

*Baylor University*

*School Psychology Program*



*Practicum Handbook*

*2014-2015*

*Department of Educational Psychology*  
*Baylor University*

## TABLE OF CONTENTS

I. Practicum Guidelines.....	3
II. Timeframe for Practicum Experience.....	3
III. Purposes of the Practicum Experience.....	4
IV. Objectives for Practicum in School Psychology.....	4
V. Practicum Competencies .....	4
Practicum Skills/Competencies.....	6
VI. Practicum Structure .....	7
A. University Supervisor (US) .....	7
B. Field-based Supervisor (FS) .....	8
C. Practicum Student (PS) .....	9
VII. Issues/Concerns about the Practicum .....	9

### **Attachments**

CONTRACT FOR PRACTICIUM (signature page).....	11
PROFESSIONAL PRACTICE LOGS.....	12
PROFESSIONAL PRACTICE LOG CODES .....	13
PRACTICUM ACTIVITIES CHECKLIST .....	14
PRACTICUM EVALUATION FORM.....	18
PORTFOLIO REQUIREMENTS.....	25

# Practicum in School Psychology Handbook

The purpose of this handbook is to provide information for individuals enrolling in the School Psychology Practicum and Advanced Practicum courses. It is both descriptive and regulatory as it explains the developmental structure leading to the practicum and the requirements for all participating parties: student, practicum settings, and university.

## I. Practicum Guidelines

### A. Practicum

The Practicum in School Psychology is the component of the training program that provides the student with the opportunity to begin supervised practice as a school psychologist. The practicum allows the student to begin to develop a clear professional identity and explore the responsibilities of a practicing school psychologist while having solid supervisory and/or consultative support from an experienced field supervisor. The following course work and experiences are required prior to the start of practicum:

The following courses must be completed prior to practicum placement\*:

- EDP 5332 Human Growth and Development
- EDP 5328 Intellectual & Academic Assessment I
- EDP 5341 Professional Practice and Ethics for School Psychologists
- EDP 5393 Cultural Issues with Children & Families
- EDP 5367 Psychopathology of Individuals and Families
- EDP 5337 Intellectual & Academic Assessment II
- EDP 5366 Psychology of the Exceptional Child
- EDP 5356 Behavior Management
- EDP 5360 Counseling Children and Adolescents

\*Exceptions are very rare and will be addressed on an individual basis between the student and program director.

## II. Timeframe for Practicum Experience

The student is expected to participate in practicum activities for around 9 hours per week (8 hours in schools and 1-2 hours in the BCDD). In addition, the student is expected to register and attend the university course schedule that provides support for the field experience. Given these expectations, students should expect to acquire approximately **280** hours (9 hrs per week X 16 weeks in the fall + 15 weeks in the spring = 279 hours) for the practicum classes.

The practicum schedule should correspond to the University schedule of classes as opposed to the local school district schedule. For example, students should begin their practicum when Baylor begins its fall and spring semester as opposed to when local districts begin their semesters. There can be some flexibility in this schedule if discussed with the University Supervisor prior to the changes.

### **III. Purpose of the Practicum Experience**

The broad goals of the practicum experience are summarized below:

1. Apply knowledge and techniques to provide prevention and direct interventions to children and youth, their parents, teachers, administrators, and other professionals including assessment, group and individual counseling, and consultation.
2. Provide indirect intervention services to children, parents, teachers, and other school and professional personnel employing techniques such consultation, in-service training, and program development.
3. Demonstrate an orientation as a data-based problem solver/evaluator/researcher. This orientation is evidenced by activity in needs assessment, problem resolution research, and program evaluation.
4. Demonstrate an orientation as an advocate/catalyst for the development of human potential in children, parents, teachers, and other school personnel within a multicultural context.

### **IV. Objectives for Practicum in School Psychology**

The practicum will demonstrate proficiencies and knowledge acquired during formal training in the School Psychology Program at Baylor University as previously listed and described in the School Psychology Handbook.

1. The student will demonstrate knowledge of broad psychological foundations.
2. The student will acquire knowledge of educational foundations.
3. The student will demonstrate skills in the processes of psychological evaluation.
4. The student will demonstrate skills in indirect delivery of services.
5. The student will demonstrate skills in the direct delivery of services.
6. The student will demonstrate knowledge and applicable skills in scientific methodologies.
7. The student will demonstrate knowledge of the foundations of professional school psychology.
8. The student will demonstrate positive personal characteristics, high ethical standards, and sensitivity toward other cultures and individuals with exceptionalities.

## V. Practicum Competencies

The Field-based Supervisor (FS) and University Supervisor (US) in consultation with the practicum student (PS) will determine a program of activities individually prescribed to meet the needs of the practicum student. The student is included in this planning process and will have developed a set of individual goals and objectives to be achieved. In addition, some of the experiences that are obtained during the practicum year will be included in the Portfolio that is required after the Internship year (third year). Therefore, the Portfolio requirements are provided in the Program Handbook.

The PS will obtain demonstrate professional conduct in the following areas:

1. General interpersonal skills
2. Punctuality
3. Make use of feedback
4. Ethical behavior
5. Learned new skills

The PS will obtain experience and knowledge of intervention service including, but not limited to the following:

1. General **counseling** skills with students
2. Create therapeutic goals for students in counseling setting
3. Implement interventions and achieve designated goals in counseling setting
4. Evaluate the effectiveness of interventions developed from the designated goals in counseling
5. General **consultation** skills with teachers and other school personnel
6. Create goals for students in consultation setting
7. Implement interventions and achieve designated goals in consultation setting
8. Evaluate the effectiveness of interventions developed from the designated goals in consultation
9. General **intervention** skills with students
10. Create intervention goals for students
11. Implement interventions and achieve designated intervention goals
12. Evaluate the effectiveness of interventions
13. Demonstrate the sensitivity and skills to create, implement, and evaluate effective strategies among individuals with diverse characteristics (e.g., ethnic, cultural, SES)
14. Demonstrate knowledge and competence with respect to Response-to-Intervention (RTI)
15. Implement RTI with students

The PS will obtain general knowledge and impact the following areas:

1. Translate assessment results into empirically-based decisions
2. Evaluate the outcomes of services
3. Understand psychological foundations needed in school psychology (i.e., child development, learning)
4. Understand educational foundations needed in school psychology (i.e., role of special education, role and function of school systems, role and function of administrators)
5. Facilitate policies and practices that create and maintain a safe, supportive, learning environment for children and others in the school system
6. Demonstrate the sensitivity and skills to create, implement, and evaluate effective strategies among individuals with diverse characteristics (e.g., ethnic, cultural, SES).
7. Has an overall positive impact on the school environment

The PS will attempt to obtain experience and awareness of the characteristics of exceptional learners by observation and/or performance of indirect/direct services with the many school populations including, but not limited to the following:

1. Learning Disabled
2. Serious Emotionally Disturbed
3. Mentally Impaired
4. Visual & Hearing Impaired
5. Orthopedic Impairment
6. Other Health Impaired
7. Multiply Impaired
8. Autistic/Pervasive Developmental Disorder
9. Developmentally Delayed
10. Gifted/Talented
11. Early Childhood
12. Traumatic Brain Impairment

The PS will obtain experience and demonstrate skill in the following areas of assessment:

1. Follow standardized testing procedures
2. Interpret Psychological Evaluation results
3. Integrate information into a written report
4. Create cognitive and academic goals for student based on assessment
5. Implement interventions and achieves designated goals based on assessments
6. Evaluate the effectiveness of interventions developed from the designated goals
7. Integrate assessment information orally (to parents, teachers, etc.)

The PS will obtain experience and demonstrate skill in the following assessment areas:

1. Criterion-referenced testing
2. Curriculum-based assessment

## VI. Practicum Structure

The practicum experience is considered to be a cooperative venture among three primary agencies: (a) the University training program (and subsequent University Supervisor - US), (b) the field site (and subsequent field supervisor - FS) and (c) the practicum student (PS). The program is designed to offer flexibility for the student as well as the cooperating agencies. These guidelines provide an overview of the types of experiences in which a student should be trained and identify areas in which the student is expected to participate. It is expected that within the practicum the role and function of the school psychologist should be comprehensive and well balanced. It is important to discuss the extent to which the practicum site is able to provide the training opportunities delineated in this document prior to the signing of the practicum contract. The primary consideration in practicum placement is the adequacy of a school division as a training site, though the needs of the local system must also be taken into consideration. The following considerations provide general criteria for practicum placement:

At least three contacts will occur between the practicum student, the field supervisor(s), and the university supervisor each semester. These include:

1. Initial or Orientation contact during which a practicum contract is negotiated and signed,
2. **Mid-Semester Evaluation**, during which the progress of the student in meeting contract goals is evaluated and modifications are made as necessary, and
3. **End-of-Semester Evaluation** during which the progress of the student in meeting contract goals is evaluated, and the site and supervisor are evaluated by the student.
4. **Final meeting** between the US and FS will occur at the end of the spring semester (EDP 5279 – Advanced Practicum) to discuss and review progress of the PS.

## **A. Description and Responsibilities of the University Supervisor (US)**

**The University Supervisor (US)** is a representative of the School Psychology Program at Baylor University. The US should have at least two years experience as a practicing school psychologist and/or have graduated from a NASP-approved School Psychology Program. The responsibilities of the US include the following:

1. Be responsible for ensuring that the district has a commitment to the practicum as a training experience.
2. Monitor the practicum plan to ensure it is consistent with Program goals and objectives.
3. Limit supervision to no more than 10 practicum students at any time.
4. Maintain an ongoing relationship with the PS and the FS and provide at least one field-based contact per semester for each student.
5. Be available to PS in order to provide mediation of difficulties, technical assistance, and any additional services deemed appropriate by the field-based supervisor and/or practicum.
6. Be responsible for documenting that the PS is meeting the Program objectives in a manner that is consistent with current legal/ethical standards of the profession.
7. Provide documentation to the University when the student has completed all requirements of the practicum. This includes determining the final grade for the practicum experience for university records. This grade will be arrived at with consultation from the student, field supervisor, and other designated consumers of service at the practicum site.

## **B. Description and Responsibilities of the Field-based Supervisor (FS)**

**The Field-based Supervisor (FS)** must hold a valid credential from the TSBEP as a Licensed Specialist in School Psychology (LSSP). Other personnel may work in a supervisory capacity with a practicum student (social workers, diagnosticians, clinical psychologists, special educators, and other health care professionals), but must be members in good standing in their respective professional organizations and certified by appropriate state agencies in their area of expertise.

The FS is expected to fulfill the following responsibilities:

1. Negotiate the plan for experiences with the PS that is consistent with the goals and objectives of the Program. The Practicum Activities Checklist (see pg. 14) will be a comprehensive guide to assist with the wide range of experiences that are recommended. The PS is not expected to accomplish ALL of the activities, but to participate in as many of these activities as possible.
2. Be responsible for no more than 3 practicum students at any given time.



3. Provide an average of 1 hour of evaluative conferences each week for each practicum student.
4. Be responsible for systematically evaluating whether the practicum has met the specific training objectives of the Program and of the field-based site. This may be done by:
  - a. Regular review of casework through direct observation and/or video or audio tapes;
  - b. At least weekly review of the Log of Professional Experience, verifying experience by signature, and countersigning any written records.
5. Provide the PS with as broad a range of professional experiences as possible. The Practicum Activities Checklist can be used as a guide for this.
6. Contact the US if any significant problem occurs with the PS's assignment.
7. Participate in and complete two formal evaluations of the student's progress each semester: the Mid-Semester and End-of-Semester Evaluations.
8. Conduct supervision in a manner that is consistent with current legal/ethical standards of the profession.

## C. Description and Responsibilities of the Practicum Student (PS)

The practicum student (PS) must have completed the coursework required by the Program and communicated to the US the desire to complete a practicum. The student is expected to fulfill the following responsibilities:

1. Review with the FS the conditions specified in this handbook and employment contract. Both parties must have a clear understanding of practicum duties, supervision, work hours, assigned office space, secretarial support, provision of materials, etc.
2. Review and jointly create with the FS a plan that is consistent with this handbook. This includes agreeing to the Practicum Activities Checklist.
3. Complete the Professional Practice Logs (**see pg. 12**) and have it signed by the FS on a weekly basis. ***It is important to note the difference between Direct and Indirect Hours. Direct hours include any activity that involves your direct contact with school personnel (including students, teachers, parents, administrators, etc.) Indirect hours include activities that involve your preparation for direct services (including reviewing documents, student-folders, research, report writing). It is important to note that your weekly Field Supervision should be documented as indirect hours, because you are not providing direct services.***
4. Seek evaluation from the FS each semester and should submit the completed Field Placement Evaluation Form to the US.
5. Be responsible for notifying the US of any major change of assignment(s), problems or difficulties.

## **VII. Issues/Concerns about the Practicum**

A. In the judgment of the field and university supervisors, if the practicum experience is grossly deficient and the job description monitoring agreement is not being fulfilled as promised by the mid-semester evaluation, the student may be required to do one or more of the following:

1. Complete course work or research in the area of weakness
2. Complete workshops in the area of weakness
3. Be dismissed from the site.

The decision will be made by consensus of the student, FS, and US. Once a decision has been reached, a time period will be specified for successful completion of the requirements at which time the US and FS will review the results with the student.

B. If improvement is not reported by the FS after the student has completed all recommendations for remediation of weaknesses, the US and FS will consult and make further recommendations. In the unlikely event that the practicum agency is not fulfilling its contractual agreements, the student will not be penalized for these organizational difficulties. Alternative placements will be considered.

C. If a student finds that the practicum site is not fulfilling training needs, the US should be contacted concerning termination. This should be done only in circumstances that are considered not in the best interest for the student's development. Examples might include the following:

1. Restricted training opportunities
2. Ethical or criminal improprieties
3. A serious mismatch of personal goals to agency requirements.

Attempts at remediation will be negotiated with FS and pursued first. If problems continue despite remediation efforts, the practicum and US may terminate the contract and begin negotiations with another agency.

## Baylor University Contract for Practicum for School Psychologist

Date: \_\_\_\_\_

I, \_\_\_\_\_  
(Typed Supervisor's Name)

\_\_\_\_\_  
(Certification, Licensure, Degrees)

agree to supervise \_\_\_\_\_  
(Practicum student's Name)

in fulfilling the requirements for the direct delivery of school psychological services in a "school setting." The specific requirements are found in the Guidelines for the Minimum Expectations for Practicum (see attached pages). I accept responsibility for arranging the required experiences and for being available to the intern student for regular discussion and evaluation sessions.

### Practicum Information

Beginning and Ending Dates:

From: \_\_\_\_\_ To: \_\_\_\_\_

Site description: (e.g., school district, co-op, medical, combination)

University Supervisor:

Name:

Signature:

Address: One Bear Place #97301

Waco, TX 76798-7301

Phone: (254) 710-

Field Supervisor:

Name:

Signature:

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

# Professional Practice Logs

## Baylor University

Name: \_\_\_\_\_

Location/District: \_\_\_\_\_

Year/Semester: \_\_\_\_\_

[illegible]

Total	Total	Total
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*Running Total Hours (add hours from previous weeks: \_\_\_\_\_)*

Student Signature: \_\_\_\_\_ Field Supervisor Signature: \_\_\_\_\_

DS = Direct Service Hours    IS = Indirect Service Hours

\* See page 9 for examples of DS and IS.

## Baylor School Psychology Practicum Professional Practice Log Codes

### Miscellaneous

100	Organize day, lunch, visiting in teachers lounge, etc.
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### Documentation / Research

210	Logs (this one or any log required by school district)
220	Scoring/Report Writing (Behavior plans, psychological reports, case notes, record of classroom observation, etc.)
230	Research (data collection/analysis)
240	Preparation for Service Delivery (reviewing student records, reviewing one's own previous class notes, reviewing referral packet forms)
250	Other (miscellaneous paper work – school log, billing)

### Supervision / Training

310	Direct Supervision from designated on-site supervisor
320	Direct Supervision not related to school psychology from supervisor(s) assigned by school district.
330	In-Service/Training Activities (NASP, APA, TPA, TASP, professional readings, assigned or case-related readings, library work, conferences, workshops, preparing for in-service presentations)

### Consultation

410	Parent/Family (telephone interviews, in-person interviews)
420	School Personnel/Professional Staff
430	Other (physician, community based psychologist, social worker, case worker, other interns or practicum students)

### Meetings

510	Pre-Assessment ARD meeting
520	ARD (Assessment, Review, and Dismissal) meeting
530	Administrative (faculty/staff meetings)
540	Informal staffing on individual student
550	Miscellaneous (community, PTA)

### Other Direct Services

610	Observation of Student or Classroom (direct observation related to a specific referral)
620	Standardized Assessment 920.1 Initial Assessment 920.2 Three –year comprehensive evaluation
630	Informal Assessment (criterion referenced, curriculum-based, informal reading inventories, behavioral assessment)
640	Individual –Based Intervention (individual /family therapy, parent training, child therapy, etc.)
650	Group-Based Intervention (communication group, social skills group, divorce group, career orientation group, etc.)

**Baylor University**  
**School Psychology**  
**Practicum Activities Checklist**

Name: \_\_\_\_\_

School Year: \_\_\_\_\_

School District: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Directions: Complete the checklist below by indicating (Yes or No) as to completion or non-completion of the activity, as well as the number of times you completed the activity. In addition, use the comment section to provide information the program would need to better understand your experiences. Finally, as appropriate, list the information requested.

<b>Activity</b>	<b>Completed Y or N</b>
<b>ASSESSMENT*</b>	
Learning Disabilities	
Autism/ Pervasive Developmental Disorder	
Emotional Disturbance	
Mentally Impaired	
Visually Impaired**	
Hearing Impaired**	
Orthopedic Impairment**	
Other Health Impaired	
Developmentally Delayed	
Gifted/Talented**	
Early Childhood	
Traumatic Brain Impairment**	
Attention Deficit/ Hyperactivity	
Completed Cross-Battery Assessment	
Other (describe)	
<b>NON-TRADITIONAL ASSESSMENT</b>	
Criterion-referenced testing	
Curriculum-based assessment	
Non-biased alternative batteries for linguistically and culturally diverse students	
Response to Intervention (RTI)	
Other (describe)	
Other (describe)	

*\*Note: Student did not have to qualify as disabled for you to report completion of assessment. Instead, the referral question indicated an assessment in this category*

*\*\*Note: Answer "Yes" if you assisted in the assessment of these categories, and describe in comments below.*

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List assessment measures used above (e.g., WISC-IV, WASI-II, Vineland-II) \_\_\_\_\_

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<i>Activity</i>	<i>Completed Y or N</i>
<b>SCHOOL/COMMUNITY PARTICIPATION</b>	
Participated in School Administrator-Staff meeting	
In-service training/education	
Regional Education Agency meeting	
Attended PTA meeting	
Attended School Board Meeting	

Comments: \_\_\_\_\_

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<i>Activity</i>	<i>Completed Y or N</i>
<b>REPRESENTATION IN SCHOOL SYSTEM</b>	
Member of “pre-referral team”	
Leader of “pre-referral team” meeting(s)	
Assist with IEP development	
Member of the interdisciplinary team (IEP team/ARD)	
Leader of the interdisciplinary team (IEP team/ARD) meeting	
Assist with least restrictive environment placement	
Assist with 504 placement	
Participated in “manifest determination” meeting(s)	
Completed a presentation in a faculty meeting	

Comments: \_\_\_\_\_

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<i>Activity</i>	<i>Completed Y or N</i>
<b>DIVERSITY/CULTURAL EXPERIENCE</b>	
Regular education classroom observation	
Special education resource room observation	
Self-contained classroom for special education observation	
Alternative learning environments observation	
Consulted with teachers that are ethnically diverse (List category of ethnic	

diversity <i>and number of students</i> : AA=African American; H=Hispanic; AS=Asian; PI=Pacific Islander; O=Other ----- describe _____ )	
Conference/met with culturally diverse parents (List category of ethnic diversity <i>and number of students</i> : AA=African American; H=Hispanic; AS=Asian; PI=Pacific Islander; O=Other ----- describe _____ )	
Implemented an intervention program with an ethnically diverse student (List category of ethnic diversity <i>and number of students</i> : AA=African American; H=Hispanic; AS=Asian; PI=Pacific Islander; O=Other ----- describe _____ )	
Completed psycho-educational assessment with an ethnically diverse student (List category of ethnic diversity <i>and number of students</i> : AA=African American; H=Hispanic; AS=Asian; PI=Pacific Islander; O=Other -----describe _____ )	
Completed psychological assessment with an ethnically diverse student (List category of ethnic diversity <i>and number of students</i> : AA=African American; H=Hispanic; AS=Asian; PI=Pacific Islander; O=Other ----- describe _____ )	

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b><i>Activity</i></b>	<b><i>Completed Y or N</i></b>
<b>INTERVENTION</b>	
Interviewed parents/families	
Interviewed students	
Interviewed teachers	
Participated in individual counseling with students	
Participated in group counseling sessions with students	
Created therapeutic goals for students in counseling setting	
Implemented counseling goals	
Collected outcome data on designated goals of counseling	
Implemented a single case design project	
Implemented an intervention program with an individual student	
Implemented an intervention program with a group	
Collected outcome data on intervention program	
Consulted with teachers on specific behaviors of students	
Created goals for students in consultation setting	
Implemented consultation goals	
Collected outcome data on designated consultation goals	
Directed conferences with parents and school personnel	
Created recommendations for IEP (independently)	



Created recommendations for IEP (with school staff as a team)	
Followed up to see if IEP recommendations were implemented	
Member of crisis team at campus/district level	
Developed effective relations with community agencies	
Developed awareness of the interrelation of special education, guidance services, and other child study specialists	
Other (describe)	

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<i>Activity</i>	<i>Completed Y or N</i>
<b>PROFESSIONAL DEVELOPMENT</b>	
Attendance at local/ state conferences/workshops	
Attendance at national conferences/workshops	
Completed presentation at in-service meetings/district wide workshops	
Other (describe)	
Other (describe)	

Describe: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please list any activities/experiences that were not addressed above, and report the number of times completed. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PRACTICUM EVALUATION FORM**  
**School Psychology Program**  
**Baylor University**

Date: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_  
 Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_

To the Field Supervisor: *Please complete this evaluation form and go over it with the student in a personal conference. Use a typical practicum student in school psychology as your base for making the ratings. Provide as much specific feedback as possible. Thank you for your time in supervising this student. If you have any questions please contact Eric L. Robinson, Ph.D. at (254) 710-4796 or by e-mail: Eric\_Robinson@baylor.edu.*

**PROFESSIONAL CONDUCT**

1. General Interpersonal Skills

(Circle number that best corresponds to the student's skills)

1	3	5	7	9
Interpersonal skills have negative effect on others		Displays adequate interpersonal skills		Displays exceptional interpersonal skills

2. Punctuality

1	3	5	7	9
Missed at least one deadline or appointment		Missed deadline but made appropriate arrangements		Punctual

3. Makes Use of Feedback

1	3	5	7	9
Overly defensive to appropriate feedback or fails to change behavior as a result		Somewhat defensive or does not change behavior adequately		Receptive to feedback and makes behavior changes

## 4. Ethical Behavior

1                      3                      5                      7                      9

Engaged in  
unethical behavior

Engaged in  
questionable behavior

Engaged in  
ethical behavior

## 5. Learned New Skills

1                      3                      5                      7                      9

Has made no effort  
to develop skills  
beyond those already  
known

Has made an effort  
to acquire skills but did  
do so in a way which was  
ineffective or which resulted  
in little new learning

Has made consistent  
efforts to learn new  
approaches, styles, etc.

**ASSESSMENT SKILLS**

## 6. The practicum student follows standardized testing procedures during assessment

1                      3                      5                      7                      9

Strongly Disagree

Strongly Agree

## 7. Interpretation of Psychological Evaluation Results

1                      3                      5                      7                      9

Unclear presentation  
of results, no integration

Presents results clearly  
but without integration

Well integrated  
interpretation/  
presentation

## 8. Ability to integrate information into a written report.

1                      3                      5                      7                      9

Is not able to  
integrate information

Adequate ability  
to integrate information

Exceptional ability  
to integrate information

9. Ability to create cognitive and academic goals for student based on assessment.

1                      3                      5                      7                      9

Unable to  
create goals

Adequate ability  
to create goals

Exceptional ability  
to create goals

10. The practicum student is able to implement interventions and achieve designated goals based on the assessment.

1	3	5	7	9
Unable to implement interventions		Adequate ability to implement interventions		Exceptional ability to implement interventions

11. The practicum student is able to evaluate the effectiveness of interventions developed from the designated goals.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

12. Ability to integrate assessment information orally (to parents, teachers, etc.)

1	3	5	7	9
Unable to integrate information		Adequate ability to integrate information		Exceptional ability to integrate information

## PREVENTION/INTERVENTION SKILLS

Note to Supervisor: The follow section is divided into three parts: Counseling, Consultation, and General Intervention.

13. General COUNSELING skills with Students

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

14. Ability to create therapeutic goals for students in counseling setting.

1	3	5	7	9
Unable to create goals		Adequate ability to create goals		Exceptional ability to create goals

15. The practicum student is able to implement interventions and achieve designated goals in counseling setting.

1	3	5	7	9
Unable to implement interventions		Adequate ability to implement interventions		Exceptional ability to implement interventions

16. The practicum student is able to evaluate the effectiveness of interventions developed from the designated goals in counseling.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

17. The practicum student is able to create a positive relationship with parents/families in order to increase the effectiveness of interventions.

1	3	5	7	9
Unable to create a positive relationship		Adequate ability to create a positive relationship		Exceptional ability to create a positive relationship

18. General CONSULTATION skills with teachers and other school personnel

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

19. Ability to create goals for students in consultation setting.

1	3	5	7	9
Unable to create goals		Adequate ability to create goals		Exceptional ability to create goals

20. The practicum student is able to implement interventions and achieve designated goals in consultation setting.

1	3	5	7	9
Unable to implement interventions		Adequate ability to implement interventions		Exceptional ability to implement interventions

21. The practicum student is able to evaluate the effectiveness of interventions developed from the designated goals in consultation.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

22. General INTERVENTION skills with students.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

23. Ability to create intervention goals for students.

1	3	5	7	9
Unable to create goals		Adequate ability to create goals		Exceptional ability to create goals

24. The practicum student is able to implement interventions and achieve designated intervention goals.

1	3	5	7	9
Unable to implement interventions		Adequate ability to implement interventions		Exceptional ability to implement interventions

25. The practicum student is able to evaluate the effectiveness of interventions.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

26. The practicum student demonstrates the sensitivity and skills to create, implement, and evaluate effective strategies among individuals with diverse characteristics (e.g., ethnic, cultural, SES).

1	3	5	7	9
No sensitivity		Adequate sensitivity		Exceptional Sensitivity

## HOME/SCHOOL/COMMUNITY COLLABORATION

27. The practicum student is able to facilitate a collaborative relationship between the school and community.

1	3	5	7	9
Unable to collaborate effectively		Adequate ability to collaborate effectively		Exceptional ability to collaborate effectively

28. The practicum student is able to facilitate a collaborative relationship with parents/families.

1	3	5	7	9
Unable to collaborate effectively		Adequate ability to collaborate effectively		Exceptional ability to collaborate effectively

29. The practicum student is able to facilitate a collaborative relationship with parents/families from diverse backgrounds (e.g., ethnic, cultural, SES).

1	3	5	7	9
Unable to collaborate effectively		Adequate ability to collaborate effectively		Exceptional ability to collaborate effectively

30. The practicum student showed the ability to appropriately intervene in a crisis situation.

1	3	5	7	9	NA
Unable to intervene effectively		Adequate ability to intervene effectively		Exceptional ability to intervene effectively	No opportunity to intervene

31. The practicum student revealed knowledge on how to appropriately intervene in a crisis situation.

1	3	5	7	9	NA
Revealed no knowledge		Revealed adequate knowledge		Revealed outstanding knowledge	No Opportunity to reveal knowledge

32. The practicum student is able to create a positive relationship with parents/families in order to increase the effectiveness of interventions.

1	3	5	7	9
Unable to create a positive relationship		Adequate ability to create a positive relationship		Exceptional ability to create a positive relationship

33. Rate the practicum student's general knowledge/skills in research and program evaluation.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

34. Rate the practicum student's general knowledge/skills in policy development.

1	3	5	7	9	NA
Poor	Fair	Average	Above Average	Excellent	No opportunity to practice policy development

## GENERAL FOUNDATIONAL KNOWLEDGE AND IMPACT

35. Rate the practicum's general knowledge of the field of school psychology

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

36. In general, rate the practicum student's ability to translate assessment results into empirically-based decisions and evaluate the outcomes of services.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

37. Rate the practicum student's general knowledge of psychological foundations needed in school psychology (i.e., child development, learning)

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

38. Rate the practicum's general knowledge of educational foundations needed in school psychology (i.e., role of special education, role and function of school systems, role and function of administrators)

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

39. Rate the practicum student's ability to facilitate policies and practices that create and maintain a safe, supportive, and learning environment for children and others in the school system.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

40. Rate the practicum student's knowledge of information sources and technology relevant to their work

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

41. Rate the practicum student's access and application of sources and technology in ways that safeguard or enhance the quality of services

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

42. Rate the practicum student's positive impact on the school environment.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

43. Rate the practicum student's overall ability to function as a school psychologist.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

### COMMENTS:

After the conference please mail the completed form to:  
 School Psychology Practicum Supervisor  
 c/o Tamara Hodges (fall 2014 semester) c/o Julie Hatz (spring 2015 semester)  
 Dept. of Educational Psychology  
 Baylor University  
 One Bear Place #97301  
 Waco, TX 76798-7301



## **School Psychology Program - Portfolio Requirements**

I. Resume - Provide a copy of your updated resume

II. Your philosophy of school psychology

III. Course syllabi

IV. Examples of Reports

1. LD
2. ED
3. MI
4. Other

VI. Field Experiences Evaluation Form

1. Practicum Evaluation Form (Final)

IX. Professional Development

1. Member of NASP/TASP/APA (provide copy of membership card)
2. Conference attendance
3. Conference presentation
4. Workshop Attendance