your advisor to develop a School Psychology Improvement Plan. Your advisor will determine whether other program faculty needs to be involved in the Improvement Plan development.

Please schedule this meeting within 5 business days of the date of this letter.

_____
Advisor Signature

Appendix D. School Psychology Student Improvement Plan

School Psychology Program
Adelphi University

Student: _____ Date: _____
Year of Program: _____
Faculty Advisor: _____
Program Director: _____
Field-based Supervisor (if applicable): _____
Field Placement Coordinator: _____

Directions: The Improvement Plan is to be developed cooperatively by the Student, the Student's Advisor, and when applicable, 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

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

Appendix E. School Psychology Student Improvement Plan Follow-Up

School Psychology Program
Adelphi University

Student: _____ Date: _____

Year of Program: _____

Faculty Advisor: _____

Program Director: _____

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   Date

_____   _____

Advisor   Date

Appendix F. Adelphi University
School Psychology Program
Internship Supervisor Evaluation Form

This evaluation form is based on Best Practices Guidelines for School Psychology Intern Supervision and Mentoring, developed by the NASP Graduate Education Committee.

Name of Supervisor: _____   Date: _____

Name of Intern: _____   Program: _____

Dates of Supervision: _____   Intern Signature: _____

Please evaluate the school psychology intern field supervisor by selecting one rating for each item.

**This form may be accessed and completed electronically:
file:///C:/Users/ltheo/Downloads/NASP_Intern_Supervisor_evaluation_Rubric.pdf

I. Demonstrates commitment to supervising the intern	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**No Basis For Evaluation**
1.1 Shows willingness to give priority to the learning, development, and needs of the intern.						
1.2 Is accessible/available to the intern through a variety of means (e.g., face-to-face meetings, phone, e-mail, Skype, or FaceTime).						
1.3 Is open to realistically answering questions about the placement site's policies, practices, and decision-making process.						
1.4 Models appreciation for one's own continuing professional development (i.e., shows interest in learning and trying new approaches).						
1.5 Commits to the internship as a significant part of the intern's graduate preparation, and accepts responsibility for helping the intern acquire needed experience and competence.						
II. Helps the intern obtain the resources, support, and experiences needed to complete requirements and be successful.	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**No Basis For Evaluation**

2.1 Helps orient the intern to the department, schools, district, and community of the placement site.						
2.2 Works with personnel at the placement site to help acquire office, technical, and support resources needed by intern.						
2.3 Serves as liaison with administrators and other staff at the placement site to help obtain experiences needed by the intern and required by the graduate program.						
2.4 Advocates for the intern, intervening with school and district staff if/when necessary.						
2.5 Helps the intern set professional development/learning goals and determine activities relevant to accomplishing those goals.						
2.6 Assures that the intern engages in a comprehensive breadth of training and experience across and acquires competence across NASP Practice Model domains, with no single major function predominating the intern's time.						
2.7 Encourages intern participation in professional development opportunities beyond the intern placement, such as attendance at local, state, regional, and national conferences and workshops.						
2.8 Encourages and promotes self-care.						

III. Establishes a strong working relationship with the intern and graduate program.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis For Evaluation
3.1 Clarifies placement site requirements and expectations with the intern and graduate program.						
3.2 Recognizes the importance of the internship objectives/requirements of the intern's graduate program, and helps the intern balance program requirements and placement site needs.						
3.3 Provides appropriate structure and support to						

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis For Evaluation
beginning interns.						
3.4 Communicates openly and frequently with the intern through scheduled meetings and in-the-moment discussions.						
3.5 Communicates in a manner that is clear to intern.						
3.6 Builds trust and respect in his/her relationship with intern, while establishing appropriate boundaries.						
3.7 Collaborates/communicates with faculty from the intern's graduate program on a regular basis.						
3.8 If areas of needed remediation are identified, addresses them promptly and works closely with program faculty to devise a plan.						
3.9 Fosters opportunities for intern to collaborate with other staff and, as feasible, other interns.						
3.10 Provides an average of at least two hours of direct, scheduled individual supervision per full-time week.						
IV. Models and promotes best practices and ethical principles.	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**No Basis For Evaluation**
4.1 Demonstrates knowledge of and compliance with the NASP Principles for Professional Ethics and other relevant professional ethical principles.						
4.2 Respects the confidentiality of communications with the intern as appropriate.						
4.3 Demonstrates knowledge of and compliance with relevant laws and regulations, and fosters intern's competence in their application.						
4.4 Models and fosters best practices in school psychology service provision by providing "comprehensive, integrative services" consistent with the NASP Model for Comprehensive and Integrated School Psychological Services.						

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis For Evaluation
4.5 Models and demonstrates professional involvement through participation in local, state, and/or national professional associations or other opportunities for professional support and development.						
4.6 Recognizes the limitations of one's own expertise and refers the intern to additional resources and other professionals for assistance and supervision as needed.						
4.7 Sets high but reasonable expectations for the intern.						
4.8 Assists the intern in meeting expectations, while being open to intern feedback regarding those expectations.						
4.9 Models respect for and collaboration with other staff and stakeholders in the placement site, and promotes intern's development of effective relationships with others.						
4.10 Emphasizes evidence-based practice and the importance of "direct, measureable, positive impact," and guides the intern in designing and implementing methods by which to assess such impact.						

V. Uses and encourages a goal-directed, problem-solving model.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis For Evaluation
5.1 Assists the intern in setting goals for professional development and the internship in general.						
5.2 Encourages the intern to conceptualize problems and solutions from multiple perspectives and at various levels from the individual to the system.						
5.3 Helps the intern use problem-solving processes to deal with challenging issues, including ethical dilemmas.						
5.4 Encourages the intern's ongoing self-reflection, self-evaluation, and strategic planning.						

5.5 Guides the intern in effective use of supervision time.						
VI. Determines intern's developmental levels and gears assignments and supervision to those levels.	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**No Basis For Evaluation**
6.1 Provides an appropriate amount and level of supervision, with differentiated scaffolding in specific practice domains based on the intern's needs and competency level.						
6.2 Assists in obtaining/assigning cases appropriate for the intern's competency level (e.g., assigns less complex/challenging problems and cases to beginning interns and more complex/challenging ones to advanced interns).						
6.3 Provides opportunities for observations, role-playing, shadowing advanced practitioners, and collaborative work during early stages of internship.						
6.4 Monitors the intern's cases and assignments closely to ensure appropriate services are being provided.						
6.5 Encourages greater independence as appropriate to the intern's development and skills.						
VII. Assesses intern performance, and provides feedback to both the intern and program.	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**No Basis For Evaluation**
7.1 Effectively uses formative evaluation, including communication with program faculty, to assess intern needs.						
7.2 Provides effective feedback to the intern on an ongoing basis and prior to summative evaluation.						
7.3 Focuses on intern areas of development and improvement and emphasizes positive qualities before providing critical feedback regarding deficits.						

7.4 Addresses issues and areas of concern about intern performance and needed improvements in a constructive manner, including in communication with program faculty as warranted.						
7.5 Provides valid, open summative evaluation and, as necessary, suggestions for future development.						
7.6 Seeks evaluative data from multiple sources (e.g., intern self-report, observation, products) and individuals (e.g., other staff, clients).						
7.7 Fulfills graduate program and/or placement site requirements for formal internship evaluations.						

VIII. Demonstrates appreciation for and ability to address human diversity.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis For Evaluation
8.1 Models cultural responsiveness, and promotes intern's development of multicultural competence throughout all school psychology services.						
8.2 Encourages and assists intern in becoming familiar with and responsive to the diverse needs and characteristics of the children, parents, school personnel, and community members with whom they work.						
8.3 As appropriate, discusses issues regarding race, class, gender, social status, disabilities, sexual orientation, language, religion, and other aspects of human diversity in an open, respectful manner, and assists the intern in gaining knowledge and skills needed to work effectively with diverse populations.						
IX. Promotes an effective transition from internship to entry-level school psychology practice.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis For Evaluation

9.1 Encourages the intern's active involvement in the school psychology community, such as participating in Listservs/online professional learning communities, attending professional meetings and conferences, and conducting research or contributing to scholarship.					
9.2 Provides guidance, as requested, regarding career options/job search.					
9.3 Assists the intern in understanding credentialing requirements and in completing relevant documentation for internship and supervision.					
9.4 Provides suggestions for future professional development, including considerations for future professional support and mentoring.					

Areas of Strength (Optional):

Suggestions for Improvement (Optional):

Overall Comments (Optional):

Appendix G. School Psychology Program Portfolio Artifacts

To successfully pass the Internship course requirements in the School Psychology Program at Adelphi University, students must submit a portfolio that documents proficiency in NASP domains of competence. These examples could include any number of artifacts such as research papers, reports, presentations, letters, etc.

NASP COMPETENCY

Data-Based Decision Making

School Psychologists have knowledge of varied models and methods of assessment. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions, and evaluate the outcomes of services.

Examples:

> A comprehensive psycho-educational report *(required; submit at least 3;* **Diversity Case**: One of the comprehensive assessments must represent the evaluation of a student from a minority ethnic or racial background or an individual who is bilingual or multilingual.*)*

- Curriculum-based assessment (evaluate progress and response to intervention)
- Functional behavioral assessment
- Evaluation of student's behavioral, social, and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland)
- Program Evaluation Report

Consultation and Collaboration

School psychologists must have knowledge of consultation models and methods and their application to individuals, families, groups, and systems. They collaborate effectively with others in problem-solving and decision-making processes. **Examples**:

- Consultation case analysis *(required)*
- Presentations/In-services conducted
- Participation in building level or division level committee

Academic Interventions and Instructional Supports

School psychologists collaborate with others to use assessment and data collection methods to develop cognitive and academic goals for all students, implement interventions to achieve these goals, and evaluate the effectiveness of these interventions. **Examples**:

- Academic intervention with effect sizes *(required)*
- Instructional consultation/intervention case analysis
- Participation in development of IEP goals
- Instructional assessment and intervention
- Teacher/parent training workshop on cognitive/academic skills
- Study skills intervention

Mental and Behavioral Health Services and Interventions

School Psychologists must be able to develop appropriate behavioral, affective, adaptive, and social goals for students; implement interventions to achieve these goals; and evaluate the effectiveness of interventions (including consultation, behavioral assessment/intervention, and counseling). **Examples**:

- Individual and/or group behavioral intervention/counseling case study *(required)*
- Functional behavioral assessment and BIP
- Unit/lesson plan dealing with behavior/social/life skills

- Behavioral consultation case analysis
- Parent or teacher training workshop on social/life skills
- Social skills group counseling/intervention

School-Wide Practices to Promote Learning
School psychologists must understand schools as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others. **Select at least one. Examples**:
- Participate in district wide or school-based committee
- Develop and present a workshop on school violence, bullying, discipline, etc.
- Create a bulletin board posting tips for teachers, parents, students, etc.
- Contributions to school newsletter
- Attend and present at faculty meeting of PTA meeting
- Development of school wide discipline plans, positive behavioral supports, etc.
- Involvement in RTI initiatives

Services to Promote Safe and Supportive Schools
School psychologists must have knowledge of human development, resilience, and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders. **Examples**:
- Parent/teacher training workshops *(required)*
- Implement a prevention program
- Develop and present a parent/teacher workshop (i.e., school violence, bullying, discipline, etc.)
- Participate on crisis committee
- Provide crisis management services

Family, School, and Community Collaboration
School psychologists must have knowledge of family influences that affect student wellness, learning, and achievement, and must be able to form partnerships between parents, educators, and the community. **Select at least one. Examples**:
- Facilitate parent education class
- Implement a home-school communication system
- Conduct a conjoint behavioral consultation case (with parents)
- Parent training workshop
- Collaboration with outside/independent agencies

Equitable Practices for Diverse Student Populations
School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual strengths, and needs. School psychologists promote effective functioning for individuals, families, and schools with diverse characteristics. **Select at least one.**
Examples:
- Assessment of bilingual child (assessment where adaptations were made)
- Conducting counseling sessions for a specific group (i.e. gay/lesbian), with documentation of how you integrated awareness and knowledge of individual and cultural differences in your professional role
- Working in an environment serving people from a wide range of ethnic backgrounds
- Research paper on diversity in education, bias, individual differences, etc.

- Reflection paper on how your personal/cultural history, attitudes, and biases may affect how you interact with others different from yourself

Research and Evidence-Based Practice
School psychologists must have knowledge of research, statistics and evaluation methods. They evaluate research, translate research into practice, and understand research design and statistics to a sufficient depth to plan and conduct program evaluations for improvement of services. **Select at least one.**
Examples:
- Attend workshops/conference presentations (need documentation)
- Present at local, regional, and/or national conferences
- Submit a manuscript/empirical study to a journal for publication
- Critique of a research article
- Track the success of an intervention
- Submit a program evaluation
- Comprehensive test review
- Consultation with school personnel for analyzing and interpreting evidence for effective practice.

Ethical, Legal, and Professional Practice
School psychologists must practice in ways that are consistent with professional, ethical and legal standards. They have knowledge of various service models. They pursue opportunities to gain knowledge and skills for professional development. **Select at least one.**
Examples:
- Attend workshops/conference presentations on legal or ethical issues (need documentation)
- Ethical dilemma paper or legal case study that includes application of ethical decision-making process
- Analysis of due process or Section 504 hearing

Appendix H. Internship Portfolio Evaluation Form

Student Name: _____   Date of Review: _____

Criteria	High Pass 2	Pass 1	Fail 0
Data-Based Decision Making Work Products: Mean Supervisor Rating: ___	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.
Consultation and Collaboration Work Products: Mean Supervisor Rating: ___	Work products provide exceptional evidence of criteria mastery. Means supervisor evaluations ≥ 4.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.
Academic Interventions and Instructional Supports. Work Products: Mean Supervisor Rating: ___	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.
Mental and Behavioral Health Services and Interventions. Work Products: Mean Supervisor Rating: ___	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.

School-Wide Practices to Promote Learning. Work Products:	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.
Mean Supervisor Rating: ___			
Services to Promote Safe and Supportive Schools. Work Products:	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.
Mean Supervisor Rating: ___			
Family, School, and Community Collaboration. Work Products:	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.
Mean Supervisor Rating: ___			
Equitable Practices for Diverse Student Populations Work Products: Mean Supervisor Rating: ___	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.
Research and Evidence-Based Practice. Work Products:	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.

Mean Supervisor Rating: ___			
Legal, Ethical, and Professional Practice. <u>Work Products</u>: <u>Mean Supervisor Rating</u>: ___	Work products provide exceptional evidence of criteria mastery. Mean supervisor evaluations ≥ 4.	Work products provide sufficient evidence of criteria mastery. Mean supervisor evaluations = 3.0-3.9.	Work products provide a lack of evidence of criteria mastery. Mean supervisor evaluations < 3.0.

Appendix I. Rubric for Internship Portfolio
Rubric for Internship Portfolio
Adelphi University
School Psychology Program

Student Name: _____   Date of Review: _____

Criteria	Fail 0	Pass 1	High Pass 2
Professional Statement	Professional statement reflects: • 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: • 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	High Pass 0	Pass 1	Fail 2
Transcript	GPA = 3.75 – 4.0	GPA = 3.00 – 3.74	**GPA < 3.0**
Clinical Competencies	**Portfolio contains exceptional exemplars of attainment of all 10 competencies (all exceed expectations)**	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.)	Exemplars of attainment of the 10 competencies are insufficient OR Less than 10 competencies have documentation of attainment.
Reflective Practice	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.	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: - 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.
Leadership	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.	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: - 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.

Appendix J. Psychoeducational Assessment Rubric

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

Appendix L. 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 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 M:

Academic and Behavioral

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, measurable 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 stable data points).
   - 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 N: Rubric for Intervention Case Study

	2 High Pass	1 Pass	0 Fail
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 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 O: 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 P: 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 Q: Rubric for Systems Level Prevention Project

	2 High Pass	1 Pass	0 Fail
Mission			
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 High Pass	1 Pass	0 Fail
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.			

Appendix R. Rubric for Parent/Teacher Workshop

	2 High Pass	1 Pass	0 Fail
Mission			
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.			

CONTACT DETAILS

For further information contact:
Christy Mulligan, Psy.D.
Assistant Professor and Assistant Director
MA Program in School Psychology
Derner School of Psychology
Adelphi University
158 Cambridge Avenue
Garden City, NY 11530