

School-Based Practicum Manual

PSYC 9970

University of Nebraska-Omaha
2020-2021

*You are responsible for the content of this manual. Please refer to it often.

*Modifications will be made as needed in response to the impact of the pandemic on our schools.

PSYC 9970
SCHOOL-BASED PRACTICUM IN SCHOOL PSYCHOLOGY
2020-2021
Monday 4:00 - 6:40
ASH 347Y

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Office Hours:
 M 1:00-2:30; W 1:00-2:30
 (or by appointment)

PREREQUISITES

Foundations of Assessment
 Early Childhood Assessment
 School Aged Assessment
 Behavioral Analysis and Treatment
 Psychotherapeutic Interventions
 Clinic-Based Practicum in School Psychology

TEXTS AND SUPPLEMENTAL READING MATERIAL

Required:

*Armistead, L., Williams, B. B., & Jacob, S. (2011). *Professional ethics for school psychologists: A problem-solving model casebook* (2nd ed.). The National Association of School Psychologists: Bethesda, MD. – Please do not order this. We will wait to see if the 3rd edition is available for our April discussion.

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Boston, MA: Beacon Press.

Best Practices VI series
 NASP membership
 NSPA membership

Recommended:

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A practical guide to curriculum-based measurement, 2nd. ed.* New York: Guilford Press.

Rath, T. (2007). *StrengthsFinder 2.0*. Gallup Press: New York, NY. (Kindle version Available)

Tatum, B. D. (2017). *Why are all the black kids sitting together in the cafeteria? And other conversations about race* (20th Anniversary Edition). New York: Basic Books.

More books will be selected throughout the year.

COURSE DESCRIPTION

School Psychology School-Based Practicum is a capstone course in school psychology intended for students who have completed their Master's Degree in School Psychology. Students must be enrolled in the school psychology graduate program and have permission from the

instructor to take the course. They also must be able to accommodate the practicum hours (described later) in their schedule. The class size is limited to 10 students.

This course is designed to reflect the scientist-practitioner model of training and practice in school psychology. To accomplish this goal, students will be assigned to a practicing school psychologist employed by the public schools. Students will continue to enhance their knowledge through weekly university-based meetings.

The content of this course will focus on integrating previous and concurrent training from courses and field experiences. Students will spend a minimum of 200 hours per semester on site and will receive a minimum of 1 hour of weekly face-to-face supervision from the site supervisor.

TEACHING METHODOLOGY AND STUDENT ROLE IN COURSE

The primary teaching methodologies include group discussions and case presentations. Students take responsibility for leading discussions on literature that applies to their practicum experiences. Students' school experiences drive the course discussion and they are expected to apply content from previous and concurrent courses to the school environment. This will be evidenced in class discussions. Thus, students should come to class prepared for discussions and actively engage in the learning process. Students will present cases in class for peer review and feedback.

The course is led by the needs of the students. When specific content areas need to be addressed, the course instructor will bring in lectures and provide handouts/resources.

At all times, students are expected to do their best work and must take personal responsibility for their learning and practicum activities. If any student should need individual assistance, s/he can contact the course instructor who will be available for individual meetings.

OBJECTIVES

The objective of this course is for students to develop skills encompassed in the UNO Training Objectives and outlined in the National Association of School Psychologists' Domains for Training and Practice. Students will vary in the emphasis they place on the specific NASP Blueprint domains, depending on their model of professional practice, personal goals and experiences, and the expectations of their site supervisors.

GENERAL PRACTICUM GUIDELINES AND CONDUCT

Student Professionalism and Responsibilities: Student will conduct themselves in a professional manner at all times. Practicum students are responsible for coordinating all activities and initiating contact with their supervisors. Furthermore, students should be punctual and cancel only under extreme circumstances. It is highly recommended that students keep a consistent schedule in their schools, but this should be discussed with the site supervisor.

Human Resources: Most districts want students to meet with the Human Resources department. Please do this during the first week of practicum. Your supervisor can give you the appropriate contact person. Please let the district personnel know that you have done a thorough background check and the results can be shared with them if requested. Schools often require that personal **identification** be worn at all times. You may need to arrange for a district identification tag.

Check with your supervisor and the Human Resources department.

Ethical Conduct: Students are expected to know the NASP guidelines and conduct themselves in accordance with professional ethical standards. Students are reminded that they represent the UNO School Psychology Program when engaging in practicum experiences. As such, students should always present themselves in a professional and appropriate manner. This includes dressing, speaking, and writing professionally at all times. Students should ensure that use of social media and personal websites include content that would be acceptable to potential employers. Recognizing that almost nothing is entirely private on the internet, students should refrain from posting anything that may present themselves or the program in a negative manner.

Resources: Resources are available in the School Psychology Lab, Dr. Kelly-Vance's office. Please use the sign-out sheet and keep materials for no more than 2 hours. Materials may not be taken out of the psychology department because of frequent use of these items. Practicum students may not use the test materials from the School Psychology Lab unless given special permission from the instructor.

Confidentiality: Students will be discussing sensitive material at the site and university supervision meetings. The rules of confidentiality apply to the content discussed in these meetings. Confidentiality should also be maintained in logs and assignments. ***That is, all identifying information (applied to students, teachers, staff and other personnel) should be removed from logs, case reports, and any other written work.*** The university supervisor should be notified immediately if any confidentiality issues should arise.

Security: Please do not keep files with students' names and confidential information in your vehicle, open office spaces, public areas, teachers' lounges, or any other site where the security may be threatened. In addition, your computer (and any tablet or phone that contains confidential information) must be password protected at all times.

Student Attire: When on site or attending school functions, students should dress professionally and according to the rules and guidelines of their practicum placement. In most settings, business casual is acceptable. On days of presentations or formal functions, business attire should be worn. It is good practice to ask the site supervisor about appropriate attire.

Professional dress can include for males: collared shirt, shirt and tie, dress slacks and for females: skirts (no more than 2-3 inches above the knee), dresses, dress slacks, blazers, sweaters, blouses, professional shirts. Nonexamples of professional dress are: tank tops, athletic clothes, shirts with text, flip flops, hats, jeans, short skirts, and revealing or see-through clothing.

Critical Guidelines/Behaviors:

- One of the most critical behaviors a practicum student can display is *enthusiasm* about your experiences. One way to show your enthusiasm is being **busy and active in the schools**. Save your *preparation* and computer work for off site time whenever possible.
- Be *proactive* about your activities and have a plan before you arrive. You are responsible for **taking initiative** to arrange these activities. Know what you want to do and do not wait for your supervisor to develop your schedule. They are there to advise, not arrange your day. Always have a list of ideas of what you would like to do. Your practicum plan

will help guide these activities. You can always observe in classrooms if no other activity is available. Never underestimate the benefit of sitting and observing in many different types of classrooms.

- Students should read the **Faculty Handbook** for each of their schools and ask supervisors if there are any other rules that they should know about. Follow the procedures of your schools. Use your supervisor as a guide.
- It is important to demonstrate professionalism when **working individually with students**. Other adults should have access to the room at all times so that you are not vulnerable to any misunderstandings or false accusations.
- If you are ill, please do not go to practicum. Be respectful of the health of others, as well as your own.
- Drive carefully. **Do not text and drive**. Iowa has a no texting law and Nebraska has consequences for texting and driving if you are pulled over for another offense.
- Use your **last name**, not your first, when working with students.
- Check in with the office when you arrive and depart the building. You may need to sign in and out.
- Organize and use **notes from all of your courses**. You will find that reviewing these notes, etc. will provide you with many resources that you may have forgotten you have. When you find class information useful, please share that with your classmates.
- Practicum students **should not use restraints** on students, even if you have been trained.

UNO CLASS ACTIVITIES

Most classes will follow this schedule.

Tentative Class Schedule

4:00 – 4:10 Topics written on board/Announcements

4:10 – 4:40 Book or Article Discussion

4:40 – 5:20 Topic Discussion or General Discussion

5:20 - 5:30 Break

5:30 - 6:40 General Discussion

General Discussion: Topics include eligibility evaluations, individual interventions, small group or other data-based issues to present to the group for information and feedback, non data-based cases, successes, learning experiences, resources, issues, and concerns. Please bring assessment results, graphs, data, and relevant information. You may use the computer and projector to display information to your classmates.

SCHEDULE of LEARNING ACTIVITIES for FALL SEMESTER

This schedule is tentative and depends on what is happening in school placements. We will all be flexible.

Readings from Best Practices 6, the Communique, and other articles will be added to our weekly activities. The specific readings will be determined by discussions topics and student interest. In addition, prepare for topics by discussing them with your supervisor before class.

Date	Activity/Topic	Assignment
7/27	Introduction to practicum Review requirements	
8/10	Review Practicum Handbook Q/A – Practicum Plans & Logs	<ul style="list-style-type: none"> • Bring questions about Handbook
8/24	Professionalism Tips Review IPW process Analyzing case data	<ul style="list-style-type: none"> • Practicum Plan draft • NASP Membership verification – email to me to the beginning of class • Read BP6 DBCDM ch 5 • Read BP6 F chs. 25-28 • Read BP6 StLS ch. 4
8/31	Social Emotional Learning Decide on Fall Break	<ul style="list-style-type: none"> • https://www.lessonsforself.com/ • Final signed practicum plan due – email to me by the beginning of class
9/14	StrengthsFinder 2.0	<ul style="list-style-type: none"> • Take StrengthsFinder test and read about your strengths. Reflect. • Submit StrengthsFinder results to Lisa by 8am.
9/21	Student skill building – small groups and individual approaches	<ul style="list-style-type: none"> • PPT • School Psyched Podcast #26: Matt Burns
9/28	Open discussion – shorter class	
10/5	Changing ineffective practices	<ul style="list-style-type: none"> • SPP #81: Amanda VanDerHeyden
10/12	Rule 51 and Iowa Guidelines Individual meetings 10/14-15 – outside of class hours	<ul style="list-style-type: none"> • Review your appropriate document and generate 2-3 questions • See individual meeting schedule; come with questions
10/19	Fall Break – we will meet	
10/26	Implicit Bias	<ul style="list-style-type: none"> • School Psyched Podcast #80

		<ul style="list-style-type: none"> Take IAT – Implicit Association Test (Black/White and one other); implicit.harvard.edu
11/2		
11/9	Book Study – How to Be an Antiracist	<ul style="list-style-type: none"> Read book and bring discussion points
11/16		
11/23	Intern Orientation Part 1	
11/30	No meeting	
12/7	No meeting	
12/14-16	Individual Meetings	

October 12 & 13– Individual Supervision Meetings –Come to the meeting with questions, concerns, updates, modifications, etc. (may trade time slots – be sure to notify me)

	October 14	October 15
9:00	Avy	Reagan
9:45	Jamie	Tara
10:30	Josey	Veronica
11:15	Maria	

December 16 and 17 – Individual Meetings – We will discuss your progress, supervisor evaluation, and plans for spring semester. Come with questions. (30-45 minute meetings)

	December 16	December 17
9:00	Avy	Reagan
9:45	Jamie	Tara
10:30	Josey	Veronica
11:15	Maria	

Spring Semester schedule will be distributed at the end of fall semester.

UNO PRACTICUM REQUIREMENTS

*These requirements span the entire academic year.

NASP Membership. Students must submit verification of NASP membership. Verification can be done by forwarding the confirmation email from NASP.

Practicum Plan: Students will develop a plan that includes a set of goals for their practicum year. These goals should reflect the NASP Practice Model (included later in this Handbook). The goals should be specific and ambitious in nature. **Develop several goals for each domain.** Have a variety of goals that address increasing your knowledge, skills, and application of services. Goals should have a behavior, condition and criteria. That is, you should have a means of evaluating your progress toward each goal and what it will look like when you have accomplished the goals.

*****Please **do not include** the UNO requirements in your Practicum Plan. They can be listed separately in the document if you so choose.

- a. A rough draft of the plan will be developed by the student and the student will then discuss it with the site supervisor.
- b. When the plan is agreed upon, both the site supervisor and the student will sign and date the plan.
- c. It will then be submitted to the university supervisor for review and approval. Modifications may be necessary at this phase.
- d. Keep a signed copy of the plan for your records.

Practicum Reflection: The practicum student will write a detailed reflection of the experience (7-10 pages). This will include, at a minimum, an integrated discussion of what the student has learned, how the goals were met and what is yet to learn. Further, the student should reflect upon how the **UNO training objectives** have been integrated and carried out in the experience. Discuss **specific coursework and experiences** that impacted practicum.

Logs:

- Logs are due electronically (WORD files only) to the university supervisor by 5pm every Friday. Logs that are not submitted on time may not be included in the practicum hours.
- Students shall maintain a daily log of activities (including techniques, instruments, methods, and strategies used, the service recipients, time required, and personal comments) and supervision received. Provide enough detail and commentary so the instructor understands the event and can make comments when appropriate.
- **One hour of supervision must be documented in bold for every week.**
- Questions and requests for information can also be included in the log.
- Logs are confidential. Please do not include identifying information on the logs.
- The university supervisor will provide feedback electronically. If a student does not receive feedback within two school days, s/he should contact the instructor to insure that the log was received.
- Format for the logs:
 - Name (also include your name in the electronic file name)

- Dates of log
- Number of hours for week/semester
- Location of activities
- NASP Practice Domain number for each activity. (The primary code should be in bold italic and any other codes in italics only. A few activities, such as driving, will not be coded, and can be indicated as “NC” {not coded}.)
- Highlight supervision in **bold letters**, with specific information about the content of supervision session

Supervision: The practicum student is assigned to one (or two) psychologist(s) in the schools who is responsible for evaluating the practicum student and monitoring his/her activities. The practicum student may participate in experiences and activities with other psychologists in the district if coordinated by the main supervisor(s). The supervising psychologist(s) must have a minimum of two years post internship experience as a school psychologist. Students are required to receive a minimum of one hour of face-to-face (this includes zoom or other similar platforms) supervision per week from the site-based school psychologist. Students may schedule individual university supervision any time throughout the semester.

Practicum Class at UNO: Students must attend all scheduled classes and be prompt. University class time takes priority over school activities so students should schedule accordingly. *Students may not be excused from class to attend practicum activities.* Absences and tardiness may affect the final grade in the course.

General Education Activity: In this activity, students will participate in an activity relevant to general education. This could include organizing benchmarking, analyzing school wide data, conducting an awareness or practice survey, analyzing the core curriculum, researching core curricula to name a few.

*Write a summary paragraph of the activity and the results/findings.

Social Justice Activity: In this activity, students will participate in an activity relevant to social justice in their schools/districts. Ideas are available on the NASP website and we will discuss options in class.

*Write a summary of the activity and the impact of the activity.

Small Group or Classroom Intervention or Skills Training: Students will conduct two group interventions, one that addresses behavioral needs and one that addresses social-emotional skill improvement.

Include the following information in your portfolio:

Summary report

Plan and curriculum summary

Evaluation of the effectiveness of the group

Individual Interventions - Academic: Students will use the Problem-Solving process on a minimum of 2 ongoing academic cases. Indirect (preferable) or direct service delivery can be used. Continue with the interventions as long as the data indicate. The following elements are required in the portfolio:

*Intervention Planning Worksheet including all components of the problem-solving process and utilizing single subject design analyses.

*Parent communication/involvement

Individual Interventions - Behavior: Students will use the Problem-Solving process on a minimum of 2 ongoing behavioral cases. Indirect (preferable) or direct service delivery can be used. Continue with the interventions as long as the data indicate. The following elements are required in the portfolio:

*Intervention Planning Worksheet including all components of the problem-solving process

*Parent communication/involvement

Counseling Cases: The practicum student will provide counseling to two students and provide a summary of two counseling cases. Outcome data is required.

Special Education Eligibility Cases: Students will participate in a minimum of 7 special education eligibility cases with his/her supervisor and will conduct all evaluation components for a minimum of 4 cases. These may be initial evaluations or re-evaluations. Practicum students must remind their supervisors to notify caregivers that a practicum student is doing the evaluation.

SATs and MDTs: Students will attend these meetings as often as possible. Document participation in your logs.

Poster Session: Students will present a poster session at the end of the semester. Content can include interventions, data projects, or program evaluations.

200 hours completed each semester/400 total (minimum requirement): Both semesters, students must complete a minimum of 200 hours and be in the schools until the last week of classes. Finals week is optional. Weekly hours will vary but students generally spend 15+ hours per week on site.

Activities that Apply to Hours: Students will spend a **minimum** of 200 hours in the schools during each semester. Over the year, students should consider spending more than 400 hours in school placement. First semester hours cannot be carried over to the second semester. The following rules apply to practicum hours:

- Preparation should not comprise more than 10% of the student's total time.
- UNO meetings do **not** count toward the hours.
- On-site training may comprise approximately 5% of the practicum hours.
- Driving time between schools or activity sites may be counted. Driving to your first activity and leaving your last activity do **not** count in your practicum hours.
- Off-site or social lunches do not count in your hours.
- Log development does **not** count in the student's practicum hours.

Additional Student Meetings:

Intern Meeting: Each practicum student must attend an intern meeting during the fall semester for a minimum of 2 hours. A sign up will be posted. Intern meetings will be held in ASH 347Y.

Sign up for one of the following times (one student per time slot):

9/11 Noon to 2pm
2 to 4pm
10/9 Noon to 2pm
2 to 4pm
11/13 Noon to 2pm
2 to 4pm
1/15 10-noon

Mid-Semester: Each student will have an individual meeting with the University Practicum Supervisor. The student is responsible for bringing questions and cases to this meeting. In addition, concerns and plans for the second half of the semester can be addressed. The university supervisor will contact the site supervisor prior to this meeting. Site-based meetings may occur, if requested.

Requirements: Use the form on page 19

- Practicum plan with written updates on each goal.
- Written update on each of the requirements

End of Fall Semester: Upon completion of the practicum hours for the fall semester, the student will:

- Meet with the university supervisor during finals week.
- Submit a written update of your progress on goals (type these on your plan) and all required activities Use the form on page 19 for required activities.
- You will use your practicum plan and type in updates by December 9th.
- Have your supervisor fill out the Practicum Evaluation and submit by December 10th.
- Submit a breakdown of your hours according to the coding by December 10th.

Practicum Portfolio: At the end of the year-long practicum experience, students will submit a portfolio representing their practicum experiences. Portfolios are due the last class period of spring semester. The content and sequence of these portfolios are:

- Practicum Plan with Accomplishments
- Practicum Reflection
- Logs
- Codes from logs – hours/minutes spent in each Domain
- Practicum Requirements
 - General Education Activity – paragraph
 - Social Justice Activity – summary
 - Small Group -

- Individual Academic Interventions
- Individual Behavior Interventions
- Counseling cases
- Reports
 - include 2 complete reports
 - list all involvement in report writing
- SAT and MDT attendance – list dates
- Evaluation materials (see below)

***Portfolios will be uploaded to a Box Folder.**

Evaluation Materials

Professional Work Characteristics

Teacher #1

Teacher #2

Additional Rater of Choice

Consultation Evaluation Scale

Teacher #1

Teacher #2

Additional Rater of Choice

Practicum Evaluation – Supervisor

***The supervisor Practicum Evaluation will be completed in the fall and spring semester.**

GRADING CRITERIA

Grading Rubrics (Rubrics can be found later in this manual and/or the Program Handbook.)

Problem-Solving Approach
 Report Writing
 Practicum Portfolio
 Classroom Discussion

Grading Scale - numeric

93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
Below 80	C

Grading Scale - descriptive

The grade is based on ratings of the required activities and the overall judgment of the university and site supervisors. Along with the scoring from the rubrics, the grade incorporates a student's progress in meeting the goals and expectations of the practicum site and the university supervisor, along with his/her professionalism, interpersonal relationships, skills, and responsiveness to supervision.

- A Student has met or exceeded all goals set for the semester and has performed at a level clearly expected for a first/second semester school-based practicum student. A grade of "A" indicates the student meets the criteria at a level of excellent to superior.
- A- Student has met or exceeded all goals set for the semester and has performed at a level clearly expected for a first/second semester school-based practicum student. A grade of "A-" indicates the student meets the criteria at a strong level.
- B+ Student has met all goals set for the semester and has performed at a level expected for a first/second semester practicum for most of the goals. A grade of B+ indicates the student meets the criteria at a moderate level of competency. Some remediation is needed in specified areas of practice.
- B Student has not met all goals set for the fall/spring semester and has performed at a level below expectations for a first semester school-based practicum student. However, the student has shown that s/he will be likely to reach entry level competency by the end of the second semester of school-based practicum/start of internship. A grade of "B" indicates some deficiencies in the criteria.
- B- Student has not met all goals set for the semester and has performed at a level below expectation for a first semester school-based practicum student. However, the student has shown that s/he may be able to reach entry level competency by the end of the

second semester of school-based practicum/start of internship with remediation. A grade of "B-" indicates significant deficiencies in the criteria.

- C Student has not met all goals set for the semester and has performed at a level far below expectations for a first/second semester school-based practicum student. The deficiencies are severe enough that some question is raised as to whether the student is likely to reach entry level competency by the end of the school-based practicum year/start of internship.

Instructor Form
FORMATIVE EVALUATION of PRACTICUM EXPERIENCE – Fall

Name _____

Feedback will be provided on the following areas. Grades will be determined on the quality of the work.

Practicum Plan and Execution of Plan To Date

Logs and Aggregated Codes

University Class Meetings Participation

General Education activity

Social Justice activity

Academic Intervention I

Student Name and Area of Need _____

Progress to Date

Academic Intervention II

Student Name and Area of Need _____

Progress to Date

Behavior Intervention I

Name and Area of Need _____

Progress to Date

Behavior Intervention II

Name and Area of Need _____

Progress to Date

Small Group I

Small Group II

Counseling Case I

Counseling Case II

Number of hours completed: _____

Mid-semester report/meeting

Supervisor Practicum Evaluation

_____ Grade

Student Form
Progress Report – Fall Semester

Name _____

Practicum Plan and Execution of Plan to Date – attach practicum plan with updates

Aggregated Codes – Attach a pie chart of your codes.

General Education activity

Area of Focus

Progress to Date

Social Justice activity

Area of Focus

Progress to Date

Academic Intervention I

Area of Need

Progress to Date

Academic Intervention II

Area of Need

Progress to Date

Behavior Intervention I

Area of Need

Progress to Date

Behavior Intervention II

Area of Need

Progress to Date

Small Group I

Area of Need

Progress to Date

Small Group II

Area of Need

Progress to Date

Counseling Case I

Area of Need

Progress to Date

Counseling Case II

Area of Need

Progress to Date

Eligibility Cases/Involvement

SAT/MDT/IEP Attendance

Number of hours completed:

*Attach Supervisor Evaluation

Instructor Form
SUMMATIVE EVALUATION of PRACTICUM EXPERIENCE – Spring

Name _____

Grades will be determined on the quality of the following products and ratings:

Practicum Plan Revisions and Execution of Plan

Practicum Reflection

Logs and Aggregated Codes

University Class Meetings – Participation

General Education activity

_____ Summary of results or activities

Social Justice activity

_____ Summary of results or activities

Group Intervention I

Behavior/ Social-Emotional (circle one)

_____ Summary report

_____ Plan and curriculum

_____ Evaluation of the effectiveness of the group

Group Intervention II

Behavior/ Social-Emotional (circle one)

_____ Summary report

_____ Plan and curriculum

_____ Evaluation of the effectiveness of the group

Academic Intervention I

Name and Area of Need _____

Rubric Scores: PD ___ PA ___ DC ___ BD ___ G ___ ID ___ TI ___ PM ___ DMP ___ SO ___

Academic Intervention II

Name and Area of Need _____

Rubric Scores: PD ___ PA ___ DC ___ BD ___ G ___ ID ___ TI ___ PM ___ DMP ___ SO ___

Behavioral Intervention I

Name and Area of Need _____

Rubric Scores: PD ___ PA ___ DC ___ BD ___ G ___ ID ___ TI ___ PM ___ DMP ___ SO ___

Behavioral Intervention II

Name and Area of Need _____

Rubric Scores: PD ___ PA ___ DC ___ BD ___ G ___ ID ___ TI ___ PM ___ DMP ___ SO ___

Counseling Case I

Counseling Case II

Poster Session

Eligibility reports

SAT/MDT/IEP Attendance: _____

Number of hours completed: _____

Quality and organization of Portfolio

Evaluation materials

Professional Work Characteristics

_____ Teacher #1

_____ Teacher #2

_____ Additional Rater of Choice

Consultation Evaluation Scale

_____ Teacher #1
_____ Teacher #2
_____ Additional Rater of Choice

Supervisor Practicum Evaluation

_____ Grade

UNO Training Objectives/NASP Practice Model

Objective 1: Data based decision making

Students understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Objective 2: Consultation and Collaboration

Students understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Objective 3: Academic Interventions and Instructional Supports

Students understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Objective 4: Mental and Behavioral Health Services and Interventions

Students understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social– emotional functioning. Students, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Objective 5: School-Wide Practices to Promote Learning

Students understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. Students, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Objective 6: Services to Promote Safe and Supportive Schools

Students understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. Students, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and

physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Objective 7: Family, School, and Community Collaboration

Students understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. Students, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Objective 8: Equitable Practices for Diverse Student Populations

Students have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. Students implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. Students demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. Students recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Objective 9: Research and Evidence-Based Practice

Students have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, students evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Objective 10: Legal, Ethical, and Professional Practice

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

Objective 11: Professional Work Characteristics

Students develop good rapport with students, teachers, staff members, parents, and site supervisors. They engage in professional behaviors that enable them to develop positive relationships (e.g., enthusiasm, dependability, cooperation) and they are reflective practitioners who use feedback to improve performance. They participate in the program's student organization and attend and contribute to local, state, and national conferences.

PRACTICUM LOGS

Sample Log

Practicum Log
Lisa Kelly-Vance
Week #9
Week of 10/15-10/19

Monday, October 15

8:00-8:20 Talked with the kindergarten teacher about a meeting we have on one of her students. The student is not following directions and is physically aggressive with other students. We will meet with the parents later today and hold the first SAT meeting. **2**

8:20-9:00 Looked for resources on the internet that address noncompliance and aggression in younger children. Preparing for the SAT meeting. **9, 4**

9:00-10:00 Observed in the kindergarten room – did the BOSS on the student we will have a SAT on later. Student complied with 20% of the directions. I think I'll try to use this as my Behavior case for class. **1**

10:00-10:15 Supervisor came to ask me if I could help him do an inservice for teachers on the use of praise in the classroom. We scheduled it for Nov 3 at the teacher's meeting. **NC**

10:15-11:00 Met with a parent who had questions about how to discipline her child who has Down's Syndrome. I gave her some NASP handouts and we discussed strategies. I will contact her next week to follow up and see how things are going. **7**

11:00-12:00 Collected CBM-R data in the 2nd grade classroom. The teacher wanted to begin benchmarking her class. **1**

12-1:00 Lunch and session with my 3rd grade social skills group. This is the 3rd session and we addressed how to ask for help appropriately. They did pretty well with their role playing and I plan to observe in their class later this week. **4**

1:00-2:00 SAT with K student. The parents did not agree with what we told them and said they plan to take their child to another psychologist for a second opinion. We scheduled a meeting for later this month to review the information. They agreed to sign a "Release of Information" so that I can talk with the psychologist. **2, 7**

2:00-2:15 Discussed the meeting with the K teacher. She was upset and I tried to reassure her that she did a good job presenting information about the student's behavior in an objective way. **2**

2:15-3:15 SUPERVISION Topics:

***Today's SAT meeting – We discussed it and my supervisor said that I appropriately presented the case and provided good support for the teacher. We discussed how parents of young children respond to this type of information and she gave me suggestions for how I can approach the next meeting. The important thing is to keep the meeting structured and positive.**

***Report writing feedback – I'm still too wordy and need to eliminate jargon.**

Social skills group – discussed group's progress and how I am collecting data in the classroom to determine if the intervention is having an impact **10*

Reflection: It was a really busy day but I felt like I am starting to understand how to operate at the elementary school level. I need to work on giving feedback to parents and will practice more before my next meeting. I enjoy working with the social skills group and will plan to address “how to initiate play” at the next session

Total Hours: 9

Cumulative Semester Hours: *** (at end of each week)

SITE SUPERVISION

Definition: “an interpersonal interaction between two or more individuals for the purpose of sharing knowledge, assessing professional competencies, and providing objective feedback with the terminal goals of developing new competencies, facilitating effective delivery of psychological services, and maintaining professional competencies” (McIntosh & Phelps, 2000, pp. 33-34)

Goals:

- 1) to assist the practicum student in further developing skills as a scientist-practitioner toward the ultimate goal of internship and subsequent independent practice
- 2) to guide the practicum student in setting realistic practitioner goals
- 3) to allow the practicum student to share experiences and gain feedback on a regular basis

Student’s Role

Be prepared for meetings
 Bring cases and other documents for feedback
 Prepare a list of discussion points for every meeting

Supervisor’s Role

Respond to questions
 Provide specific feedback that is constructive and will help the student develop (i.e., state what the student is doing well and how they can improve)
 Prepare for discussions on relevant topics (see sample list below)

Suggested Supervision Topics:

Practicum student’s professional and personal strengths
 Practicum student’s professional and personal areas of need
 Assessment
 Eligibility requirements
 Academic interventions
 Behavioral interventions
 Individual and Group interventions
 Systems level interventions
 Low incidence handicaps
 Dealing with resistance
 Working collaboratively with administrators
 Applying research to practice
 Diversity in the setting
 Legal and ethical issues
 Crisis intervention procedures

Suggested Topics/Activities – use to develop your practicum goals

- _____ Interpersonal skills – are there areas you need to improve?
- _____ Working with resistant teachers/parents
- _____ Personal inventory of strengths and weaknesses
- _____ Entry issues
- _____ Home visits
- _____ Poverty and its impact
- _____ English Language Learners
- _____ LGBTQ resources/supports
- _____ Using Excel and training teachers
- _____ Adaptive technology
- _____ Shadow professionals from other disciplines
- _____ Evaluate School Psychology Lab/Lisa's office materials (bring one to class and describe)
- _____ Grant Writing
- _____ Response to Intervention implementation
- _____ SAT procedures
- _____ Process for selecting appropriate assessment
- _____ Interpreting behavior rating scales
- _____ ELL assessment and interventions
- _____ Core curriculum – analyze for subgroups
- _____ Mental Health assessments
- _____ Study skills
- _____ Classroom management
- _____ Visit Alpha School, Brooke Valley, Children's Square or other alternative program
- _____ Social skills groups
- _____ Crisis Prevention and Intervention
- _____ Circle of Friends
- _____ Good Behavior Game
- _____ Mental health issues facing adolescents
- _____ Drug/alcohol use/abuse

Consultant Effectiveness Scale

Practicum Student: _____

Rater/Position: _____ Date: _____

Please rate the school psychologist's skills, knowledge, and professional practice according to the following scale:

1 = Not At All 2 = To A Slight Degree 3 = To A Considerable Degree
4 = To A Large Degree 5 = To A Very Large Degree

1)	Skillful	1	2	3	4	5
2)	Empathetic	1	2	3	4	5
3)	Express Affection (Was Supportive)	1	2	3	4	5
4)	Interested (Concerned)	1	2	3	4	5
5)	Trustworthy	1	2	3	4	5
6)	Encourages Ventilation	1	2	3	4	5
7)	Skilled in Questioning	1	2	3	4	5
8)	Able to Overcome Resistance	1	2	3	4	5
9)	Open-Minded	1	2	3	4	5
10)	Tolerant	1	2	3	4	5
11)	Attentive	1	2	3	4	5
12)	Accepting (Non-Judgmental)	1	2	3	4	5
13)	Shows Respect for the Consultee	1	2	3	4	5
14)	Pleasant	1	2	3	4	5
15)	Tactful	1	2	3	4	5
16)	Warm	1	2	3	4	5
17)	An Active Listener	1	2	3	4	5
18)	An Efficient User of Time	1	2	3	4	5
19)	Give Clear, Understandable Directions	1	2	3	4	5
20)	Have a Clear Sense of Identity	1	2	3	4	5
21)	Emotionally Well-Adjusted/Stable	1	2	3	4	5
22)	Collaborative (Share Responsibility)	1	2	3	4	5

23)	Encouraging	1	2	3	4	5
24)	Gives and Receives Feedback	1	2	3	4	5
25)	A Team Player	1	2	3	4	5
26)	Document for Clear Communication	1	2	3	4	5
27)	An Astute Observer/Perceptive	1	2	3	4	5
28)	Effective at Establishing Rapport	1	2	3	4	5
29)	Willing to Get Involved	1	2	3	4	5
30)	Clarifies His/Her Role	1	2	3	4	5
31)	Review Client Records	1	2	3	4	5
32)	Specific	1	2	3	4	5
33)	Active	1	2	3	4	5
34)	Maintain an "I'm OK-You're OK" Position	1	2	3	4	5
35)	Flexible	1	2	3	4	5
36)	A Good Facilitator	1	2	3	4	5
37)	Approachable	1	2	3	4	5
38)	Skilled in Conflict Resolution	1	2	3	4	5
39)	Good at Problem-Solving	1	2	3	4	5
40)	Have a Positive Attitude	1	2	3	4	5
41)	Practice in an Ethical Manner	1	2	3	4	5
42)	Maintain Confidentiality	1	2	3	4	5
43)	Have Feelings and Behaviors that were Consistent	1	2	3	4	5
44)	Self-Disclose	1	2	3	4	5
45)	Anticipate Possible Consequences	1	2	3	4	5
46)	Employ Appropriate Personal Distance	1	2	3	4	5
47)	Take Risks/Willing to Experiment	1	2	3	4	5
48)	Identify Clear Goals	1	2	3	4	5
49)	Evaluate/Focus Ideas	1	2	3	4	5
50)	Specify the Contract (Time, Effort, Cost)	1	2	3	4	5
51)	Aware of Relationship Issues	1	2	3	4	5
52)	Pursues Issues/Follows Through	1	2	3	4	5

PROFESSIONAL WORK CHARACTERISTICS

Practicum Student _____

Rater/Position _____

Date _____

Please rate the student on the following professional work characteristics using this scale:

1 **2** **3** **4** **5**
Poor **Below average** **Average** **Above average** **Outstanding**

(Specific examples of these behaviors can be provided in the Comments section.)

<u>Characteristic</u>		<u>Rating</u>				
1.	Cooperative/collaborative	1	2	3	4	5
2.	Warm and friendly	1	2	3	4	5
3.	Listens to others	1	2	3	4	5
4.	Facilitates discussions	1	2	3	4	5
5.	Expands on the previous ideas of others	1	2	3	4	5
6.	Provides constructive feedback to consultees	1	2	3	4	5
7.	Uses effective communication skills	1	2	3	4	5
8.	Appropriately assertive (not aggressive)	1	2	3	4	5
9.	Considers multiple perspectives	1	2	3	4	5
10.	Open and non-judgmental	1	2	3	4	5
11.	Aware of feelings of others	1	2	3	4	5
12.	Displays a sincere interest in people	1	2	3	4	5
13.	Sensitive to values of others	1	2	3	4	5
14.	Social awareness of own behavior	1	2	3	4	5
15.	Ethical behavior	1	2	3	4	5

16.	Respects human diversity	1	2	3	4	5
17.	Enthusiastic	1	2	3	4	5
18.	Dependable	1	2	3	4	5
19.	Prompt	1	2	3	4	5
20.	Takes initiative	1	2	3	4	5
21.	Productive	1	2	3	4	5
22.	Creative	1	2	3	4	5
23.	Flexible/adaptable	1	2	3	4	5
24.	Positive rapport with students	1	2	3	4	5
25.	Positive rapport with teachers	1	2	3	4	5
26.	Positive rapport with staff	1	2	3	4	5
27.	Positive rapport with administrators	1	2	3	4	5
28.	Positive rapport with parents	1	2	3	4	5

Comments:

PRACTICUM PORTFOLIOS

Name: _____ Year: _____

	Excellent	Adequate	Needs Improvement
Goal Development	Numerous, highly ambitious, and highly creative goals that go beyond the typical practicum goals; student selected goals that would challenge their level of comfort and provide exposure to many new learning opportunities.	Ambitious, relevant goals. Developed with supervisor.	Goals were not well developed; did not reflect ambitious learning opportunities.
Goal Attainment	Went beyond the goals for the class and the goals developed and added new learning opportunities. Went beyond expectations of the course.	Met all goals that were available; if a goal wasn't met it was because that learning opportunity was not available (e.g., observing a crisis).	Not all goals were met; student changes goals periodically throughout semester in a random manner; justification for not meeting goals was not provided in portfolio.
Diversity of Activities	Each training objective had 1-2 learning opportunities that were challenging and informative (e.g., not simply observing in a classroom but interacting with students, staff, teachers, etc.).	Represents all training objective domains with some domains being represented more than others.	Most but not all training objectives were represented.
Logs	Logs provided highly descriptive information about how time was spent. Supervision hours were documented. Log was written in a journaling style and included student reflections and	Submitted on time. Content was complete and informative. No identifying information. Supervision hours and content documented.	Logs were not always submitted on time and the information was incomplete or inaccurate.

	questions related to the activities. No identifying information was included. Log was submitted on time.		
Practicum Requirements	Went beyond specific requirements and may have added cases, or other activities reflecting the syllabus goals.	Met all requirements in syllabus and executed at high level of quality.	Partially met or did not meet syllabus requirements.
Professional and Ethical Behavior	Ratings and reports of professional and ethical behavior were consistently in the highest category of rating. Behaviors were beyond the level of the typical practicum student in terms of independence, competence, interaction style, and courteousness.	All areas rated above average by field supervisor. University supervisor's observations were consistent.	Some or all of the areas were rated below average by the field supervisor. Concerns were documented.
Field Supervision	Was highly prepared for supervision meetings. Actively sought out supervision. Asked questions and brought cases, issues, materials to meetings. Incorporated feedback and responded by changing behavior and asking for additional feedback. Sought opportunities for field supervisor to observe.	Was prepared for supervision by bringing cases and issues. Asked questions in supervision. Incorporated feedback and responded by changing behavior.	Responded to but did not actively engage in supervision and/or did not change behavior in response to supervisor feedback.
University Supervision	Was highly prepared for supervision meetings. Actively	Was prepared for supervision by bringing cases and	Responded to but did not actively engage in supervision and/or

	sought out supervision. Asked questions and brought cases, issues, materials to meetings. Incorporated feedback and responded by changing behavior and asking for additional feedback. Sought opportunities for university supervisor to observe.	issues. Asked questions in supervision. Incorporated feedback and responded by changing behavior.	did not change behavior in response to supervisor feedback.
Academic Interventions	Documentation of intervention is complete (see attached PSA form) for all interventions, and all the steps were followed for every intervention. If different forms were required for the school district, those were included also. The interventions resulted in behavioral change for the client. Modifications were made when needed.	Documentation of intervention is complete (see attached PSA form) for all interventions. Most of the steps were followed for every intervention. Results in behavioral change for the client. Modifications were made when needed. If different forms were required for the school district, those were included also.	Documentation was unclear or incomplete.
Behavioral Interventions	Documentation of intervention is complete for all interventions, and all the steps were followed for every intervention. If different forms were required for the school district, those were included also. The interventions resulted in behavioral change for the client.	Documentation of intervention is complete for all interventions. Most of the steps were followed for every intervention. Results in behavioral change for the client. Modifications were made when needed. If different forms were required for the school district, those were included also.	Documentation was unclear or incomplete.

	Modifications were made when needed.		
Small Group Interventions	Documentation of use of problem solving process for small groups. The groups resulted in positive change in skills.	Documentation of use of problem solving process for small groups. The groups resulted in positive change in skills for some but not all group members.	Documentation was unclear or incomplete.
Counseling Sessions	Documentation of use of problem solving process is complete for counseling cases. The counseling resulted in client change.	Documentation of use of problem solving process is complete for counseling cases. The counseling resulted in some client change.	Documentation was unclear or incomplete.
Eligibility Assessments/Reports	All assessments followed the school district requirements but also included documentation of the use of a Response to Intervention process. Reports were informative and of high quality (see rubric).	Psychometrically sound assessments that were appropriate for the referral were administered. Some of the assessments included a Response to Intervention process. Reports were informative and of high quality (see rubric).	Assessments provided minimal information and reports were incomplete.
School Wide, General Education Activity	The activity applied to the entire general education population, was based on a need and utilized data.	The activity was based on need and utilized data.	No data were included.
Reflection	Activities are related to the program philosophy and training objectives and the student's model of professional practice. Incorporates prior experience and training and develops goals for future.	Activities are related to the program philosophy and training objectives and the student's model of professional practice.	Activities are generally described.

Evaluations	All evaluations were above what is expected for a practicum student.	All evaluations were rated as adequate for a practicum student.	Some or all evaluations were below expectation for a practicum student.
Poster Session	Poster represented the student's best work and it was a challenging case. Presentation was highly professional and the student engaged with attendees by responding to questions and giving additional information.	Poster represented the student's best work, was professional and the student engaged with attendees by responding to questions and giving additional information.	Poster represented the student's work but was not professionally presented.
Hours Requirement	Exceeded hours	Met requirement	Did not meet requirement

Comments: _____

Appendix: Covid Modifications

These guidelines apply to all program related activities.

In person versus zoom attendance policy: If you, or anyone in your living arrangement, are experiencing any symptoms of Covid-19, please participate via zoom.

Masks must be worn appropriately per CDC guidelines covering the mouth and nose.

Social distancing is required for in person classes. There will be no exceptions. Please do not move desk/chairs in classrooms.

Use **hand sanitizers** upon entering class. Use CDC guidelines for hand washing and don't touch your face.

If you have been **exposed** to Covid-19, please isolate and do not come to campus.

Abide by the **rules of your school placement** regarding in person or remote attendance.

Zoom Guidelines

Have your camera on.

Find a quiet place, if possible. Sit at a desk or table.

Keep unmuted as much as possible.

Engage as you would if participating in person. Zoom is not a reason to remain quiet.

Dress as if you were coming to campus for class.