MASTER OF SCIENCE DEGREE
MAJOR: SCHOOL PSYCHOLOGY
SPECIALIZATION: CLINICAL CHILD COUNSELING

POST M.S. SIXTH-YEAR CERTIFICATE IN SCHOOL PSYCHOLOGY

The School Psychology Program in the Department of Psychology at The University of Hartford sponsors an integrated Master of Science Degree and Sixth-Year Certificate Program in professional psychology whose mission is to prepare school psychologists with particular competencies to work with children, families, and educational systems. The program is designed to prepare highly qualified practitioners whose primary role is to maximize learning and developmental opportunities for children. Specifically, the program's primary goal is to produce highly competent clinicians who will meet employment demands for services involving: 1) Assessment and Diagnosis, 2) Counseling and Psychotherapy, and 3) Consultation and Collaboration. The program is planned to be completed in three academic years of full-time study. The program is administratively housed within the Department of Psychology in the College of Arts and Sciences, is part of the Certification Council in the School of Education, and the program holds accreditation from the Connecticut State Department of Education and Council for the Accreditation of Educator Preparation (CAEP) as well as national approval from the National Association of School Psychologists (NASP).

Looking broadly at the profession of school psychology, twenty years ago, school psychologists worked mainly providing assessment services in the schools. Today, attention must be given to prevention, as well as empirically validated interventions with individuals, family systems, and groups, and school psychologists are employed in a wider palette of settings including universities, correctional educational programs, residential schools and treatment facilities, as well as in public schools. In all these settings school psychologists must provide services to a significant population of clients who are minorities, economically poor, and who possess a diversity of life experiences and cultural backgrounds. The faculty possess a deep sensitivity to issues impacting schools, communities, and families, and strives to weave a sensitivity to these issues throughout the curriculum.

M.S. DEGREE AND SIXTH-YEAR CERTIFICATE PROGRAM OVERVIEW

The University of Hartford's School Psychology Program reflects an integrated 69-credit program of study leading to the M.S. Degree with a Major in School Psychology, and a specialization in Clinical Child Counseling, followed by a Sixth-Year Certificate in School Psychology. The M.S. Degree requires satisfactory completion of a 30-credit planned program of study and successful performance on a comprehensive examination. The Sixth-Year Certificate is awarded following the completion of the entire 69 credit program of study. University endorsement for State Department of Education certification requires successful completion of the entire program of study. [Students earn 6 credits for the Professional Seminar and Practicum in School Psychology I-II and 6 credits for the Internship in School Psychology I-II. These experiences afford approximately 2,000 hours of applied training and 250 hours of individual and group clinical supervision].

As a profession, the majority of the nation's school psychology practitioners report being trained at the specialist level. (Note: specialist level training can be defined as a minimum of 60 graduate semester credits.) At The University of Hartford, in keeping with national training standards, the entry level for professional practice meets this standard. At the same time, students seeking additional training, or
who may wish to further enhance employability, may take advantage of opportunities to pursue additional training at the University during their course of study. Naturally, such opportunities may extend graduate training. In addition, in rare instances, a student may also be interested in completing an independent study. In the School Psychology Program one independent study course may be utilized. However, this may not be utilized for a core course, typically being utilized for the single elective class required in the program. In any event, any students completing an independent study must complete a written contract prior to enrolling in this class. Further, students should discuss such issues with the major advisor early during course work.

In keeping with professional training standards all students must complete a full-time year in residence. Because all students are accepted on a full-time basis only, this is typically completed during the first year of study. In rare cases where a family crisis might mitigate this plan of study, the second year of study may meet this requirement. Full-time is defined as 9 credits of study each semester over two consecutive semesters.

**BROAD PROGRAMMATIC MISSION, GOALS, AND OBJECTIVES**

The mission of the School Psychology Program is to prepare school psychologists with particular competencies to work with children, families, and educational systems. The program is designed to prepare highly qualified practitioners whose primary role is to maximize learning and developmental opportunities for children. Specifically, the program’s primary goal is to produce highly competent clinicians who will meet employment demands for services involving: 1) Assessment and Diagnosis, 2) Counseling and Psychotherapy, and 3) Consultation and Collaboration.

**Mission:** To prepare highly qualified school psychologists with particular competencies to work with children, families, and educational systems.

**Goal I:** To train specialist level school psychologists with particularly strong competencies involving assessment and diagnosis. [The program fosters an education and training environment in which students are firmly grounded in a data-based knowledge base and accountability framework to achieve this goal].

**Objectives:**

A) Students will be well grounded and demonstrate knowledge and competencies involving cognitive, psychoeducational, and personality assessment measures.

B) Students will demonstrate knowledge in intervention-building and monitoring.

C) Students will demonstrate knowledge of and competencies in major classification and diagnostic systems upon which special education and mental health classificatory and diagnostic decisions are constructed.

D) Students will receive pre-practicum, practicum, and internship experiences upon which assessment and diagnostic skills can be established.

E) Students will demonstrate knowledge of inter-individual differences impacting assessment and diagnosis (e.g. learning abilities and disabilities, child pathology, gender, culture, socioeconomics, and life span development).
F) Students will integrate knowledge of life span development, student diversity, and child psychopathology into psychological assessment and diagnostic evaluations.

**Goal II:** To train specialist level school psychologists with particular competencies involving counseling and psychotherapy. [The program emphasizes this goal through an intense coursework sequence and integrated practicum and internship continuum which embraces an empirically validated approach to prevention, crisis intervention, and mental health].

Objectives:

A) Students will be well-grounded in and demonstrate knowledge of major counseling models and perspectives including individual, group, and family frameworks.

B) Students will understand, articulate, and practice knowledge of prevention, crisis intervention, and mental health approaches to promote mental health and well-being in children through practicum and internship experiences.

C) Students will have knowledge of individual, group, and family systems and those interventions able to be implemented within educational systems.

D) Students will understand the mixture of multicultural diversity, gender development, child psychopathology, and associated family, social, and community influences on counseling and development.

E) Students will demonstrate knowledge of, and adherence to ethical and legal guidelines involving the delivery of mental health services to children within the context of schooling.

**Goal III.** To train specialist level school psychologists with particular competencies in consultation and collaboration. [The program provides in-depth training and supervision].

Objectives:

A) Students will demonstrate a conceptual understanding of major consulting models,

B) Students will practice consulting skills and develop specific evaluations reflecting consulting skills through a sequential progression of pre-practicum, practicum, and internship experiences.

C) Students will develop a consulting philosophy and professional portfolio outlining professional skills and competencies.

D) Students will demonstrate professional skills and the identity of a school psychology trainee able to consult with multiple constituencies and stakeholders.

E) Students will demonstrate knowledge of major consulting skills and roles able to positively impact children, families, classrooms, and schools.
Goal IV: To train specialist-level school psychologists with a strong identity as a school psychologist and with a strong commitment to ethical goals and standards.

Objectives:

A) Students will demonstrate knowledge of school psychology as a profession, and specialty within professional psychology, and be knowledgeable about its historical roots, traditional and emerging roles and functions, and scope of practice.

B) Students will demonstrate a strong commitment to ethical standards of practice and demonstrate adherence to ethical and legal guidelines in all aspects of professional work.

C) Students will demonstrate knowledge of ethical and legal standards of practice impacting school psychology in public schools as well as in private sectors of practice.

D) Students will demonstrate an understanding of ethical and legal standards in school psychology as well as an appreciation for standards impacting related professions.

E) Students will demonstrate professional identities as school psychologists through membership and participation in state and national organizations and through professional goals.

RESEARCH AND TEACHING ASSISTANTSHIPS

The School Psychology Program is pleased to boast a history of providing a range of teaching and research assistantships to interested students. Students routinely are offered both research and teaching assistantships and work closely with faculty in multiple classes on both undergraduate and graduate levels. Traditionally 2rd and 3rd year students possess the greatest flexibility of options, particularly as teaching assistants in graduate classes, although the Program has maintained a strong history of offering the majority of interested students some type of assistantship.

Looking at research opportunities, students have co-authored a wide array of journal articles in numerous professional journals in consort with faculty mentors. Works have appeared, as example, in such outlets as The Journal of Applied School Psychology, The Connecticut School Psychologist, and Family Therapy.

For students with an interest in either teaching or research assistantships, it should be observed that the primary motivational force for such involvements is the learning, developmental, and professional experiential opportunities these experiences provide rather than the financial rewards.

Typically these experiences require 8 hours of weekly service. Of final note, most often these experiences are offered, first, to second and third year students with offerings typically not finalized until the beginning of each semester.
SCHOOL PSYCHOLOGY COMMUNITY ADVISORY COUNCIL

In an effort to maximally provide a contemporary curriculum, the School Psychology Program enjoys insights from a School Psychology Advisory Council which includes community based professionals. The intention of the Advisory Council is to forge a strong, continuing, linkage between the School Psychology Program and the community. The Advisory Council includes the following consultants:

D. Tighe Cooke, Ph.D. [2003-Present]. Dr. Cooke is a Certified School Psychologist who retired from the Poudre Public Schools in Colorado. Presently a Professor of Education at Worcester State University [MA], she completed specialty training in Clinical Neuropsychology at Fielding Graduate University. She received her Ph.D. from the University of Colorado at Boulder.

Richard P. Gallini, M.S. [2002-Present]. Mr. Gallini is presently a Certified School Psychologist with the Farmington Public Schools. Previously a school psychologist with the State of Connecticut Department of Correction Unified School District, he is pursuing a Ph.D. at The University of Connecticut at Storrs. He is a graduate of the University of Hartford School Psychology Program and recently completed a certificate program in Clinical Neuropsychology.

Eric S. Protulis, M.S. [2005-2010]. Mr. Protulis is presently a Certified School Psychologist with the Hebron Public Schools. Previously a School Counselor in the Plainville Public Schools, he is a graduate of the University of Hartford School Psychology Program.

Richard D. Thomas, Ph.D. [2002-Present]. Dr. Thomas is a former Director of Special Education with the State Department of Correction and is presently a Consultant. For 20 years he was a Certified School Psychologist at Niantic Women’s Prison. He received his Ph.D. from The University of Connecticut and holds certification in both School Psychology and Educational Administration and Supervision.

M.S. DEGREE REQUIREMENT (10 COURSES/30 Credits Required)

PSY 583 - Introduction to School Psychology
PSY 584 - Introduction to Counseling & Psychotherapy
PSY 561 - Cognitive & Psychoeducational Assessment I
PSY 565 - Cognitive & Psychoeducational Assessment II
PSY 566 - Personality Assessment I
PSY 567 - Personality Assessment II
PSY 542 - Psychopathology of Childhood
PSY 554 - Community Psychology
PSY 655 - Professional Seminar & Practicum in School Psychology I
PSY 656 - Professional Seminar & Practicum in School Psychology II
POST M.S. SIXTH-YEAR REQUIREMENTS (12 Courses/36 Credits Required)

PSY 582 - Research Methods: Design and Analysis
PSY 520 - Learning: Principles, Theories and Applications
PSY 737 - Introduction to Clinical Neuropsychology
PSY 650 - Consultation: Theory and Practice
PSY 585 - Advanced Therapy Techniques
PSY 629 - Principles of Family Therapy
PSY 669 - Child Psychotherapy
PSY 560 - Life Span Development
PSY 755 - Internship in School Psychology I
PSY 756 - Internship in School Psychology II
EDH 510 - Theoretical Foundations: Children and Adults with Special Needs
PSY 649- Group Process and Psychotherapy
PSY 530 – Psychology of Career Development

PROGRAM CONTEXT/TRAINING AND PRACTICE DOMAINS

Introductory Commentary

A number of applicants, graduates, as well as selected state regulatory agencies have requested information relative to a classification schema whereby specific classes might be designated as meeting substantive basic science education requirements and/or courses meeting categories related to practice. While the program often infuses specific domains into multiple courses, teaching data based decision making in assessment, counseling, as well as in consulting courses for example, or infusing issues of student diversity in multiple classes including community psychology, counseling, as well as assessment, the following schema highlights major courses used to emphasize each practice domain or science education requirement. Classification domains follow:

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

ASSESSMENT/DATA-BASED DECISION-MAKING (4 Required/12 Credits)

PSY 561 - Cognitive & Psychoeducational Assessment I
PSY 565 - Cognitive & Psychoeducational Assessment II
PSY 566 - Personality Assessment I
PSY 567 - Personality Assessment II

CONSULTATION/COLLABORATION (1 required/3 credits)

PSY 650 - Consultation: Theory and Practice

EFFECTIVE INSTRUCTION/COGNITION (1 required/3 credits)
PSY 520 - Learning: Principles, Theories and Applications  
[Also Used Under Cognitive Bases of Behavior]

SOCIALIZATION/DEVELOPMENT (1 required/3 credits)

PSY 560 - Life Span Development

STUDENT DIVERSITY AND SCHOOL ORGANIZATION (1 required/3 credits)

EDH 510 - Theoretical Foundations: Children and Adults with Special Needs

PREVENTION/CRISIS INTERVENTION/MENTAL HEALTH (4 required/12 credits)

PSY 584 - Introduction to Counseling & Psychotherapy  
PSY 585 - Advanced Therapy Techniques  
PSY 629 - Principles of Family Therapy  
PSY 669 - Child Psychotherapy

HOME/SCHOOL/COMMUNITY COLLABORATION

PSY 554 Community Psychology [Also Used Under Social Bases of Behavior]

RESEARCH AND PROGRAM EVALUATION (1 required/3 credits)

PSY 582 - Research Methods: Design and Analysis

SCHOOL PSYCHOLOGY PRACTICE AND TECHNOLOGY (1 required/3 credits)

PSY 583 - Introduction to School Psychology

SUBSTANTIVE BASIC SCIENCE EDUCATION

BIOLOGICAL BASES OF BEHAVIOR COURSE (1 required/3 credits)

PSY 737 - Introduction to Clinical Neuropsychology

COGNITIVE BASES OF BEHAVIOR (1 required/3 credits)

PSY 520 - Learning: Principles, Theories and Applications

SOCIAL BASES OF BEHAVIOR (1 required/3 credits)

PSY 554 - Community Psychology

INDIVIDUAL DIFFERENCES (1 required/3 credits)

PSY 542 - Psychopathology of Childhood

FIELD EXPERIENCES/PRACTICA/INTERNSHIP
PRACTICUM (2 required/6 credits)

PSY 655 - Professional Seminar & Practicum in School Psychology I
PSY 656 - Professional Seminar & Practicum in School Psychology II

INTERNERSHIP (2 required/6 credits)

PSY 755 - Internship in School Psychology I
PSY 756 - Internship in School Psychology II
SAMPLE SCHOOL PSYCHOLOGY PROGRAM

FALL YEAR 1

1) PSY 583 - Introduction to School Psychology
2) PSY 561 - Cognitive & Psychoeducational Assessment I
3) PSY 584 - Introduction to Counseling and Psychotherapy
4) EDH 510 - Theoretical Foundations: Children and Adults with Special Needs

SPRING YEAR 1

1) PSY 520 - Learning: Principles, Theories, and Applications
2) PSY 566 - Personality Assessment I
3) PSY 585 - Advanced Therapy Techniques
4) PSY 565 - Cognitive & Psychoeducational Assessment II

SUMMER YEAR I

1) PSY 554 - Community Psychology
2) PSY 629 - Principles of Family Therapy

FALL YEAR 2

1) PSY 560 - Life Span Development
2) PSY 567 - Personality Assessment II
3) PSY 655 - Professional Seminar and Practicum in School Psychology I
4) PSY 669 - Child Psychotherapy

SPRING YEAR 2

1) PSY 542 - Psychopathology of Childhood
2) PSY 582 - Research Methods: Design and Analysis
3) PSY 656 - Professional Seminar and Practicum in School Psychology II
4) PSY 650 - Consultation: Theory and Practice

SUMMER YEAR 2

1) PSY 649 - Group Process and Psychotherapy
2) PSY 530 - Psychology of Career Development

FALL YEAR 3

1) PSY 755 - Internship in School Psychology I
2) PSY 737 - Introduction to Clinical Neuropsychology (Fall Offering)

SPRING YEAR 3

1) PSY 756 - Internship in School Psychology II
**PRACTICUM AND INTERNSHIP TRAINING**

The Professional Seminar & Practicum in School Psychology I-II and Internship in School Psychology I-II are critical training experiences. In a general way, the practicum is viewed as an introductory-professional experience, which occurs during the second year of training and follows preparatory pre-practica experiences in assessment and counseling completed during the first year of coursework, and involves a commitment of two and a half days a week for two consecutive semesters. The Internship in School Psychology I-II occurs during the third year of study, requires a full-time, five day a week commitment, and serves as a capstone experience. Both the practicum and internship require weekly on-site individual supervision in addition to weekly group supervision at the university. (Note: The School Psychology Program has a Practicum and Internship Handbook outlining requirements.)

The practicum requires a minimum of 600 hours of professional service. The internship involves a minimum of 1200 clock hours of supervised experience. Typically students complete a total of 2,000 hours of training. [The internship may be completed on a full-time basis during a single year, or, in rare instances, faculty will consider a half-time placement over two years.]

**TRANSFER STUDENTS**

Students who are accepted into the School Psychology Program at The University of Hartford, with appropriate backgrounds, may elect, with written approval, to transfer up to 6 credits of appropriate graduate course work taken at a regionally accredited university. In these cases, the student should consult with their major advisor early in their program and provide appropriate documentation in order for the faculty to evaluate such course work. Transfer credits are only accepted if deemed equivalent to course work at The University of Hartford or deemed appropriate to use as elective course work. Final decisions rest with program faculty.

Entering students already holding a graduate degree in such areas as counseling psychology or clinical social work may be eligible to waive certain courses. However, in no case will more than 6 credits be accepted toward a degree. Further, for students interested in seeking program recommendation for certification as a school psychologist, no fewer than 48 credits must be completed at the University of Hartford. Typically, an entering student already holding a master’s degree will complete a 60-credit program, while a doctorate holder will complete a 48-credit program.
INITIAL CERTIFICATE

In order to qualify for employment by a board of education as a school psychologist, State Department of Education certification is required. In the State of Connecticut, three levels of certification are utilized:


In order to be recommended for the initial certificate by the School Psychology Program the candidate must have completed the entire program of study. (Note: Program recommendation for certification is not automatic. Rather, it emanates from a total assessment of the student's mastery of the necessary skills and theoretical background, as well as the personal and professional attributes deemed suitable to serve as a school psychologist. Successful completion of the academic course work is necessary, but not necessarily sufficient to grant recommendation for initial certification. The faculty endeavors to apprise each student of individual progress continually throughout the program.)

If all other requirements are met aside from the internship, in rare instances a recommendation for the initial educator certificate with a deficiency can be issued by the State of Connecticut. It should be noted that the internship must be jointly supervised by both the school and University in a university approved setting. Further, the intern must concurrently register for the Internship in School Psychology I-II. Typically this option is reserved for applicants already holding a master’s or doctoral degree in clinical or counseling psychology or clinical social work, or those who possess clinical licensing, and have demonstrated an exceptional background of professional experience providing mental health services to children and adolescents.

PROVISIONAL CERTIFICATE

In order to be eligible for institutional recommendation for the provisional certificate in school psychology, individuals must have completed 69 credits of course work in a planned program in school psychology, including successful completion of the Internship in School Psychology.

PROFESSIONAL CERTIFICATE

To receive the Professional Educator Certificate an applicant must present evidence of having met previous conditions and document 30 months of successful service under the provisional certificate.

PROGRESS REVIEW

Each semester, the student’s progress is reviewed by the program faculty. Students must maintain a minimum GPA of 3.0 at all times throughout the program. A GPA below a 3.0 during any semester will result in a remedial plan or dismissal from the program. Because of the sensitive nature of the work that students are qualified to do during and upon graduation from the program, the review will focus on factors other than course work, as well as formal academic progress. Nonacademic factors may include personality, interpersonal, and/or ethical issues that may impact the student’s judgment and/or ability to function appropriately in a school setting. The director of the program will discuss any program faculty concerns with the student promptly and, where possible, will work with the student toward remediation of the problem. In extreme cases, it may be necessary for the student to delay further course work and/or practicum/internship placement during such remediation. In the event that a remedial plan is not possible or does not prove effective, the student may be removed...
from the program. In the event a student earns a grade below a B- on essential coursework, the course may need to be repeated to ensure satisfactory performance. A course may only be repeated with the approval of program director. More than two original grades below a B- result in immediate dismissal from the program. Once grades below B- have been assigned, the program may terminate the student from the program even if said courses were retaken and higher grades achieved.

**PERFORMANCE-BASED PROGRAM ASSESSMENT**

The School Psychology Program employs systematic, multiple, methods of assessment. A key component to the program is the assessment of knowledge and capabilities of school psychology candidates and the impact they have on students, families, and schools. All students are evaluated annually by faculty using Likert rating scales, grades are reviewed annually, students complete a comprehensive examination prior to the practica, students must pass the Praxis I Examination during Year 1 and the Praxis 2 Examination during Year 3. In addition, the Practicum & Internship Handbook outlines outcome-based performance criteria which supervisors use to gauge skills. In addition to these facets, students complete a portfolio, students develop a comprehensive project linking theory and practice during the Professional Seminar and Practicum, students complete a culminating project during the Internship in School Psychology I-II, and all students maintain a professional log during both the practica and internship.

In general the School Psychology Program uses both qualitative and quantitative objective criteria to continually review academic and professional competencies. These assessments are used to determine student knowledge and competencies to facilitate data-based decision making to promote program development.

Key elements to the performance-based programmatic assessment process include the following:

1) Instructional Evaluations
2) Pre-Practicum Performance Appraisals
   a) Assessment & Counseling Simulations
   b) Video-Analyses
3) Instructor Annual Evaluations
4) Student Evaluations
5) Site Supervisor Evaluations [Practicum and Internship]
   a) Performance Appraisals
   b) Case Study Analyses
6) University Supervisor Evaluations
   a) Case Study Analyses
   b) Assessment and Counseling Presentations
7) Professional Portfolio
8) Comprehensive Examination
9) National Examinations [Praxis CORE & Praxis II.N.C.S.P. Examination], and
10) Employment Documentation

More detailed descriptions follow:

1) Instructional Evaluations

Each class in the School Psychology Program contains specific, objective, performance-based evaluative criteria. No more than two grades below B are allowed for program
continuation. Grades are reviewed at least once annually by the Director, School Psychology Program.

2) Pre-Practicum Performance Appraisals

Students are evaluated during the first year using performance-based criteria on assessment, crisis intervention, and mental health counseling skills through applied training analysis (i.e. video-analyses, typescript analysis). These pre-practicum experiences, and instructor assessments, provide students with feedback on skills. Tangibly, assessment protocols must contain student recommendations and counseling sessions must include demonstrated specific interventions.

3) Instructor Annual Evaluation.

Students are evaluated annually by faculty with Likert Scales on both academic and personal skills. Course instructors complete evaluations and students are evaluated and receive feedback. Evaluations are targeted to address the ability to positively impact children and client systems.

4) Student Evaluations

Students conduct annual individual evaluations pertaining to both academic and professional progress. Self-evaluations are deemed important toward developing a reflective practitioner perspective and are combined with faculty evaluations in formulating annual reviews. [See Appendix D & Practicum & Internship Handbook].

5) Site Supervisor Evaluations [Practicum and Internship]

During the Practicum in School Psychology I-II and Internship in School Psychology I-II site supervisors complete performance evaluations using Likert Rating Scales. In addition, students submit case study analyses from both psychological evaluation and counseling cases. Students also complete weekly logs. [See Appendix C & Practicum & Internship Handbook].

6) University Supervisor Evaluations

Program faculty conduct annual evaluations on all students. This includes a review of grades, a review of student and faculty annual evaluations, as well as a review of the criteria outlined in this section. Student progress is viewed as a critical component to mentoring and professional preparation and students are review annually using multiple quantitative and qualitative criteria.

7) Professional Portfolio

Students complete a professional portfolio during the Spring of Year II, as part of the consultation class. The portfolio includes a professional resume, a consultation philosophy, as well as a minimum sampling of two psychological reports and two consultation reports appropriately disguised for use as an employment interviewing tool.

8) Comprehensive Examination,
The Comprehensive Examination is administered during Spring of Year I. This is a four hour essay examination intended to assess student progress on multiple criteria: Assessment and Diagnosis, Counseling and Psychotherapy, and Education, Special Education, and Ethical and Legal Issues in School Psychology. Questions strive to integrate the following: Skills In Data-Based Decision-Making and Accountability:, Skills In Effective Instruction and Development of Cognitive/Academic Skills, Skills In Socialization and Development of Life Skills, Skills In Student Diversity in Development and Learning, Skills In School and Systems Organization, Policy Development, and Climate, Skills in Prevention, Crisis Intervention, and Mental Health.

The Comprehensive Examination is blind reviewed and objectively scored. Students who are not successful may take the Examination up to three times. Multiple raters ensure rater agreement. Students must pass the Comprehensive Examination to enter the practicum.

9) National Examination [Praxis II/N.C.S.P.]

The Praxis II Examination is used during the third year of the program.

10) Employment Documentation

Documentation of employment of program graduates is highly valued. In addition, periodically, faculty meet with a representative group of employers in order to acquire feedback on graduates and to ensure that the program philosophy and training meets contemporary demands for school psychological services.

The reader is referred to the attached Appendices & Practicum & Internship Handbook for forms.

**PRAXIS II/ N.C.S.P. EXAMINATION**

The Praxis II N.C.S.P. Examination is required by the NASP Program Accreditation Board for all students enrolled in a nationally accredited program. Offered by Educational Testing Service (E.T.S.), the examination is intended to ensure that candidates for certification are competent in core areas of school psychology considered essential for school practice. Students must complete this examination during the Spring of Year 2, and prior to beginning the internship.

**GRIEVANCE PROCEDURES**

Student progress toward meeting requirements are reviewed annually within a meeting with the major advisor. Students who feel aggrieved or feel they may have been treated unfairly by faculty or staff have several routes for redress. The University holds a policy handbook which details policy. Briefly, the 1st route is to meet with the faculty in order to restate the problem and seek solution. If this is unsatisfactory it is suggested to hold a meeting with the Program Director. Alternatively, or as a further step, the student may meet with the Department Chair. Sometimes mediation can be achieved in this fashion. If this is still unsatisfactory, the student may consult with the Associate Dean, College of Arts and Sciences, or the Dean, usually in this order. It is the responsibility of the academic administrator to gather the facts of the situation and seek a mutually acceptable resolution.
Specific grievance steps follow:

Step One: If a student has a grievance with a faculty or staff the student should meet with the individual believed responsible in an attempt to informally resolve the issue. Direct and open communication is valued and often can serve to rectify problem situations.

Step Two: If a student is unsatisfied with the outcome of an informal meeting the student should request a meeting with the Director, School Psychology Program. A written grievance may or may not follow this meeting. The student may bring a representative to this meeting if so inclined.

Step Three: If the student is dissatisfied a meeting may be arranged with the Chair, Department of Psychology. It is suggested that a written grievance be written, if not previously completed. This meeting is intended to serve as an appeal process with the Department Chair providing a formal response to the student.

Step IV: If the student remains dissatisfied a written grievance should be addressed to the Associate Dean, College of Arts & Sciences. A written response from the Associate Dean will follow. The Associate Dean may or may not grant a formal meeting, based upon a review of the grievance.

Step V: If the student remains dissatisfied a written appeal should be addressed to the Dean, College of Arts and Sciences. A written response will follow. This decision is deemed final and binding.

ADMISSIONS REQUIREMENTS

The School Psychology Program welcomes applications from students who share our interest and commitment to the delivery of psychological services in a pluralistic society. While students may be admitted from a variety of backgrounds, it is expected that all applicants will possess a Bachelor's Degree, with appropriate course work in psychology, or complete such course work during the beginning phases of training.

In terms of admissions, the School Psychology Program utilizes multiple admission criteria including undergraduate course work, previous graduate course work, Graduate Record Examination test scores, Praxis CORE Examination, letters of recommendation, a personal letter, and interview. In other words, no single element solely determines acceptance. Overall academic ability, academic preparation in psychology, as well as personal and non-academic factors (e.g. personal statement and letters of recommendation) are utilized to determine admission. (Note: The Graduate Record Examination and Praxis I is required of all applicants.)

The application, accompanied by official transcripts of all college/university course work, GRE Test Scores, PRAXIS CORE test scores, a personal statement outlining professional goals, and three letters of recommendation (preferably including references from university faculty members), should be forwarded to the address listed on the application (Graduate Admissions).

FOR FURTHER INFORMATION, PLEASE CONTACT:

Natalie N. Politikos, Ph.D., NCSP
Director, School Psychology Program
The University of Hartford
200 Bloomfield Avenue
CORE FACULTY

The core faculty for the School Psychology Program are Licensed Psychologists and/or Certified School Psychologists with diverse expertise. Core faculty include:

**NATALIE N. POLITIKOS, Ph.D.,** (University of Northern Colorado). Tel: (860) 768-4545, E-Mail: politikos@hartford.edu. Associate Professor of Psychology and Director of School Psychology Program. Professor Politikos is a Certified School Psychologist and Nationally Certified School Psychologist, (N.C.S.P.), whose interests include cognitive and psychoeducational assessment, neuropsychology, and multicultural dynamics.

**TONY D. CRESPI, Ed.D.,** (University of Massachusetts, Amherst). Phone: (860) 768-5081, E-mail: crespi@hartford.edu. Professor of Psychology. Professor Crespi is a Licensed Psychologist, Certified School Psychologist, Nationally Certified School Psychologist (N.C.S.P.), and Board Certified in School Psychology from the American Board of Professional Psychology [A.B.P.P.]. He is also a Certified School Counselor and Licensed Marriage & Family Therapist. Professor Crespi’s interests include clinical supervision and credentialing as well as professional training and ethics.

**NATASHA K. SEGOOL, Ph.D.** (Michigan State University). Phone: (860) 768-5268, Email: segool@hartford.edu. Associate Professor of Psychology. Dr. Segool is interested in the presentation and impact of anxiety disorders on school-aged children. In particular, she has conducted research on the relationship between test anxiety and test performance on high-stakes educational assessments. She is also more broadly interested in the development and adaptation of evidence-based treatments for emotional and behavioral disorders in school-based settings and in ways to increase children’s access to mental health care through school and pediatric settings.

**ROBERT M. LEVE, Ph.D.,** (University of Maryland). Tel: 860-768-5104, E-Mail: Leve@Hartford.Edu. Associate Professor of Psychology. Professor Leve is a Licensed Psychologist, Board Certified Behavior Analyst, and he holds Board Certification in Clinical Psychology from the American Board of Professional Psychology. His interests include Applied Behavior Analysis, Learning Theory, and Child and Adolescent Therapy.
DEPARTMENT OF PSYCHOLOGY FULL-TIME FACULTY

Katherine A. Black, Ph.D. (University of New Hampshire). East Hall, Room 203K, Ext. 4278, E-mail: KABLACK@hartford.edu. Associate Professor. Chair, Department of Psychology. Developmental Psychology, Attachment Relationships throughout the Lifespan, Gender Issues.

Caryn Christensen, Ph.D. (Ohio University). East Hall, Room 203L, Ext. 5168, E-mail: CHRISTENS@hartford.edu. Associate Professor. Director, General Psychology Program. Cognitive Psychology, Research Methodology, Judgment and Decision Making, Expert-Novice Differences in Cognition.

Olga L. Clark, Ph.D. (Bowling Green State University). East Hall, Room 203J, Ext. 4045, E-mail: OCLARK@hartford.edu. Assistant Professor. Director, Organizational Psychology Program. Industrial/Organizational Psychology, Job Performance, Occupational Stress, Research Methods.

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Lourdes Dale, Ph.D. (American University). East Hall, Room 117B, Ext. 5187, E-mail: DALE@hartford.edu. Assistant Professor. Factors Affecting the Self-Regulation and Development of Infants and Young Children, Pediatric Health Psychology, Assessing the Benefits of Yoga.

Robert M. Leve, Ph.D. (University of Maryland). East Hall, Room 203E, Ext. 5230, E-mail: LEVE@hartford.edu. Associate Professor. Clinical Child Psychology, Learning.

Mala L. Matacin, Ph.D. (University of Cincinnati). East Hall, Room 204B, Ext. 4541, E-mail: MATACIN@hartford.edu. Associate Professor. Director, A&S Psychology Undergraduate Program. Body Image, Behavioral Medicine/Health Psychology, Gender Issues, Stress, Eastern-based approaches to health and stress.

Kathy McCloskey, Ph.D. (Columbia Pacific University). Psy.D. (Wright State University), ABPP-Clinical (American Board of Professional Psychology). East Hall, Room 117L, Ext. 4442, E-mail: MCCLOSKEY@hartford.edu. Associate Professor. Domestic Violence, Multicultural Development; Gay, Lesbian, and Bisexual Issues; Ethics, Forensics, Cognitive-Behavioral Therapy, Research Methodology and Design, Program Evaluation, Clinical Supervision and Consultation, Psy.D. Training Models, Administration, and Program Development; Professional Credentialing and Accreditation.
John G. Mehm, Ph.D. (University of Iowa). East Hall, Room 117H, Ext. 5224, E-mail: MEHM@hartford.edu. Director, Graduate Institute of Professional Psychology. Psychological Assessment and Diagnosis, Cognitive-behavioral Therapy, Community Treatment of Serious Mental Illness, Legal Issues in Mental Health.

Leonard S. Milling, Ph.D. (University of Connecticut). East Hall, Room 203F, Ext. 4546, E-mail: MILLING@hartford.edu. Associate Professor. Associate Director, M.A. Clinical Practices in Psychology Program. Psychological Methods of Pain Control, Depression, Child Clinical and Pediatric Psychology.

Anne Pidano, Ph.D. (State University of New York, Albany). East Hall, Room 117C, Ext. 5214, E-mail: PIDANO@hartford.edu. Assistant Professor. Child and Family Therapy, Clinical Training and Administration, Integration of Behavioral Health and Pediatric Primary Care.

Jack L. Powell, Ph.D. (University of Missouri-St. Louis). East Hall, Room 204C, Ext. 4720, E-mail: JPOWELL@hartford.edu. Professor. Social Psychology, Statistics and Research Methodology, Psychology of Religion.
ADJUNCT PSYCHOLOGY FACULTY

**Ralph R. Braithwaite, M.B.A.** (University of Hartford). The Limitless Counseling Group, West Hartford, CT. Human Factors and Psychology Applied to the Workplace.

**Paul W. Burinskas, C.A.S.** (Trinity College). Owner/President, Webster Pre-School Center, Farmington, CT. Developmental Psychology and Introductory Psychology.


**Carin A. Delisle, M.S.** (University of Hartford). Principles of Family Therapy.


**Parker Hampson, M.S.** (University of Hartford). Family Service Division of Connecticut Junior Republic. Personality Assessment.

**Dean T. Hokanson, Ph.D.** (University of Texas). Clinical Psychologist, Private Practice, West Hartford, CT. Introductory Psychology.

**Abdul Khaleque, Ph.D.** (Catholic University, Belgium). Adolescent and Emerging Adult Development: Motivation and Emotion: Introductory Psychology: Concepts and Applications.

**Stephen R. King, Ph.D.** (University of Toledo). Clinical Psychologist, St. Francis Hospital, Hartford, CT. Adolescent Psychology and Psychopathology.

**Robert M. Leve, Ph.D.** (University of Maryland). Associate Professor of Clinical Psychology, Graduate Institute of Professional Psychology, Hartford, CT. Child Psychology.

**Michael H. Levinson, M.A.** (University of Hartford). Director of Clinical and Administrative Operations, Hartford Crisis Intervention Center. Introductory Psychology, Community Psychology and Theories of Personality.


Linda A. Scacco, Ph.D. (St. John’s University of New York). Licensed Clinical Psychologist, Independent Practice. Introductory Psychology; Adolescent and Emerging Adult Development.

Richard D. Thomas, Ph.D. (University of Connecticut). Retired. Former Director of Special Education, Department of Corrections, Unified School District #1, CT. Research Methods.

## APPENDIX A

### Candidate Screening Rubric

<table>
<thead>
<tr>
<th>Quality</th>
<th>Indicator</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic ability/ Test-taking skills</strong></td>
<td>GPA</td>
<td>&lt; 3.0</td>
<td>3.0 - 3.2</td>
<td>3.21 –3.40</td>
<td>3.41-3.6</td>
<td>3.61-3.8</td>
<td>&gt;3.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GRE</td>
<td>&lt;800</td>
<td>800-899</td>
<td>900-999</td>
<td>1000-1099</td>
<td>1100-1199</td>
<td>&gt;1200</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality</th>
<th>Indicator</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional behavior skills</strong></td>
<td>Letters, Resume</td>
<td>Negatives noted</td>
<td>Nonspecific, brief, or &lt; 2 professors</td>
<td>Average or adequate</td>
<td>Exceptional; leadership noted</td>
<td></td>
</tr>
<tr>
<td><strong>Relevant experiences</strong></td>
<td>Resume</td>
<td>No real work w/children</td>
<td>Work with typical children</td>
<td>Work w/at risk children</td>
<td>Worked with exceptional children</td>
<td></td>
</tr>
<tr>
<td><strong>Written communication skills</strong></td>
<td>Statement</td>
<td>Poorly edited, poorly constructed</td>
<td>A few editing errors, or generally weak</td>
<td>No errors</td>
<td>Exceptionally well written</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding of/ commitment to profession</strong></td>
<td>Statement</td>
<td>Misinformation, or extremely vague</td>
<td>Counselor type perceptions</td>
<td>Awareness of work with diversity &amp; testing</td>
<td>Accurate &amp; thorough knowledge of field</td>
<td></td>
</tr>
<tr>
<td><strong>Child advocacy</strong></td>
<td>Statement</td>
<td>No indication of advocacy role</td>
<td>Vague suggestion of advocacy role</td>
<td>Awareness of role but no specific exemplars</td>
<td>Implicit within exemplars</td>
<td></td>
</tr>
</tbody>
</table>

Comments:  

### Candidate Interview Rubric

<table>
<thead>
<tr>
<th>Quality</th>
<th>Indicator</th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional behavior skills</strong></td>
<td>Personal Interview</td>
<td>Negative behavior observed</td>
<td>Passive; lack of engagement</td>
<td>Average or adequate</td>
<td>Exceptional</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding of</strong></td>
<td>Personal</td>
<td>Misinformation, or</td>
<td>Counselor type</td>
<td>Awareness of work</td>
<td>Accurate &amp; thorough</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td>Extremely vague perceptions with diversity &amp; testing</td>
<td>Knowledge of field</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>-----------------------------------------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child advocacy</td>
<td>Personal Interview</td>
<td>No indication of advocacy role</td>
<td>Vague suggestion of advocacy role</td>
<td>Awareness of role but no specific exemplars</td>
<td>Implicitly stated with exemplars</td>
<td></td>
</tr>
<tr>
<td>Oral Communication skills</td>
<td>Personal Interview</td>
<td>Easily misunderstood; dysfluent, or misuse of language</td>
<td>Frequent Lack of clarity</td>
<td>Average communication skills</td>
<td>Exceptional clarity, accuracy, &amp; fluency of communication</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** Total
APPENDIX B

Connecticut State Department of Education
COMPETENCIES AND INDICATORS
FOR PERFORMANCE EVALUATION OF
SCHOOL PSYCHOLOGISTS

School psychologist competencies and indicators:

Demonstrates facility in reading, writing and mathematics.

Demonstrates knowledge of his or her special area of practice in education.

- Demonstrates a knowledge of personality theories and personality dynamics.
- Demonstrates a knowledge of learning and emotional problems and strategies for remediation.
- Demonstrates a knowledge of psychological assessment and its application to questions of educational development.
- Demonstrates a knowledge of the physical, social, emotional and cognitive aspects of human learning.

Demonstrates knowledge of human growth and development as it relates to the teaching-learning process.

- Demonstrates understanding of the major theories of human development.
- Demonstrates understanding of how physical, social, emotional and intellectual development affects learning.
- Demonstrates understanding of the relationship between learning problems and school adjustment problems.
- Demonstrates understanding of the interrelationship between teaching styles and learning styles.
- Demonstrates understanding of the impact of stress, disability, disease and deprivation (including neglect and abuse) on human behavior and development.

Demonstrates knowledge of the public school system.

- Knows and understands the governance of schools at the local, state and federal levels.
- Understands how the organization of the district and school has an impact upon the school community.
- Understands the rights and responsibilities of students, parents and staff.

Implements interventions to achieve selected objectives.
• Plans and implements individual and/or group treatment services (i.e. individual or group counseling, behavior modification).
• Assists in designing programs to enhance the cognitive, affective, social and vocational development of students.
• Designs and develops procedures for preventing disorders, promoting mental health and improving affective educational programs.
• Monitors the effectiveness and outcomes of intervention program.

**Effectively communicates with students, family members, school personnel and the community at large.**

• Reports psychological evaluation findings, both written and oral, in clear, concise and accurate terms.
• Provides for two-way communication with clients and involves them in assessment, intervention and program evaluation procedures.
• Interprets school psychology services to pupils, parents, staff and the community.
• Assists in developing and implementing I.E.P. components when school psychology related services are called for.
• Demonstrates an ability to transmit ideas, concepts and pertinent data in an effective manner.
• Establishes rapport with students and staff and fosters positive interactions through verbal and nonverbal communication.
• Fulfills liaison role, as appropriate, with community agents who serve the school district.
• Facilitates communication between home and school.

**Helps students develop positive self-concepts.**

• Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the school environment.
• Demonstrates sensitivity to and respect for the needs and feelings of students, parents and staff.
• Demonstrates patience, empathy and enthusiasm in dealing with students.
• Assists staff to implement strategies which foster student positive self-concepts.

**Effectively organizes time, space, materials and equipment for delivery of specialty services.**

• Establishes priorities, schedules, routines and procedures for delivering specialty services.
• Makes appropriate efforts to maintain schedules, routines, and procedures to reflect the established priorities.
- Attempts to provide a work setting that is attractive and conducive to providing appropriate specialty services.

Assesses student needs and progress.

- Evaluates human behavior on the basis of test results, clinical observations, interviews with students, teachers, other school personnel and parents, school records and reports of other professionals.
- Independently interprets and presents findings to teachers in order to help them understand and teach their students.
- Demonstrates a working knowledge of a wide range of assessment techniques suitable for students from ages pre-school to 21.
- Selects assessment techniques which are appropriate for referral.
- Coordinates assessment with school personnel so as to avoid duplication or unnecessary procedures.
- Establishes positive rapport with students in order to achieve maximum cooperation and motivation.
- Collects assessment information in accordance with established standards and procedures.
- Analyzes and integrates assessment data to facilitate an understanding of the “whole” child.
- Uses assessment instruments only for purposes and populations for which there are acceptable validity and reliability.
- Uses and encourages the use of assessment practices which lead themselves to the development of effective educational interventions.

Effectively meets the needs of exceptional students.

- Obtains and uses information about students from available records.
- Demonstrates understanding of behaviors resulting from mental, physical, emotional, sensory, speech or any other handicapping impairments.
- Assists parents to better understand handicapping condition and how they interfere with a child’s learning.

Strives to contribute to the establishment of a positive learning environment.

- Identifies and assesses the social/emotional needs of students to make recommendations for enhancing the overall learning environment of the school.
- Promotes appropriate behavior standards for students.
- Advocates for effective disciplinary practice given the individual needs of the students.
Meets professional responsibilities.

- Demonstrates responsibility for professional improvement and ongoing self-evaluation.
- Assists in the planning, organization and review of school psychology services.
- Works cooperatively with colleagues and administrators.
- Follows the policies and procedures of the school district.

Encourages the support of parents and the community in the functioning of the school.

- Obtains and uses appropriate information about students from parents.
- Assists staff to achieve effective parent-teacher communication, based upon mutual respect.
- Informs parents of community resources and services and helps them gain access to such resources as independently as possible.
- Helps parents to communicate their needs and concerns effectively to school and community agency staff.
- Identifies unmet needs in the community which, if addressed, might facilitate student learning and then advocates for the fulfillment of these needs.

Consults and collaborates with appropriate parties involved in the education of students.

- Demonstrates a knowledge of consultation theory and practice.
- Consults with school personnel, families and others to facilitate the education and psychosocial progress of children.
- Assists teacher in the development of effective management strategies for students manifesting significant educational programs.
- Consults with student support specialists to implement coordinated and comprehensive intervention/prevention programs.
- Consults with parents to assist in developing home management programs and to help them to use the results and recommendations of assessments.
- Consults with administrators to assist in resolving school issues and crises that have implications for the psychological well-being of students and staff.
- Consults and collaborates with other community professional to provide a continuum of services and advocacy for children in need.
- Assists in the development of a coordinated plan for accountability and evaluation of all services provided in order to maintain and improve the effectiveness of services.
- Serves as member of interdisciplinary teams assisting students to benefit from their school experiences.
Provides services and practices in accord with professional ethical and legal requirements.

- Respects the privacy of students and parents and holds in confidence all information obtained in the course of professional services unless there is a compelling reason to do otherwise.
- Obtains informed consent of students and/or parents before taping, recording or permitting third-party observation of counseling sessions.
- Conducts services in a manner which protects the due process rights of the students and their parents as defined by state and federal laws and regulations.
- Actively seeks appropriate consultation with superiors, mentors, and peers when expanding into areas of infrequent practice.
- Limits professional activities to only those areas in which competency has been demonstrated.
Appendix C

SCHOOL PSYCHOLOGY PROGRAM DISPOSITIONS

The School Psychology Program ensures that graduates meet the following dispositions:

Skills in Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Skills in Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Skills in Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods to and to implement and evaluate services that support cognitive and academic skills.

Skills in Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills and evidence-based strategies to promote social-emotional functioning and mental health.

Skills in School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

Skills in Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Skills in Family-School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
**Skills in Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristic; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

**Skills in Research and Program Evaluation:** School psychologists have knowledge of research, statistics, measurement, varied data-collection and analysis techniques and program evaluation method sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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, analysis, and program evaluation, to support effective practices at the individual, group, and/or systems levels.

**Skills in Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.
Preservice Performance Assessment for Practicum or Practicum Equivalent
Professional Standards for School Psychologists

The following Assessment should be completed by the Field Supervisor. It is expected that this be completed twice in the year long Practicum- once mid way through and at the conclusion of the Practicum.

It is expected that the Student spend the first month of Practicum “shadowing” the Field Supervisor, and being acquainted with the specific policies and procedures of the school site and school system. Gradual assumption of responsibilities may occur at this point. At the conclusion of the Practicum, it is expected that Graduate Student will have been assigned a minimum of 3 individual counseling cases, co-lead a group counseling activity, assisted the Field Work Supervisor with a variety of assessment pieces, but will NOT have assumed the responsibilities of an entire case. Specifics might include, but are not limited to, completing a Functional Analysis of Behavior, administering, scoring and interpreting the Cognitive Assessment Data for a Triennial, then an Initial Eligibility Case, participating in Curriculum Based Measurement if the site employs such methods, conducting the Social-emotional assessment, etc. As the year continues, responsibilities should be gradually added to ensure student success. Student knowledge and skill base will progress as the student integrates information from courses and experience from the practicum setting and discussion with the Field Work Supervisor.

The following evaluation should be completed with discussion between the student and field work supervisor. Please return the mid-year review by the end of the first semester. Should adequate progress not be observed, the mid-year meeting with the student, field work supervisor and the university supervisor will address the issues and establish a plan to speak to the competency issues.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Name of Field Work Supervisor</th>
<th>Name of Practicum Site</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>FALL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SPRING</td>
</tr>
</tbody>
</table>
### ASSESSMENT

1. **Demonstrates a Systematic Process to Collect Data and Other Information as Part of Assessment.**
   - Conducts Interviews
   - Record Reviews (Permanent Records, Pre-referral, Confidential)
   - Discusses factors when deciding the use of formal and informal measures to collect data (classroom artifacts, cultural, linguistic influences, familial impact, effects of social, emotional, biological dynamics).
   - Increased understanding of the underlying issues in assessing diverse student groups.

2. **Competency Evidenced When Administering, Scoring and Interpreting Formal Tests and Measures.**
   - Cognitive: List specific tests and measures
   - Personality: List specific tests and measures
   - Achievement: List specific tests and measures
   - Rating Scales: List specific scales
   - Knowledge of psychometric issues as they are related to test use, interpretation.

3. **Observations Conducted in the Natural Setting(s) (i.e.: Structured, Direct)**
   - Student
   - Classroom Environment/Setting

4. **Conducts Functional Assessment of Behavior**

5. **Developing Skills in Intervention Design Based on Data.**
   - Recommendations increasingly data-driven
   - Capacity to evaluate and translate assessment results into academic and/or behavioral goals and outcomes.
   - Identification of student strengths and needs
   - Demonstrates knowledge of individual differences

6. **Able to Compose a Cogent, Informative Psychological Report That**
   - Presents data succinctly
   - Informs the reader using understandable language
   - Enumerates recommendations based on data in case presentation

<table>
<thead>
<tr>
<th>Overall Rating in the area of: ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating:</td>
</tr>
<tr>
<td>Additional Comments:</td>
</tr>
</tbody>
</table>

Rating Scale: 1 = significantly below expected level of a practicum student, 2 = below expected level of a practicum student, 3 = at the expected level of a practicum student, 4 = above expected level of a practicum student, and 5 = significantly above expected level of a practicum student.

No Opportunity to Observe= NOO
No Opportunity to Demonstrate= NOD
<table>
<thead>
<tr>
<th>Prevention/Intervention</th>
<th>Rating: Specific Evidence:</th>
</tr>
</thead>
</table>
| **1. Demonstrates Increased Understanding of the Cultural, Biological and Social Influences on Behavior**  
a. Articulates a professional orientation when offering counseling services  
b. Exhibits increased understanding of strategies for putting theory into practice  
c. Effective use of techniques to assist students to talk about themselves/issues. (i.e.: rapport building, reflection encouragers.) | |
| **2. Increasing Skills in Developing Counseling Plans That Are Data Driven.**  
a. Articulated goals  
b. Session Objectives  
c. Evaluation for Effectiveness | |
| **3. Able to Develop Effective Behavior Plans**  
a. Uses data to monitor progress  
b. Progress informs changes to plan, if necessary | |
| **4. Demonstrates Understanding of School Organization**  
a. Culture, policies and procedures  
b. The relationship between General Education and Special Education services, support, personnel) | |
| **5. Comprehends the School’s Crisis Response Plan/Model**  
a. Is knowledgeable about procedures  
b. Understands the role of the School Psychologist in crisis  
c. Understands procedures for the welfare and safety of children | |
| Overall Rating in the area of: Prevention/Intervention | Rating: Specific Evidence: |

Rating Scale: 1=significantly below expected level of a practicum student, 2= below expected level of a practicum student, 3= at the expected level of a practicum student, 4= above expected level of a practicum student, and 5= significantly above expected level of a practicum student.

No Opportunity to Observe= NOO  
No Opportunity to Demonstrate= NOD
<table>
<thead>
<tr>
<th>Ethical/Legal Issues</th>
<th>Rating:</th>
<th>Specific Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognizes their own personal bias and prejudice and is able to articulate how to minimize their influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Able to illustrate the application of an ethical decision-making model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. When faced with an ethical dilemma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. School policies and procedures that might impact School Psychology practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Knows the legal mandates that inform the practice of school psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Special Education Laws (IDEA-all revisions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Other Legal Mandates (Section 504, ADA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Parental Rights and Responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Informed Consent, Privacy etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Shows the application of ethical codes and professional conduct guidelines as they apply to assessment practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Analyzes reliability, validity and fairness in testing issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Appropriateness of particular test instruments, testing protocols to particular assessment case(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Training and professional development awareness of limitations of skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Advocates for the safety and well-being of children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Rating in the area of: Ethical/Legal Issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rating Scale: 1=significantly below expected level of a practicum student, 2= below expected level of a practicum student, 3= at the expected level of a practicum student, 4= above expected level of a practicum student, and 5= significantly above expected level of a practicum student.

No Opportunity to Observe= NOO
No Opportunity to Demonstrate= NOD
<table>
<thead>
<tr>
<th><strong>Professional Characteristics and Behaviors</strong></th>
<th><strong>Rating:</strong></th>
<th><strong>Specific Evidence:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. All Professional Services are performed with high regard for the respect for human diversity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Communication Skills</strong></td>
<td>Rating:</td>
<td>Specific Evidence:</td>
</tr>
<tr>
<td>a. Expression Features</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Interpersonal skills when interacting with children, parents, teachers, other professionals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Demonstrates Ethical Responsibility</strong></td>
<td>Rating:</td>
<td>Specific Evidence:</td>
</tr>
<tr>
<td>a. Knows limitations and asks for clarification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Utilizes Supervision (accepts feedback, integrates and implements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Presents as a professional in the school site (punctual for professional obligations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Adaptability</strong></td>
<td>Rating:</td>
<td>Specific Evidence:</td>
</tr>
<tr>
<td>a. Flexible and responsive to system, individual needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Initiative and Dependability</strong></td>
<td>Rating:</td>
<td>Specific Evidence:</td>
</tr>
<tr>
<td>a. Follows through with commitments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Organized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Demonstrated resourcefulness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Able to handle increased levels of demands and stress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating in the area of: Professional Characteristics and Behaviors**

<table>
<thead>
<tr>
<th><strong>Rating:</strong></th>
<th><strong>Additional Comments:</strong></th>
</tr>
</thead>
</table>

**Rating Scale:** 1=significantly below expected level of a practicum student, 2= below expected level of a practicum student, 3= at the expected level of a practicum student, 4= above expected level of a practicum student, and 5= significantly above expected level of a practicum student.

No Opportunity to Observe= NOO
No Opportunity to Demonstrate= NO
<table>
<thead>
<tr>
<th><strong>COMMUNICATION AND INFORMATION TECHNOLOGY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. DEVELOPING PROFESSIONAL LEVEL WRITTEN COMMUNICATION SKILLS</strong></td>
<td>Rating: Specific Evidence:</td>
</tr>
<tr>
<td>a. Psychological reports</td>
<td></td>
</tr>
<tr>
<td>b. Counseling notes/reports</td>
<td></td>
</tr>
<tr>
<td>c. Other assessment, evaluation, research</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2. WELL DEVELOPED SKILLS WHEN PRESENTING INFORMATION ORALLY.</strong></th>
<th>Rating: Specific Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Presenting assessment data at team meetings</td>
<td></td>
</tr>
<tr>
<td>b. Presenting assessment data at IEP meetings</td>
<td></td>
</tr>
<tr>
<td>c. Training or inservices the student might offer</td>
<td></td>
</tr>
<tr>
<td>d. Easily understood or able to state information in other ways to increase listener comprehension</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3. COMPETENCY IN COMPUTER/ USE OF TECHNOLOGY</strong></th>
<th>Rating: Specific Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Utilizes the e-mail system for communication</td>
<td></td>
</tr>
<tr>
<td>b. Utilizes appropriate internet resources to inform practice</td>
<td></td>
</tr>
<tr>
<td>c. Proficient in using Word Processing for report generation</td>
<td></td>
</tr>
<tr>
<td>d. Edits work for errors</td>
<td></td>
</tr>
<tr>
<td>e. Uses available assessment software in an ethical manner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Rating in the area of : COMMUNICATION AND INFORMATION TECHNOLOGY</th>
<th>Rating: Additional Comments:</th>
</tr>
</thead>
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No Opportunity to Observe= NOO
No Opportunity to Demonstrate= NOD
## Professional Standards for School Psychologists

### SUMMARY DECISION FOR PRACTICUM PERFORMANCE ASSESSMENT

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>OVERALL RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>Prevention/Intervention</td>
<td></td>
</tr>
<tr>
<td>Ethical Legal Issues</td>
<td></td>
</tr>
<tr>
<td>Professional Characteristics and Behaviors</td>
<td></td>
</tr>
<tr>
<td>Communication and Information Technology</td>
<td></td>
</tr>
</tbody>
</table>

Please list strengths observed in the graduate student that may not have been addressed:

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

Please list those areas the graduate student should focus on for further skill enhancement:

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

I observe sufficient progress in this student at this level of training: Yes ____ No ____

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

Field Site Supervisor’s Signature

Date

__________________________________________________________________________________________________________________________________________________________

Student Signature

Date

__________________________________________________________________________________________________________________________________________________________

University Supervisor’s Signature

Date
**Preservice Performance Assessment for Internship or Internship Equivalent**

**Professional Standards for School Psychologists**

The following Assessment should be completed by the Field Supervisor. It is expected that this be completed twice in the year long Internship- once mid way through and at the conclusion of the Internship.

It is expected that the student spend the first two weeks of Internship “shadowing” the Field Supervisor, and being acquainted with the specific policies and procedures of the school site and school system. Gradual assumption of responsibilities may occur at this point. At the conclusion of the Internship, it is expected that Graduate Student will have been assigned the following:

1) *Two Assessment Cases* (one for each semester) of the following:
   - Consultation: Academic Problem
   - Consultation: Behavioral Problem
   - Counseling Case
   - Prevention or Staff Professional Development
   These cases will be completed per Case Guidelines for submission to the University and inclusion in the Professional Portfolio.

2) *Complete a minimum of 10 psycho-educational cases independently*

3) *Co-lead at least 2 groups*

4) *Counseling Cases: 5-10*

5) *Consultation Cases: 5-10*

The following evaluation should be completed with discussion between the student and field work supervisor. Please return the mid year review by the end of the first semester. Should adequate progress not be observed, the mid year meeting with the student, field work supervisor and the college supervisor will address the issues and establish a plan to speak to the competency issues.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Name of Field Work Supervisor</th>
<th>Name of Internship Site</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>FALL</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>SPRING</td>
</tr>
</tbody>
</table>
## Professional Behaviors and Characteristics

<table>
<thead>
<tr>
<th>Professional Behaviors and Characteristics</th>
<th>Rating: Specific Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for Human Diversity:</td>
<td></td>
</tr>
<tr>
<td>Effective Communication Skills</td>
<td></td>
</tr>
<tr>
<td>Effective Interpersonal Relations</td>
<td></td>
</tr>
<tr>
<td>Ethical Responsibility</td>
<td></td>
</tr>
<tr>
<td>Adaptability</td>
<td></td>
</tr>
<tr>
<td>Initiative and Dependability</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Rating in the area of: Professional Behaviors</th>
<th>Rating: Additional Comments:</th>
</tr>
</thead>
</table>

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No Opportunity to Observe= NOO
II Domains of School Psychology Training and Practice

### DOMAIN I: DATA-BASED DECISION-MAKING AND ACCOUNTABILITY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>ADMINISTER, SCORE AND INTERPRET FORMAL, NORM-REFERENCED ASSESSMENT INSTRUMENTS.</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>ADMINISTER, SCORE AND INTERPRET INFORMAL ASSESSMENT INSTRUMENTS.</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>CLARIFY AND ANALYZE PROBLEMS OF CLASSROOMS USING SCIENTIFIC DATA GATHERING METHODS.</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>CLARIFY AND ANALYZE PROBLEMS OF SYSTEMS USING SCIENTIFIC DATA GATHERING METHODS.</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>GENERATE HYPOTHESES AND FORMULATE GOALS LINKING ASSESSMENT RESULTS TO PLANNED INTERVENTIONS.</td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>GENERATE HYPOTHESES AND FORMULATE GOALS LINKING ASSESSMENT RESULTS TO PLANNED INTERVENTIONS.</td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL COMMENTS:**

### DOMAIN 2: INTERPERSONAL COMMUNICATION, COLLABORATION, AND CONSULTATION.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Rating:</th>
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</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Employs behavioral, mental health, collaborative and/or other consultation models.</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Advocates for change at various levels (individual, classroom, building and/or district)</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Exhibits positive interpersonal skills in professional interactions including capacity to listen, adapt, address ambiguity, patience, and respect for people from diverse groups.</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Presents information clearly to parents, teachers and administrators.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

### DOMAIN 3: EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>EMPLOYS A VARIETY OF ASSESSMENT TECHNIQUES AND INSTRUCTIONAL METHODS TO ENHANCE LEARNING OF STUDENTS AT THE INDIVIDUAL, GROUP, AND/OR SYSTEMS LEVELS.</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>LINKS ASSESSMENT DATA TO THE DEVELOPMENT OF EFFECTIVE INSTRUCTIONAL STRATEGIES BASED ON KNOWLEDGE OF HUMAN LEARNING PROCESSES.</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>DEVELOPS COGNITIVE AND ACADEMIC GOALS FOR STUDENTS WITH DIVERSE LEARNING STYLES, ABILITIES, DISABILITIES AND BACKGROUNDS.</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>IDENTIFIES INTERVENTIONS TO ASSIST STUDENTS TO ACHIEVE COGNITIVE AND ACADEMIC GOALS.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

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### Domain 4: Socialization and Development of Life Competencies

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Use knowledge of social and emotional development of children with different abilities, disabilities, strengths and needs to develop appropriate behavioral, social, and emotional goals.</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Formulate direct and indirect intervention strategies such as consultation, behavior management and counseling for children to achieve goals.</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Collect data to evaluate the effectiveness of interventions.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments**

### Domain 5: Student Diversity in Development and Learning

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Understand the effects of individual differences, abilities, disabilities and the potential influences of biological, social, cultural, ethnic, experiential, racial, socioeconomic, gender-related, and linguistic factors in children’s development and learning.</td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Use knowledge of these possible effects and influences to plan and implement interventions to achieve learning and social/behavioral outcomes.</td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>Adapt interventions to the individual needs and characteristics of each student and that student’s respective family system.</td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>Articulates potential impact of one’s own racial, class, gender, cultural and other biases on decision making, instruction, and behaviors.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments**

### Domain 6: School and Systems Organization, Structure AND Climate

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Understand schools and communities as systems and work with individuals and groups to facilitate polices and practices that create and maintain safe, supportive and effective learning environments.</td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Demonstrate knowledge of general education, special education and other educational related services.</td>
<td></td>
</tr>
<tr>
<td>6.3</td>
<td>Design, implement, and evaluate policies and practices in areas such as discipline, violence prevention, instructional support, staff training, program evaluation, transition plans, grading, retention, and home-school partnerships.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

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### Domain 7: Prevention, Wellness Promotion, Crisis Intervention, and Mental Health

| 7.1 Uses knowledge of child and adolescent development and psychopathology with its possible biological, psychological, cultural and social components in the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties. | Rating: |
| 7.2 Employs effective prevention strategies recognizing that these precursors may lead to serious learning and behavior problems. | Rating: |
| 7.3 Participates in crisis intervention as needed in collaboration with school personnel, parents and the community professionals. | Rating: |
| 7.4 Promotes mental health and behaviors that lead to good health in collaboration with other health care professionals. | |

**Additional Comments**

---

### Domain 8: Home/School/Community Collaboration

| 8.1 Demonstrates knowledge of family systems; influences on student development, learning and behavior; methods to promote home/school/community partnerships that improve outcomes; the impact of cultural issues on home/school collaboration; and, other family, home, and community factors that work to support learning and achievement in school. | Rating: |
| 8.2 Develops academic and behavioral goals for students enhanced by knowledge of family systems. | Rating: |
| 8.3 Demonstrates knowledge of school and community resources. | Rating: |
| 8.4 Creates linkages and coordinate services among schools, families, and community agencies. | |

**Additional Comments**

Rating Scale: 1=significantly below expected level of an internship student, 2= below expected level of an internship student, 3= at the expected level of an internship student, 4= above expected level of an internship student, and 5= significantly above expected level of an internship student.

No Opportunity to Observe= NOO
<table>
<thead>
<tr>
<th><strong>DOMAIN 9  RESEARCH AND PROGRAM EVALUATION</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 HAS KNOWLEDGE OF BASIC PRINCIPLES OF RESEARCH DESIGN, STATISTICS, EVALUATION METHODS, AND MEASUREMENT PRINCIPLES TO EVALUATE PUBLISHED RESEARCH AND TO IDENTIFY SOLID RESEARCH.</td>
<td>Rating:</td>
</tr>
<tr>
<td>9.2 UTILIZES SUCH KNOWLEDGE TO PLAN AND CONDUCT INVESTIGATIONS.</td>
<td>Rating:</td>
</tr>
<tr>
<td>9.3 DEMONSTRATES A PROFESSIONAL KNOWLEDGE BASE OF RESEARCH FINDINGS, PROFESSIONAL LITERATURE, AND OTHER RELEVANT INFORMATION.</td>
<td>Rating:</td>
</tr>
<tr>
<td>Additional Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DOMAIN 10  LEGAL, ETHICAL SCHOOL PSYCHOLOGY PRACTICE, AND PROFESSIONAL DEVELOPMENT</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 DEMONSTRATES KNOWLEDGE OF THE HISTORY AND FOUNDATIONS OF SCHOOL PSYCHOLOGY; ETHICAL AND LEGAL STANDARDS; AND, PROFESSIONAL PRACTICES.</td>
<td>Rating:</td>
</tr>
<tr>
<td>10.2 ADVOCATES FOR THE RIGHTS AND WELFARE OF CHILDREN AND FAMILIES USING KNOWLEDGE OF PROFESSIONAL AND LEGAL/ETHICAL STANDARDS.</td>
<td>Rating:</td>
</tr>
<tr>
<td>10.3 MAINTAIN INVOLVEMENT IN THE PROFESSION THROUGH PROFESSIONAL DEVELOPMENT.</td>
<td>Rating:</td>
</tr>
<tr>
<td><strong>ADDITIONAL COMMENTS</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DOMAIN 11  INFORMATION TECHNOLOGY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 USES TECHNOLOGY TO GATHER INFORMATION, ACQUIRE CURRENT RESEARCH FINDINGS, AND PURSUE CONTINUING PROFESSIONAL DEVELOPMENT.</td>
<td>Rating:</td>
</tr>
<tr>
<td>11.2 USES COMPUTER RESOURCES TO PROMOTE EFFECTIVE AND EFFICIENT PROFESSIONAL FUNCTIONING.</td>
<td>Rating:</td>
</tr>
<tr>
<td>11.3 DEMONSTRATES KNOWLEDGE OF METHODS AND STANDARDS FOR USING INFORMATION TECHNOLOGY TO ENHANCE SERVICES.</td>
<td>Rating:</td>
</tr>
<tr>
<td>11.4 USES TECHNOLOGY RESOURCES AS APPLICABLE TO DESIGN, IMPLEMENT, AND EVALUATE.</td>
<td>Rating:</td>
</tr>
<tr>
<td>Additional Comments</td>
<td></td>
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</tbody>
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No Opportunity to Observe= NOO
## Professional Standards for School Psychologists

### SUMMARY DECISION FOR INTERNSHIP PERFORMANCE ASSESSMENT

<table>
<thead>
<tr>
<th>STANDARD/DOMAIN</th>
<th>OVERALL RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Characteristics</td>
<td></td>
</tr>
<tr>
<td>DATA-BASED DECISION-MAKING AND ACCOUNTABILITY</td>
<td></td>
</tr>
<tr>
<td>INTERPERSONAL COMMUNICATION, COLLABORATION, AND CONSULTATION</td>
<td></td>
</tr>
<tr>
<td>EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS</td>
<td></td>
</tr>
<tr>
<td>SOCIALIZATION AND DEVELOPMENT OF LIFE COMPETENCIES</td>
<td></td>
</tr>
<tr>
<td>STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING</td>
<td></td>
</tr>
<tr>
<td>SCHOOL AND SYSTEMS ORGANIZATION, STRUCTURE AND CLIMATE</td>
<td></td>
</tr>
<tr>
<td>PREVENTION, WELLNESS PROMOTION, CRISIS INTERVENTION, AND MENTAL HEALTH</td>
<td></td>
</tr>
<tr>
<td>HOME/SCHOOL/COMMUNITY COLLABORATION</td>
<td></td>
</tr>
<tr>
<td>RESEARCH AND PROGRAM EVALUATION</td>
<td></td>
</tr>
<tr>
<td>LEGAL, ETHICAL SCHOOL PSYCHOLOGY PRACTICE, AND PROFESSIONAL DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY</td>
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</tbody>
</table>

Please list strengths observed in the graduate student that may not have been addressed:

__________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________

Please list those areas the graduate student should focus on for further skill enhancement:

__________________________________________________________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________________________________________________________

I observe sufficient progress in this student at this level of training: Yes ___ No _____

Field Site Supervisor’s Signature __________________________________________ Date __________________

Student Signature __________________________________________ Date ____________

University Supervisor’s Signature ________________________________________ Date ____________
APPENDIX F

UNIVERSITY OF HARTFORD
School Psychology Program

STUDENT FEEDBACK SHEET
(To be completed by graduate student)

Student Name: ____________________________  Semester: ____________________________

Site: ____________________________  Date: ____________________________

Supervisor's Name: ____________________________

Overall, how long did you meet with your site supervisor each week?

________________________________________________________________________

Did you receive weekly, face-to-face individual supervision.

________________________________________________________________________

Using the following rating system, answer the questions below.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Marginal</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Looking at your actual work, how would you rate your experience in the following areas?

1. Data-Based Decision Making/Assessment & Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
4. Interventions and Mental Health Services to Develop Social and Life Skills
5. School-Wide Practices to Promote Learning
6. Preventive and Responsive Services
7. Family-School Collaboration Services
8. Diversity in Development and Learning
9. Research & Program Evaluation
10. Legal, Ethical, and Professional Practice
Would You Recommend This Site For Other Students?

1. Definitely __________________________
2. Possibly ____________________________
3. Probably Not _________________________
4. No _________________________________

Comments

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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__________________________ _______________________
Student's Signature Date
The University of Hartford’s School Psychology Program and __________________________ (School Psychology Practicum Site/School District) agree to collaboratively offer practicum training from __________ to __________.

This signed document indicates that in all good faith the School Psychology Practicum Site, the University of Hartford and the student trainee agree to mutually participate in a year-long training partnership. Responsibilities will include the following terms and conditions:

I. **Responsibilities of The University of Hartford**

1. The University will work with the School Psychology Practicum Site to plan periodic contacts/visits (a minimum of two per 600 hours) as appropriate and mutually agreed upon.
2. The University will designate an appropriate supervisor who shall provide one hour of face-to-face supervision each week with the School Psychology Practicum Student during which the Student will discuss his/her work and the supervisor will provide consultation and assistance.
3. The University will withdraw a Practicum Student from the site if, after consultation with the School Psychology Practicum Site, the University determines this decision is appropriate.
4. The University will encourage each Student to seek coverage by a professional liability insurance during the School Psychology Practicum.
5. The University will maintain the student records and reports necessary for the Students’ School Psychology Practicum.
6. The University will assign a designated University supervisor for the School Psychology Practicum Student who will provide weekly on-campus supervision.
7. The University is co-responsible for planning the student’s activities designed to enhance the development of competencies and professionalism relative to the training goals of the program.
8. The University is co-responsible for the assurance that the planned field-based experiences allow the student’s participation in educational settings and allow opportunities to integrate course work, research, theory, and practical experiences in a supervised, applied setting.

II. **Responsibilities of The School Psychology Practicum Site**

1. The School Psychology Practicum Site will provide 600 clock hours of School Psychology Practicum under the supervision of a School Psychologist licensed by the Connecticut Department of Education.
2. The School Psychology Practicum Site will, in consort with NASP Training Standards, in all good faith, provide the Student with adequate resources - this includes best faith efforts to provide a safe and secure work environment, adequate working space, appropriate continuing education, and release time for college commitments including practicum supervision.
3. The School Psychology Practicum Site agrees that it will abide by all applicable federal, state and local laws, rules, and regulations in effect as of the date of this Agreement.
4. The School Psychology Practicum Site will orient the Students to the School Psychology Practicum Site’s caseload, procedures, and equipment.
5. The School Psychology Practicum Site will adhere to the ethical principles of the National Association of School Psychologists. In formal as well as informal supervision discussions, a discussion of ethical standards and dilemmas that evolve in practice will be addressed.
6. The School Psychology Practicum Site will review and evaluate students on overall skills addressed by the NASP training standards.
7. The School Psychology Practicum Site is responsible for providing the University with evaluative data in a timely fashion relative to strengths and any potential and/or actual areas of concern.

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**Practicum Student**

**School Psychology Practicum Site**

**Supervisor**

**University of Hartford Supervisor**
M.S. & Sixth Year Certificate in School Psychology

SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT

The University of Hartford’s School Psychology Program and ____________________________ (School Psychology Internship Site/School District) agree to collaboratively offer internship training from ___________ to ___________.

This signed document indicates that in all good faith the School Psychology Internship Site, the University of Hartford and the student trainee agree to mutually participate in a year-long training partnership. Responsibilities will include the following terms and conditions:

II. RESPONSIBILITIES OF THE UNIVERSITY OF HARTFORD

1. The University will work with the School Psychology Internship Site to plan periodic contacts/visits (a minimum of two per 1200 hours) as appropriate and mutually agreed upon.
2. The University will designate an appropriate supervisor who shall provide two hour of face-to-face supervision each week with the School Psychology Internship Student during which the Student will discuss his/her work and the supervisor will provide consultation and assistance.
3. The University will withdraw an Internship Student from the site if, after consultation with the School Psychology Internship Site, the University determines this decision is appropriate.
4. The University will encourage each Student to seek coverage by a professional liability insurance during the School Psychology Internship.
5. The University will maintain the student records and reports necessary for the Student’s School Psychology Internship.
6. The University will assign a designated University supervisor for the School Psychology Internship Student who will provide weekly on-campus supervision.
7. The University is co-responsible for planning the student’s activities designed to enhance the development of competencies and professionalism relative to the training goals of the program.
8. The University is co-responsible for the assurance that the planned field-based experiences allow the student’s participation in educational settings and allow opportunities to integrate course work, research, theory, and practical experiences in a supervised, applied setting.

II. RESPONSIBILITIES OF THE SCHOOL PSYCHOLOGY INTERNSHIP SITE

1. The School Psychology Internship Site will provide 1200 clock hours of School Psychology Internship under the supervision of a School Psychologist licensed by the Connecticut Department of Education.
2. The School Psychology Internship Site will, in consort with NASP Training Standards, in all good faith, provide the Student with adequate resources -this includes best faith efforts to provide a safe and secure work environment, adequate working space, appropriate continuing education, and release time for college commitments including internship supervision.
3. The School Psychology Internship Site agrees that it will abide by all applicable federal, state and local laws, rules, and regulations in effect as of the date of this Agreement.
4. The School Psychology Internship Site will orient the Students to the School Psychology Internship Site’s caseload, procedures, and equipment.
5. The School Psychology Internship Site will adhere to the ethical principles of the National Association of School Psychologists. In formal as well as informal supervision discussions, a discussion of ethical standards and dilemmas that evolve in practice will be addressed.
6. The School Psychology Internship Site will review and evaluate students on overall skills addressed by the NASP training standards, and will provide evaluative data in a timely manner.
7. The School Psychology Internship Site is co-responsible for the assurance that the planned field-based experiences allow the student’s participation in educational settings and allow opportunities to integrate course work, research, theory, and practical experiences in a supervised, applied setting.