

# **SCHOOL PSYCHOLOGY**

## **Policy Handbook and Description of Education Specialist Program**

College of Education  
Department of Student Development  
University of Massachusetts  
Amherst, Massachusetts

Fall 2025

University of Massachusetts Amherst  
Education Specialist Program in School Psychology

Handbook Table of Contents

INTRODUCTION ..... 3

GENERAL PROGRAM INFORMATION ..... 4

Selection of Students ..... 4  
Time to Completion ..... 4  
Program Costs ..... 4  
**Error! Bookmark not defined.** Assistantships, Fellowships, and Other Aid ..... 5  
Program Environment and Culture ..... 7

PHILOSOPHY AND GOALS ..... 7

Program Philosophy ..... 8  
Program Goals ..... 8

PROGRAM OF STUDY AND PRACTICA ..... 11

Education Specialist (Ed.S) Degree Program ..... 13  
Integrated Practical Training Experiences ..... 14

PERFORMANCE-BASED ASSESSMENT ..... 15

Formative Assessment of Student Development ..... 18  
Summative Assessment of Knowledge and Competencies ..... 18

GRADUATE STUDENT SUPPORT ..... 19

Advising ..... **Error! Bookmark not defined.**  
Due Process ..... 21  
Grievance Procedures ..... 21  
Accommodations ..... 21  
University of Massachusetts Academic Honesty Statement ..... 22

Appendix A: Ed.S. Program of Study ..... 22

Appendix B: Program of Study by Academic Knowledge Domains .....	27
Appendix C: Program of Study by Academic Year.....	28
Appendix D: Course Waiver Form.....	29
Appendix E: Guidelines for Practicum.....	30
Appendix F: Guidelines for Internship.....	34
Appendix G: Annual Evaluation Form .....	37
Appendix H: Developmental School Psychology Portfolio .....	40
Appendix I: Internship Portfolio Scoring Rubric.....	47
Appendix J: Clinical Practice - Practicum and Internship Evaluation.....	52
Appendix L: Competency Remediation Plan .....	71

# **School Psychology**

## **Policy Handbook and Description of Education Specialist Program**

College of Education  
Department of Student Development  
University of Massachusetts - Amherst

### **INTRODUCTION**

The Department of Student Development sponsors the Education Specialist (Ed.S.) program in school psychology. This is an integrated and organized program of professional psychology that prepares scientist-practitioners whose primary professional interests involve children, families, communities, and the educational process. The program has an orientation that emphasizes the integration of theory and research relative to enhancing individual development and school change. The program also stresses an empirically based intervention approach to the practice of school psychology.

The Ed.S. program is designed to prepare highly qualified school psychologists to practice in public schools or related educational settings. The program complies with the training standards outlined by the National Association of School Psychologists (NASP, 2020) and meets the certification requirements of most other states. The program is accredited by the Massachusetts Department of Education and requires a minimum of 78 semester hours of coursework, including a 1200-hour, 10-month, supervised internship in school psychology. The program complies with the guidelines and principles for accreditation of programs in professional psychology as outlined by the National Association of School Psychologists (NASP, 2020).

Beyond formal coursework, students are encouraged to be involved with faculty and individual research endeavors. Support and encouragement for student publications and presentations at national meetings are provided throughout the student's program. This involvement and encouragement in research activities is complemented by coursework and experiences designed to allow an early integration of theory and practice.

Listed below are the core program faculty in school psychology and the institution from which they received their highest degree:

Sarah A. Fefer, Ph.D., University of South Florida, Professor, Ed.S./NASP Program Director  
Amanda M. Marcotte, Ph.D., University of Massachusetts at Amherst, Associate Professor, School Psychology Program Coordinator  
Amanda L. Ryan, Ph.D., University of Massachusetts at Amherst, Clinical Educator  
Christopher Overtree, , Ph.D., University of Massachusetts at Amherst, APA Director of Clinical Training

## GENERAL PROGRAM INFORMATION

### Selection of Students

General prerequisites for graduate study in the program include undergraduate and/or previous graduate preparation in psychology, education, or related disciplines. Additional training and experience in education, special education, communication disorders, sociology, anthropology, or human development is desirable but not mandatory. The application of previous graduate coursework to the fulfillment of various requirements is decided by the student's advisory committee in accordance with University policy. Multiple admissions criteria employed in the selection of students include Graduate Record Examination test scores, undergraduate or previous graduate course performance, letters of recommendation, previous relevant work experience, a personal statement from the prospective student, and personal interview data. The School Psychology Faculty and the Department of Student Development are committed to social justice in education, and equal educational opportunity in admissions decisions.

The School Psychology Program has a once a year admissions policy. Applications are due the first business day of the year and reviewed in January. Invitations to interview are extended in February and interviews are conducted in February/March. Admissions is offered in early-March and mid-April for the subsequent fall semester. Students are notified concerning the status of their application in early to mid-March depending on interview timelines. Students are required to respond to the program's offer of admission by April 15.

The graduate application is a standard application that is administered by the University of Massachusetts Amherst's Graduate School and is required of all applicants to any UMass Amherst graduate program. The application consists of a (a) personal statement, (b) undergraduate transcripts, and (c) two letters of recommendation. Additional information can be provided by applicants with the most common being GRE test results (although these are not required of the School Psychology program) and a sample of professional writing. Applications are due to the Graduate School by the first business day in January of a given year and are reviewed during the month of January by program faculty. Although there are no specific prerequisites for undergraduate degrees or experience, preference is generally given to those with degrees in psychology and/or education and those who have prior practical or research experiences working with youth and families. Personal statements are rated with respect to perceived match with program goals and orientation and faculty training interests.

With regard to Fall 2025 matriculation, there were 55 applicants to the Ed.S. program and 5 new students enrolled in the Ed.S. program (among a cohort of 9 total students across both our Ed.S. and Ph.D. programs). There are presently 17 active Ed.S. students enrolled in our School Psychology Program for the 2025-2026 academic year.

### Time to Completion

Student progress toward meeting program requirements is reviewed on an annual basis with the major advisor and program faculty. Students who are admitted to the Ed.S. program are expected to complete all requirements within 3 years from the first semester of enrollment.

The College of Education began awarding the Ed.S degree in School Psychology in 2015. Since that time, the program graduated 24 students with their Ed.S. degree. Most graduates completed the program in three years of full-time study. There have been three students who decided to take an additional year (4 years) to complete the program to balance their successful professional development and personal life needs.

## **Program Costs**

Graduate students pay tuition at the following rates per semester (Fall 2025 rates; see most recent available information at this link (please note that in-state vs. out of state tuition rates are different, and the rate is different for those who have a graduate assistantship):

<https://www.umass.edu/bursar/tuition/graduate-tuition>

Estimated annual tuition and fee expenses (includes service fee, graduate senate tax, & student health fee) for 2025-2026:

- Residents of Massachusetts \$9,211.00 (12+ credits)
- Non-residents of Massachusetts \$20,047.00 (12+ credits)

Other fees include one-time expenses that include: Graduate entering fee = \$507, MassPIRG \$11.00 (optional, can be waived through SPIRE account), Student Health Insurance (\$2,054.50 or 102.73 with GEO rate), and the continuous enrollment fee \$295.

## **Assistantships, Fellowships, and Other Aid**

Subsequent to the students' formal declaration that they intend to matriculate, the program notifies incoming students of graduate assistantship opportunities across the University. Students receive an acceptance package from the University that outlines support available, and the *Graduate Student Handbook* (available here: <https://www.umass.edu/graduate/handbook>) also outlines specific guidelines, tasks, and employees that can support the enrollment process. Students should also look for communication about College of Education scholarships that they may be eligible for. Students can seek job opportunities at:

<https://www.umass.edu/graduate/funding/job-opportunities>

<https://www.umass.edu/education/information-current-students/graduate-student-resources/assistantships-funding-opportunities>

<https://www.umass.edu/financialaid> (for information on financial aid)

Over the past five years, all students enrolled in the School Psychology Ed.S. program have received graduate assistantships or fellowships. Approximately 70% of the students have had graduate assistantships to support their two years of coursework prior to their internship year, while all Ed.S. students (100%) have had graduate assistantship funding to support at least one year of coursework on campus. The stipends associated

with the assistantships are among the highest in the nation. In addition, students on either full or half time graduate assistantships receive medical insurance benefits and remission of tuition. For students who receive a stipend for their internship year, the University of Massachusetts waives tuition and fees (in state or out of state).

General need-based financial aid includes Federal Stafford Loans (FSL) and Federal Work Study (FWS). This assistance can be acquired by completing the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

**Graduate School Fellowships.** A limited number of Graduate School Fellowships are awarded to graduate students on a University-wide basis by competition. They are intended to encourage and assist superior students in pursuing graduate study and in completing the requirements for graduate degrees in the minimum possible time.

The award stipend is payable from September through May. Graduate School Fellowship awards are for one year and pay a rate that aligns with a 20-hour assistantship. These fellowships also provide a waiver of tuition, curriculum fee waiver, and arrangements for payment of the Health Benefit (if the Health Benefit is not covered by another appointment, i.e., Research Assistantship, Teaching Assistantship), but not general fees. A recipient of a Graduate School Fellowship must enroll as a full-time student.

Prospective students may apply for a fellowship or an assistantship as part of the admissions application form supplied in the regular admissions material by the Graduate School of the University of Massachusetts Amherst. Departments must submit fellowship nominations for incoming graduate students. Interested students must have their completed applications packet on file in the Graduate Admissions Office no later than the first business day in January. Current students should check with their graduate program director for this information. Awards are announced for incoming students by mid-March.

**Graduate Student Travel Grants.** The Graduate School offers funding for graduate students presenting the results of their research, creative, or scholarly activities at major professional meetings, exhibitions, symposia, or conferences. Applications are only for the current academic year. Information is sent out each year by the departmental administrator for Student Development. Further information can be found by contacting the Graduate Program Director, or visit <https://www.umass.edu/graduate/funding/internal-funding/travel-grants>. Additionally, there are often departmental travel funds for which students may apply. Details related to yearly availability of funds are communicated via email during each fall semester.

**Federal Fellowships.** The University participates in the various federal fellowship programs sponsored by the National Science Foundation, the National Institutes of Health, and the Department of Education. Students should discuss their interest in applying to fellowships with their advisors. More information can be found through the graduate school's external funding page: <https://www.umass.edu/graduate/funding/external-funding>

**Other Fellowships.** Direct fellowship awards are available from a number of sponsors. Students may obtain information concerning these fellowships from the Graduate School, through *Peterson's Guides*, from

the grad school website listed above, and directly from the sponsors. Students should discuss their interest in applying to fellowships with their advisors.

**Assistantships.** The University offers a number of graduate assistantships in the research and instructional programs of the various departments. It is important to note that many assistantships prioritize doctoral students, although Ed.S. students are often able to receive funding. Graduate assistants making at least the minimum stipend set by the campus are not required to pay tuition, Curriculum Fee, and most of their Health Fee. For further information, contact the Graduate Program Director in the College of Education or the Assistantship Office of the Graduate School (<https://www.umass.edu/graduate/funding/job-opportunities>)

- **Research Assistantships.** A number of research assistantships are available to qualified graduate students. These are made possible through grants awarded to members of the Graduate Faculty from sources outside the University or from funds provided by the University's internally sponsored programs. A full-time research assistant is normally required to devote 20 hours per week to research, whereas a part-time assistantship includes 10 hours.
- **Teaching Assistantships.** Many departments offer teaching assistantships to qualified graduate students. A full-time teaching assistant is normally required to devote 10 to 20 hours per week to preparation and teaching.

## **Program Environment and Culture**

The faculty is committed to a learning environment that stresses an organized and explicit curriculum with clear expectations; however, there is also a strong commitment to informal student-faculty interactions that further encourage the students' professional development and identification with the field. In addition, the program is designed to acquaint students with the diversity of theories and practices of school psychology, allowing the student sufficient intellectual freedom to experiment with different delivery systems and various theoretical bases. The atmosphere is intended to foster informal student-faculty interaction, critical debate, and respect for theoretical diversity of practice, thus creating a more intense and exciting learning experience. Such a philosophy encourages and reinforces the student's creativity and intellectual risk taking that are fundamental in the further development of the professional practice of school psychology.

Full-time participation is required of students in the school psychology program. This requirement is consistent with the program's provision of broad, in-depth, and intensive professional training experience. As such, all students are required to maintain full-time status (i.e., 9 credits minimum per semester *or* a letter from an advisor or program coordinator indicating the full-time nature of program expectations like an internship) throughout their matriculation in the program, to participate in required practicum experiences in public school settings during school hours, and to participate in faculty-directed research in an ongoing fashion. We believe that professionally active and energetic faculty, working with qualified and active students in an immersion model, results in a high-quality training experience for these students, and ultimately for consumers of their services. This philosophy, in combination with our ecologically oriented scientist-practitioner model of training, results in a vibrant, contemporary, training program that produces high quality graduates, and promises to continue to do so for years to come.

In terms of the physical environment, students primarily take courses in Furcolo Hall, located at 813 North Pleasant Street in Amherst, MA. This is a former school that has been renovated to house the College of Education, and includes faculty offices, classrooms, as well as “touch down” spaces and private work spaces for students to comfortably work individually or meet with others. The School Psychology program is located in the South wing of the building (yellow wing), within the Student Development department. “The Hub” is a pleasant café located in the center of Furcolo Hall, where students can purchase snacks, sandwiches, coffee, etc.

## **PHILOSOPHY AND GOALS**

The Ed.S. program is designed to involve students in a comprehensive, systematic, and sequential plan of study in order to orient students to the professional practice of school psychology. We work hard to ensure that our students have opportunities to gain knowledge and practice applications of knowledge through our integrated sequence of coursework, practica, and research opportunities. The program begins with foundation courses in psychology and education. Subsequently, students enroll in skill-related assessment courses, which involve a practice component, and as such they are introduced early in their programs to the application of theory to practice. Intervention coursework, together with supervised practica, follows the assessment sequence. The culminating professional experience occurs during the third year when students are involved in a supervised internship in school psychology.

### **Program Philosophy**

The program adheres to the ecological-behavioral and prevention focused philosophy. The program’s scientist-practitioner model assumes that the effective practice of school psychology is based on knowledge gained from established methods of scientific inquiry. Emphasis is on the preparation of competent practitioners who are skilled and dedicated researchers and also will contribute to the knowledge base in school psychology. The program’s scientist-practitioner model is organized to ensure that our graduates rely on science to implement evidence-based based methods into their practice of school psychology, make use of a systematic problem-solving process to test the methods they implement, and disseminate their knowledge of evidence-based practices so as to contribute to the extant knowledge in the field of school psychology.

The program emphasizes an eco-behavioral approach to the practice of psychology in schools, and assumes that there is an important reciprocal interaction between individuals and the environments in which they function. As such, our students address all assessment, intervention and consultation activities with a comprehensive perspective of the reciprocal interaction between students and environmental factors. The curriculum and practical experiences are designed so students can practice their skills in an integrated practice model that is ecologically conscious, starting from the very beginning of the program during their pre-practicum experiences to learn about the ecology of the classroom environment, through their supervised internship experience meeting the needs of diverse student populations.

### **Program Goals**

The goals of the program are to help graduate students develop the dispositions, knowledge and practical skills to integrate a scientific orientation to the practice of school psychology across all domains of comprehensive and integrated school services, consistent with the domains of practice delineated by the National Association of School Psychologists.

The objective of the Ed.S. program is to ensure that each student exhibits the following personal characteristics, academic knowledge, and practitioner competencies that fully qualify him/her to be successful as a professional school psychologist.

## **I. Professional Dispositions.**

Students' professional activities are expected to conform to the ethical principles of psychologists and code of conduct outlined by the American Psychological Association (2002) and the National Association of School Psychologists (2010). In addition, students' professional activities are expected to be characterized by:

1. A democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals.
2. A genuine respect for individual and cultural diversity relative to the practice of professional psychology.
3. Ethical behavior, and respect for the confidentiality of privileged information.
4. Personal stability, including productive work habits that display motivation, independence, and adaptability in which responsibilities are discharged in a cooperative and conscientious fashion.
5. Commitment to continuing professional growth to include openness to constructive feedback, seeking out supervision and involvement in professional associations for school psychologists.

## **II. Academic Knowledge.**

The curriculum plan is designed to ensure that students acquire and demonstrate substantial knowledge and understanding in the following areas:

**A. Psychological and Educational Foundations of School Psychology.** To achieve this goal students are exposed to the current body of knowledge in the following areas:

1. History and systems of psychology and education
2. Foundations of social and cultural diversity
3. Individual differences
4. Biological bases of human behavior
5. Human development

**B. Psychometrics, Assessment and Research.** In order to achieve this goal, students are exposed to the current body of knowledge in the following areas:

1. Theories and methods of measurement and assessment.

2. Planning, administration, scoring and interpretation of tests and assessments
3. Applied research and evaluation

**C. Methods of School-based Intervention.** In order to achieve this goal, students are exposed to the current body of knowledge in the following areas:

1. Prevention and Intervention Methods for Academic Outcomes
2. Prevention and Intervention Methods for Social and Behavioral Outcomes

**D. Professional School Psychology.** In order to achieve this goal, students are exposed to the current body of knowledge in the following areas:

1. Principles and practices of school psychology
2. Professional ethics for school psychologists
3. Law and policy and guidelines related to the practice of school psychologists
4. Roles and functions of school psychologists
5. Roles of interdisciplinary teams.

### **III. Practitioner Competencies.**

Graduate students are expected to integrate foundational knowledge and clinical skills that are essential to competent practice of School Psychologists as delineated in NASP's Comprehensive and Integrated Services Model. Guided by knowledge in the principles of human development and diversity, research and program evaluation and legal, ethical and professional practice, students are expected to demonstrate a high level of proficiency and competence in each of the following areas:

#### **A. Data-Based Decision-Making and Accountability**

1. Able to obtain pertinent information through behavior observation, interviews, school records, and community resources that enhance the effectiveness of remedial programs and other intervention strategies.
2. Possess the understanding and ability to administer, score, and interpret tests of intelligence, achievement, developmental level, personality and social functioning designed for individuals of different ages, exceptionalities, and cultural backgrounds.
3. Integrate a variety of data (which may include tests of cognitive functioning; norm and/or criterion-referenced individual measures of academic performance, curriculum-based assessment, adaptive behavior, motor functioning, and communication skills; interview and observational data, and measures of personal, social, and emotional functioning) into a concise, meaningful, organized, and educationally relevant psychological report.
4. Able to monitor the effectiveness of intervention strategies or educational programs.
5. Employ group test data in aiding curriculum planning and development.
6. Design and conduct research studies to aid administrative decision-making.
7. Design, implement, and evaluate single-subject and/or single classroom studies.

## **B. Consultation and Collaboration**

1. Serve as an effective consultant to teachers and other educational personnel on matters related to the education and mental health of children to insure the most appropriate education program.
2. Demonstrate knowledge of the principles and research related to the individual differences and diverse characteristics of children, families and schools to include multiple perspectives in decisions that benefit all students.
3. Function as a member of an interdisciplinary team in student evaluation, placement, and planning for individual educational needs.
4. Function as a member of various committees within the school in such areas as pupil services, special education curriculum planning, and instructional methodology.
5. Significantly contribute to the design and implementation of preventive programs.
6. Knowledgeable of, and can effectively employ, external referral services or agencies.

## **C. Student Level Services**

1. Possess the understanding and ability to initiate and maintain differentiated referral systems designed to allow the identification of preschool and school-age children and youth in need of psychological services.
2. Use knowledge of research and evidence-based practices to support recommendations that will improve the academic, emotional and behavioral outcomes for individual students.
3. Consult and collaborate with the variety of school stakeholders, students and families to support the implementation of services that will improve outcomes for individual students.
4. Able to employ assessment data in implementing effective intervention strategies designed to enhance the academic and social development of referred students.
5. Possess the understanding and ability to assist in educational programming designed for children of different ages and exceptionalities including the intellectually gifted.
6. Design and implement effective behavioral change strategies for individuals and/or groups.
7. Knowledgeable and effective in individual and group counseling techniques including techniques designed for young children.

## **D. Systems Level Services**

1. Demonstrate knowledge of school systems and structures that promote learning, social development and mental health for all children.
2. Support the use of data for making system-level decisions about learning environments that promote learning.
3. Collaborate with others to develop systems and practices that maintain and create effective supportive learning environments for all children.
4. Demonstrate knowledge of principles and research regarding risk and resiliency factors that hinder and promote learning, emotional and behavioral outcomes.

5. Collaborate with others to promote services that enhance mental health, safety and physical well-being of all children.
6. Demonstrate an understanding of the systems that are in place to prepare, respond and recover from crises that may affect students in their school settings.
7. Demonstrate knowledge of principles and research related to strengths, needs and cultures of the various families that we serve.
8. Demonstrate knowledge of evidence-based strategies that support all families to promote the learning, socialization and mental health of their children.
9. Facilitate family and school partnerships.
10. Effectively communicate and collaborate with the diverse students and families that are served by the school community.

## **PROGRAM OF STUDY AND PRACTICA**

### **Education Specialist (Ed.S) Degree Program**

The Education Specialist (Ed.S.) program in School Psychology requires a minimum of 76 semester hours of graduate coursework including practica and internship. The master's degree is awarded after 33 semester hours of coursework (see Appendix A for the Program of Study). The Ed.S. is awarded after completion of the total 60 semester hours of coursework and the 18-credit internship. The program is designed so that students can complete all Ed.S. requirements in 3 years of full-time graduate study. It is a policy of the program that all of the core school psychology course requirements, seminars, and other learning experiences are restricted exclusively to graduate students. Program requirements exclude credit for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting admission standards. However, all students, regardless of their past course work, unless otherwise directed by their major advisor, are required to take the full set of courses in the program of study offered at the University of Massachusetts - Amherst. (See Appendix B for the Program of Study by Academic Domain.) The goals of objectives of the School Psychology Program are delivered through a carefully designed curriculum sequence that strategically integrates the development of knowledge and skills through coursework and supervised practical experiences. Students may waive up to three courses in the program of study if the content of the course was covered in a previous graduate program. The course waiver will be decided between the student and the advisee, and approved by the Program Director. A course waiver form must be completed and submitted to the Educator Licensure Office for each course that is waived (See Appendix C).

The first year can be characterized by the development of professional school psychology, development of foundational and theoretical knowledge in psychology and education, and the development of basic assessment skills. During the first year, each assessment course is supplemented with a 1-credit practicum during which students engage in discrete assessment activities to practice administering, scoring and interpreting individual assessments. Students are also assigned to a Pre-Practicum classroom and mentored by a classroom teacher so as to gain knowledge about the systems and of general education classrooms. (See Appendix C for the Program of Study by Course Sequence.) Students are expected to meet a competency level of Novice at the end of this first year, which means they can practice newly acquired skills in isolation and have foundational knowledge to be amply prepared for the integrated and supervised practicum experiences.

The second year is characterized by continued skill development in intervention planning and consultation while assignments and practicum experiences support the integration of skills and knowledge. During this year, students take intervention courses that begin to connect basic assessment skills to interpretation for intervention planning, and research courses to develop their critical data-based decision-making skills. While students are engaged in these integrated course experiences, they are also enrolled in a 3-credit per semester Practicum experience where they are assigned to one school or district-based site and on School Psychologist field supervisor. Students are expected to meet a competency level of Advanced Beginner at the end of this second year, which means they can independently integrate their skills and competencies in real-world settings with on-going supervision and support. This also indicates that they are prepared to be successful during their Internship year.

The third-year students are enrolled in a 9-credit per semester Pre-Professional Internship. Supervision of the Pre-Professional Internship is primarily provided by the School Psychology field supervisor of the internship site, with regularly scheduled supervision provided by UMass School Psychology faculty. Students are expected to meet a competency level of Entry-Level Competence at the end of this internship year, which means they can independently integrate their skills and competencies in real-world settings with minimal supervision, yet have developed the professional disposition to seek collegial professional feedback and support. This also indicates that they are prepared to be successful as an entry-level school psychologist.

## **Integrated Practical Training Experiences**

The practicum sequence was developed in accordance with the NASP (2020) guidelines that require planned supervised experiences that include direct service and formally scheduled supervision. The primary focus of the practicum is to adequately prepare students for their internships. Each practicum experience is designed to be aligned to the developmental expectations of students' competencies and are provided under conditions of appropriate supervision and are distinct from and occur prior to the internship.

### **EDUC 694A Practicum in School Psychology Assessment**

**Pre-Practicum.** Pre-practicum experiences are an important aspect of the first-year program of study. Each 3-credit assessment course is associated with an additional 1-credit practicum credit that reflects the practical training requirements. For these two courses, (EDUC 705 Assessment in School Psychology: Educational Assessment and EDUC 708 Assessment in School Psychology: Cognitive Assessment) the key embedded assessments involve practicing and mastering discrete measurement skills that include preparing, administering, scoring, interpreting and summarizing the tests taught in each course. Graduate students must complete these assignments with consenting school-aged participants.

Additionally, it is important for our graduate students to get acculturated into typical school life during their training in our school psychology program and to receive an immersive experience in the way classrooms operate. First year students are assigned to one classroom teacher and participate in their classroom as a volunteer aide for a minimum of 4-hours per week. Each graduate student is supervised by their classroom teacher and via regularly scheduled meetings on campus, which are facilitated by an advanced graduate assistant and supervised by program faculty. The goal of this aspect of pre-practicum is for students to develop an understanding of basic classroom management, learning principles, teacher perspectives, and the basic operations and policies of a typical school. They ideally can then use this knowledge as they advance in their problem solving skills to facilitate an ecological orientation.

### **EDUC 698Q School Psychology Practicum**

**Practicum.** Practicum occurs during the second year of the student's program, after the student has acquired sufficient background in theoretical and foundational knowledge and experience in individual child assessment. Practicum is structured to ensure that students have sufficient supervised experiences as they acquire early exposure with the professional practice of school psychology. In addition, the practicum experiences are coordinated with course work to allow students ample opportunity to combine their theoretical knowledge in a closely supervised situation. The structure of the practicum allows the student to acquire and

exercise newly learned skills in a protective and supportive environment that provides graduated experiences and responsibilities as well as frequent feedback on the quality of performance. Depending on the extant skill or experience level, the student moves from an initial role of observer to that of an increasingly active participant in student or child related services. School-based assignments, experiences and supervision are designed to help students develop their professional dispositions, expand their knowledge and practice the competencies that will support their success in their pre-professional internship.

The practicum sequence includes 500-hours of planned supervised experiences of which at least 300 hours must be devoted to direct service and at least 100 hours must be devoted to formally scheduled supervision (See Appendix D Practicum Guidelines). During Practicum, students are required to spend two semesters in the public schools under the direct supervision of a licensed school psychologist. The minimum practicum requirement is 6 credit hours over two semesters (3-credits per semester).

Practicum settings and field supervisors are carefully selected on the basis of their support of the program's training objectives. Each student is assigned a field supervisor by the Practicum Director, who tries to align each student's professional training goals with an available field supervisor who will support their growth and development.

Prior to, and during the practicum, students must complete specified practicum-related coursework, as well as enroll in EDUC 698Q Practicum in School Psychology. Since the practicum is the joint responsibility of the school psychology faculty at the University and the participating school districts, supervision is provided both on-site for a minimum of one face-to face hour of field-based supervision per week, and within the University structure for a two-hour group supervision course facilitated by program faculty. This amounts to minimally 3 hours per week of direct face-to-face supervision.

### **EDUC 765 Pre-Professional Internship in School Psychology**

**Internship.** The internship in school psychology complies with NASP standards (2020). The internship occurs at or near the end of the student's formal training (See Appendix E: Internship Guidelines). The internship is the joint responsibility of the School Psychology program and the participating school districts and internship field placements. The internship settings are selected on the basis of their appropriateness relative to the specific training objectives of the program and with sensitivity to the student's professional background and goals. The daily supervision of interns is conducted by approved field supervisors in concert with School Psychology program faculty.

The field-based internship supervisors are either certified school psychologists or licensed psychologists. The field-based internship supervisors are responsible for no more than two interns at any given time. The University of Massachusetts Amherst internship supervisor is responsible for no more than 12 interns at any given time.

The internship is designed to enhance the development of competencies and professionalism and to be the culminating experience of the student's program. As such, the internship allows the student to participate in educational settings and the opportunity to integrate coursework, research, theory, and practical experiences in a supervised, applied setting. To be eligible for internship, the student must have (1) successfully completed all coursework in School Psychology and (2) completed all practica requirements.

The internship occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive years. This amounts to 1200 clock hours of supervised experiences relevant to the practice of school psychology in which a minimum of 600 hours must be in a school setting.

The internship includes the following experiences: (1) an average of 4 hours per week of supervision that includes at least 2 hours of scheduled, individual supervision; (2) an average of two hours per week of scheduled learning activities such as case conferences, seminars, in-service training, etc.; (3) at least 10 hours per week of the intern's time must be spent in direct client contact; and, (4) the intern may spend up to 10 hours a week in research activities.

## PERFORMANCE-BASED ASSESSMENT

The School Psychology Program faculty uses multiple qualitative and quantitative procedures designed to allow both formative and summative assessments to determine to what degree the program is meeting its goals, and complying with standards espoused by the National Association of School Psychologists (2020). These assessments are used to evaluate student knowledge and the development of practitioner competencies, and to facilitate data-based decision making to promote further program development and improvement.

Students are assessed throughout their program of study to determine their professional characteristics, academic knowledge, and practitioner competencies through a variety of methods beginning with a pre-admission assessment. Formal summative evaluations toward program completion include (a) course grades and performance on key embedded course assessments, (b) performance on the National School Psychology Examination (Praxis II); (c) assessments of student progress through feedback from practica and internship supervisors; (d) faculty evaluation of internship performance; and (e) an evaluation of interns' performance on the impact of client outcomes. Informal formative evaluations occur at the end of each academic year through an end of year evaluation of students' progress in the program.

Procedures used to assess student progress were designed and selected on the basis that they possessed both acceptable face validity and utility, and that they addressed the program's philosophy, institutional requirements, and desired student outcomes. Further, selection of assessment procedures was influenced by the need to have continuous monitoring of students' progress that incorporated different methods, varied data sources, and different environments.

Most of the assessments are scored along a developmental rubric so courses and practica experiences can be provided and assessed from the Novice expectations of new students to the Competence expected of students entering the workforce as School Psychologists.

### Developmental Rubric

**1 = Minimal Experience** – The student has little to no experience and is in need of direct supervised assistance.

**2 = Novice** – Competence of isolated knowledge and skills are developed to the level that allows for adequate functioning with direct supervision; competence that would be expected of a beginning pre-service practicum student; requires on-going supervision.

**3 = Advanced Beginner** – Competence of more complex knowledge and skills so as to integrate knowledge and competencies to the level that allows for adequate functioning without direct supervision (e.g., without being directly observed or without engaging in co-led activities); competence that would be expected of a beginning pre-service intern; requires on-going supervision.

**4 = Entry-Level Competence** – Competence of complex theory knowledge and skills so as to integrate knowledge and competencies to the level competence at the level expected of a beginning, certified school psychologist; requires only occasional supervision.

**5 = Proficient** – well-developed competence that reflects capability for independent functioning with little or no supervision required.

## **Formative Assessment of Student Development**

At the end of each academic year, students complete an end of year evaluation (See Appendix F: Annual Evaluation Form) of their progress and performance that includes submitting key embedded assessments, transcripts, and salient work samples demonstrating the development of professional competencies and research endeavors. The student also reports their goals for the subsequent academic year. Students meet with their academic advisor to assess their progress in the program, engage in mentorship and goal setting, and to help shape students' experiences to meet their professional goals. In addition to a formal advising opportunity, this process provides a vehicle for providing formative feedback through advising, and developing a professional portfolio of work samples and a professional Curriculum Vita with the support of an academic advisor.

### ***Developmental Portfolio***

All students in the UMass Amherst school psychology program are required to submit a portfolio at the end of each academic year, which documents samples of their best work. The materials are submitted concurrent with the Annual Evaluation Form (Appendix F). In addition to their performance in classes, practica and other activities offered by the program (i.e., research groups, professional seminars, professional development opportunities.), the portfolios are used to evaluate students' development of the skills and attributions necessary for success in the school psychology profession. The portfolios allow faculty to formatively evaluate advisees and also allows students to develop professional portfolio with examples are work and writing products, their curriculum vitae and other professional materials with advisee feedback. The portfolios also serve the purpose of providing students with feedback on expectations of performance prior to their internship assessments. All faculty meet in May to discuss the evidence available to them to evaluate students' progress. See the specific elements of the Developmental Portfolios in Appendix G.

## **Summative Assessment of Knowledge and Competencies**

### ***Course Grades***

Course grades provide a summative evaluation of the completion of performance-based assignments that are aligned to the Goals and Objective of the School Psychology Program and the standards of professional competencies delineated by the National Association of School Psychologists. Key embedded assessments are designed to allow students practice in foundation knowledge and skills of school psychology practice in a way that allows skills to develop from novice to competence. In addition to the grades assigned based on course performance, the submission of key embedded assessments in to the developmental portfolio at the end of each academic year also supports the development of students' performance-based work portfolio and advising.

### ***Praxis Ed.S. Examination***

Students enrolled in the Ed.S. program take the National School Psychology Examination (code 10400) administered by the Educational Testing Service. Students take the examination (1) after admission to the Ed.S. program; (2) after completing approximately 48 hours of their coursework in the Ed.S. program; and (3) prior to or during their internship. The standardized National School Psychology Examination provides an assessment of content in concert with national standards, and allows for the evaluation of our students relative to a nation-wide reference group. The National School Psychology Examination involves multiple-choice questions covering the following four content areas:

1. Professional Practice, Practices that Permeate All Aspects of Service Delivery (30% of exam)
2. Direct and Indirect Services for Children, Families and Schools (Student-Level Services) (23% of Exam)
3. Systems-Level Services (16% of Exam)
4. Foundations of School Psychological Service Delivery (31% of Exam)

Students can register for the Praxis and download information and study guides from:

<https://www.ets.org/praxis/prepare/materials/5402>

Upon submitting evidence of successfully passing the exam (score of 174 or above) and completing all coursework and practicum and internship requirements, the student will be recommended to the Massachusetts Department of Elementary and Secondary Education for licensure in school psychology. In addition, students are eligible for certification by the National School Psychology Certification Board and are strongly encouraged to apply.

### ***Practicum and Internship Evaluations***

Field Supervisors complete an evaluation of students' competencies during both Practicum and Internship. Midpoint evaluations provide students with formative feedback about their progress so as to engage in goal-setting with their field supervisors and faculty Practicum Director. End of year evaluations for both provide a summative assessment of students' development toward the competencies expected of a first-year school psychology practitioner. The minimal level for achievement for the end of year Practicum evaluation is a score of three across all competency areas, which aligns to the expectations of competence that would be expected of a beginning pre-service intern. The minimal level for achievement for the end of year Internship evaluation is a score of four across all competency areas, which aligns to the expectations of competence at the level expected of a beginning, certified school psychologists (See Appendices I and J).

### ***Internship Case Studies and Evaluation of Positive Impact on Children and Schools***

At the end of the Specialist-Level Internship, typically in Year 3, students complete the Internship Portfolio to demonstrate their integration and application of knowledge and skills and their readiness for independent practice as a school psychologist. Requirements for the Internship Portfolios includes four case entries, reflecting competency across NASP domains that must include internship work representing assessment, consultation and intervention planning skills for academic, behavioral and mental health problems in schools

and at least one case entry demonstrating special education eligibility determination using Response to Intervention practices ( See the specific elements of the internship case studies in the Developmental Portfolios in Appendix G.). All case entries include a narrative linking the case to the students' professional model of practice, NASP domains, and Program emphases. Portfolios are reviewed by two faculty members and scored using rubrics (See Appendix H) developed for each case study.

Interns are also required to evaluate the impact of their work by assessment the student outcomes of each case study. Candidates must rate each of their case studies on a 5-point Goal Attainment Scale (GAS), and compute the percentage of nonoverlapping data (*PND*) across baseline and intervention phases for each of the three intervention cases. A description of the process is also included in Appendix F.

## **GRADUATE STUDENT SUPPORT**

### **Advising**

Each student is assigned to one of the four core program faculty of the School Psychology Program as their academic advisor. Students may select a different advisor than the one assigned if they choose. Students meet with their advisor for formal advising meetings at least once per semester. End of year advising includes a review of the End of Year Evaluation along with goal-setting and planning for the subsequent academic year. Students may rely on their advisor for advice about program progress, professional development, and career planning. Advisors will direct students in their approved program of study in which students are expected to comply to ensure the quality of the student's preparation toward School Psychology Licensure. Other advice will be offered for the student to consider in their own professional journey. Students have the autonomy and self-determination to use the advice of their advisor to support their own development.

There are ample professional opportunities here at UMass Amherst in which students may be tempted to partake and are encouraged to do so. However, students may only be enrolled in one professional licensure program in the College of Education at a time. If students wish to complete additional licensure programs, they must complete all requirements of the School Psychologist EdS program and be eligible for licensure (upon completion of all assignments and 1,200 hours of Internship). If in good standing and in the case they do not require a course overload to do so, students may take additional courses that benefit their professional development. However, the UMass Amherst graduate school only allows students to apply a maximum of 9 course credits (three courses) that are accrued prior to enrollment to a degree program.

### **Due Process**

The faculty in the UMass School Psychology program are committed to the success of their students. If a problem does arise, the student's advisor will work directly with the student to help remedy the problem. Often shared goal-setting and remediation planning will occur that will include frequently schedule advising meetings and support. At all times of the remediation, problems, expectation and solution with the student with be communicated and recorded for the mutual benefit of students and faculty. The student experiencing the problems and their faculty advisor will develop a Competency Remediation plan together (Appendix K). The student and faculty advisor will communicate the plan to the other program faculty as necessary.

### **Grievance Procedures**

The University of Massachusetts – Amherst Graduate School policies regarding students who feel aggrieved or uncertain about whether or not they have been treated fairly by a faculty or staff member have several routes that can be taken to seek resolution or redress. Because many difficulties can result from misunderstandings, clear communication and informal mediation are believed to be the most effective and least anxiety-provoking mechanisms to resolve student grievances. Usually, the first approach is for the student to request a meeting with the faculty or staff member in order to state the problem and to attempt a direct solution. If that proves unsatisfactory or should such a meeting seem undesirable given the particular circumstance, there are several choices. Sometimes appropriate mediation can be provided by other faculty or staff in the School or at other campus units such as the Women's Center or one of the cultural centers or

religious institutions. Alternatively, the student may consult with the Program Coordinator, the Department Head, the Graduate Program Director (Associate Dean), or the Dean, usually in that order. It is the responsibility of the academic administrator, then, to gather the facts in the case and seek a mutually acceptable resolution. All faculty and staff in the School report ultimately to the Dean and formal action can be taken at that level, if appropriate. In the event that the initial collection of facts suggests a violation of law or of explicit university policy concerning prejudice or harassment, the administrator will immediately consult with appropriate staff in Human Resources or the Chancellor's Office regarding appropriate action. The School Psychology Program's grievance procedures are as follows:

Step 1. If a student has a grievance with faculty or staff associated with the program, the student should meet first with the person that is believed responsible for the grievance in an attempt to informally resolve the problem. It is believed that most student concerns can be resolved through direct and open communication between the parties concerned.

Step 2. If the student is not satisfied with the results of the informal meeting, they should submit a written complaint to the primary faculty, along with a request for a meeting with the primary faculty. One of these faculty members, who is not involved in the grievance, will be selected to serve as a mediator. The written grievance should be presented promptly to the primary faculty and prior to the scheduled meeting. The student grievant may be accompanied by a representative of their choice at any step of the process. Subsequent to this meeting, the program director will return a written response to the student grievant within ten working days. If the grievance is resolved, a copy of the written resolution should be included in the student's file.

Step 3. If the student grievant is dissatisfied with the results of Step 2, they may appeal in writing to the Chair of the Department of Student Development within ten working days of the date of the Step 2 response. Upon receipt of the appeal, the Department Chair will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. After the Step 3 meeting, a written response will be issued to both parties within fifteen working days.

Step 4. If either party is dissatisfied with the results of Step 3, they may appeal in writing to the Associate Dean of the School of Education within ten working days from the date of the Step 3 response. Upon receipt of the appeal, the Associate Dean will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The Step 4 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the student's file for historical purposes.

## **Accommodations**

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. Students with a documented physical, psychological, or learning disability on file with Disability Services, may be eligible for reasonable academic accommodations to help them succeed in the program. Students with a documented disability that requires an accommodation, should notify the relevant professors within the first two weeks of the semester so that they can make appropriate arrangements. More information can be found here: <https://www.umass.edu/disability/students/accommodations-students>. Students with undocumented disabilities should work with their advisors for optimal success in the program.

## **University of Massachusetts Academic Honesty Statement**

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent. Follow the link below for detailed information on the Academic Honesty Policy:

[http://www.umass.edu/dean\\_students/codeofconduct/acadhonesty/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)

**APPENDIX A:  
PROGRAM OF STUDY**

**Ed.S. in School Psychology  
University of Massachusetts at Amherst  
Degree Course Requirements  
Academic Year 2025-2026**

The University of Massachusetts School Psychology Program courses are organized within seven basic domains: (a) Psychological & Educational Foundations, (b) Psychometrics, Assessment, & Research, (c) Methods of School-Based Intervention, (d) Professional School Psychology, (e) Applications of Research Skills, (f) Practicum Experiences, and (g) Internship Experiences. A minimum of 78 graduate credits is required.

---

**1. Psychological & Educational Foundations of School Psychology (15 credits minimum)**

The focus of this area is on developing a broad base in the general principles and theories of psychology and education. Students gain knowledge in each of five sub-areas including: (a) theories of learning & instruction, (b) foundations of social & cultural diversity, (c) individual differences, (d) human development, and (e) biological bases of human behavior.

**a. Theories of Learning, Cognition, & Instruction (3 credits minimum)**

Required

\_\_\_\_\_ EDUC 775 Historical Foundations & Contemporary Theories of Psychology and Education (3 credits)

**b. Foundations of Social & Cultural Diversity (3 credits minimum)**

Required

\_\_\_\_\_ EDUC 678E (3 credits) Confronting Oppression in Education

**c. Individual Differences (3 credits)**

Required

\_\_\_\_\_ EDUC 685 Developmental Psychopathology

**d. Human Development (3 credits)**

\_\_\_\_\_ EDUC 594M Child & Adolescent Development for the Helping Professional

**e. Biological Bases of Human Behavior (3 credits)**

\_\_\_\_\_ EDUC 779 Biological Bases of Human Behavior, Learning and Affect for Mental Health Providers

**2. Psychometrics, Assessment, & Research (21 credits minimum)**

The focus of these areas is on the collection of systematic information about individuals, groups and the interpretation of this information as it contributes to theory development, the understanding of human behavior, and applications to the enhancement of learning and social development in educational settings. The domain includes measurement and statistical theory, research design, and procedures for the collection and interpretation of empirical data. These courses are the foundation for data-based decision-making and research and evaluation.

**a. Measurement & Assessment (15 credits minimum)**

Required

\_\_\_\_\_ EDUC 632 Principles of Educational & Psychological Testing (3 credits)

\_\_\_\_\_ EDUC 705 Assessment in School Psychology: Educational Assessment (3 credits)\*

\_\_\_\_\_ EDUC 708 Assessment in School Psychology: Cognitive Assessment (3 credits)\*

\_\_\_\_\_ EDUC 762 Assessment in School Psychology: Social & Behavioral Assessment (3 credits)

\* concurrent with 1 credit of EDUC 694A Assessment Practicum

**b. Applied Research & Evaluation (6 credits)**

\_\_\_\_\_ EDUC 663 Experimental Single Case Research Designs for Educators and Helping Professionals (3 credits)

**3. Methods of School-Based Intervention (12 credits)**

These courses include knowledge in the prevention and intervention research and practices with students of all ages including those with disabilities. Core elements include interventions designed for use with instructional and social/behavior problems in school settings. These courses emphasize the promotion of enabling academic and social/behavioral skills, as well as targeted interventions designed to produce positive and productive changes in student behavior. Embracing an ecological approach to instructional and therapeutic design, coursework in this area underscores the need for empirically validated strategies, the use of procedures for identifying interventions of choice based on a thorough analysis of the student's needs and environmental demands, and the systematic evaluation of the effects of prevention and intervention. A wide range of prevention/intervention and evaluation techniques are included in this coursework, including the restructuring of existing academic curricula, analysis of instructional environments, experimental teaching, direct instruction, applied behavior analysis, etc. In addition to intervention methods courses, students take coursework with a focus on consultation, one of the most effective methods of psychological service delivery.

**a. Intervention Methods (9 credits)**

Required

- \_\_\_\_\_ EDUC 532 Applied Behavior Analysis (3 credits)
- \_\_\_\_\_ EDUC 794I Prevention and Intervention for Achievement Problems in Schools (3 credits)
- \_\_\_\_\_ EDUC 628 Prevention and Intervention for Mental Health Problems in Schools (3 credits)

**b. Consultation (3 credits)**

Required

- \_\_\_\_\_ EDUC 702 Consultation in School Psychology (3 credits)

#### 4. Professional School Psychology (6 credits)

Coursework in this domain facilitates students learning about the historical and contemporary practice of school psychology. Students acquire information about the ethical practice of psychology in general as well as in school psychology. Additionally, students acquire information about state and federal laws as they related to students' rights to a free and appropriate education and to a history of service models in both general and special education. Topical seminars focus on in-depth analyses of contemporary topics in school psychology as well as related areas.

##### Required

\_\_\_\_\_ EDUC 741 Principles & Practices of School Psychology (3 credits)

\_\_\_\_\_ EDUC 669 Policy & Legal Perspectives in Special Education (3 credits)

#### 5. Practicum Experiences (10 credits)

Along with courses in basic concepts and theory and specialized techniques, students participate in practicum experiences that provide for supervised development and application of skills. All students must complete supervised practica of 600 hours. Practicum experiences begin with the first semester and typically are completed by the end of the student's second year in the program. The practica are composed of integrated experiences between courses and school-based field placements. While students receive supervision from professional licensed school psychologists in their school settings, supervision for all practicum experiences is provided by the University School Psychology Program Faculty through weekly seminars.

- a. **School Psychology Assessment Courses:** The School Psychology assessment courses have experiential components in which students earn credit for practicum hours. Each assessment course contains 50 practicum hours for a total of 100 hours of the practicum requirement accrued in students' first year of study.

##### Required

\_\_\_\_\_ EDUC 694A Practicum (total of 2 credits)

*Taken concurrently with EDUC 708 and EDUC 705.*

- b. **School-Based School Psychology Practicum:** Students are placed with an appropriately credentialed school psychologist in a public school setting for two semesters. Here, students participate in the supervised practice of school psychology. Students receive at least two (2) hours of supervision per week from Program Faculty, in addition to weekly supervision from the participating school psychologist. Students are expected to work approximately 12 hours per week, with their 2-hour supervision seminar and are expected to accrue 500-600 hours of practicum experience.

Required

\_\_\_\_\_ EDUC 698Q School Psychology Practicum

**6. Internship Experience (18 credits minimum)**

Commensurate with the standards of the National Association of School Psychologists, students complete an internship of 1 full-academic year equivalence on a full-time basis (minimum of 1200 hours). This requirement can be completed on a full-time basis for one year or on a half-time basis for two years. School-based internships are typically 9-10 months in duration. Clinic-based internships may last 12 months. These experiences are typically paid and supervision is the primary responsibility of the internship settings, with monthly organized supervision from UMass Amherst faculty. Numerous settings are available within Massachusetts as well as outside the state. Students must register for EDUC 765 credits during each term of their internship. Paid internships will qualify for externship tuition waivers per the policies of the UMass Amherst Graduate School.

Required

\_\_\_\_\_ EDUC 765 Pre-Professional Internship in School Psychology (18 Credits)

## **APPENDIX B**

### **Education Specialist Program of Study Course Requirements in School Psychology by Academic Knowledge Domains**

#### **PSYCHOLOGICAL & EDUCATIONAL FOUNDATIONS**

EDUC 775 Historical Foundations & Contemporary Theories of Psychology and Education  
EDUC 6778E Confronting Oppression in Education  
EDUC 685 Developmental Psychopathology  
EDUC 594M Child and Adolescent Development for the Helping Professional  
EDUC 790SP Physiological Bases of Human Behavior, Affect, and Learning

#### **PSYCHOMETRICS, ASSESSMENT, & RESEARCH**

EDUC 632 Principles of Educational & Psychological Testing  
EDUC 705 Assessment in School Psychology: Educational Assessment  
EDUC 708 Assessment in School Psychology: Cognitive Assessment  
EDUC 762 Assessment in School Psychology: Social & Behavioral Assessment  
EDUC 663 Experimental Single Case Research Designs for Educators and Helping Professionals

#### **METHODS OF SCHOOL-BASED INTERVENTION**

EDUC 532 Applied Behavior Analysis in Applied Settings  
EDUC 794I Prevention and Intervention for Achievement Problems in Schools  
EDUC 628 Prevention and Intervention for Mental Health Problems in Schools  
EDUC 702 Consultation in School Psychology

#### **PROFESSIONAL SCHOOL PSYCHOLOGY**

EDUC 741 Principles & Practices of School Psychology  
EDUC 669 Policy & Legal Perspectives in Special Education

#### **PRACTICA**

EDUC 694A Practicum in School Psychology Assessment (2 x 1-credit experiences)  
EDUC 698Q School Psychology Practicum (2 semesters x 3 credits)

#### **INTERNSHIP**

EDUC 765 Pre-Professional Internship in School Psychology (9 credits x two semesters)

## APPENDIX C

### Education Specialist Program of Study Course Sequence in School Psychology

#### YEAR 1 FALL SEMESTER (15 Credits)

EDUC 741	Principles & Practices of School Psychology	3 credits
EDUC 632	Principles of Educational & Psychological Testing	3 credits
EDUC 678E	Confronting Oppression in Education	3 credits
EDUC 708	School Psychology Cognitive Assessment	3 credits
EDUC 698A	Practicum in School Psychology Assessment	1 credit
EDUC 594M	Child and Adolescent Development for the Helping Professional	3 credits

#### YEAR 1 SPRING SEMESTER (15 Credits)

EDUC 775	Historical Foundations & Contemporary Theories of Psychology and Education	3 credits
EDUC 705	Assessment in School Psychology: Educational Assessment	3 credits
EDUC 694A	Practicum in School Psychology Assessment	1 credit
EDUC 532	Applied Behavior Analysis in Applied Settings	3 credits
EDUC 685	Developmental Psychopathology	3 credits

#### YEAR 2 FALL SEMESTER (15 Credits)

EDUC 663	Experimental Single Case Research Designs for Educators and Helping Professionals	3 credits
EDUC 762	School Psychology Social & Behavioral Assessment	3 credits
EDUC 794I	Prevention and Intervention for Achievement Problems in Schools	3 credits
EDUC 669	Policy & Legal Perspectives in Special Education	3 credits
EDUC 698Q	School Psychology Practicum	3 credits

#### YEAR 2 SPRING SEMESTER (12 credits)

EDUC 779	Physiological Bases of Human Behavior, Affect, and Learning	3 credits
EDUC 628	Prevention and Intervention for Mental Health Problems in Schools	3 credits
EDUC 702	School-based Consultation	3 credits
EDUC 698Q	School Psychology Practicum	3 credits

#### YEAR 3 FALL SEMESTER (9 credits)

EDUC 765	Pre-Professional Internship in School Psychology	9 credits
----------	--	-----------

#### YEAR 3 SPRING SEMESTER (9 credits)

EDUC 765 Pre-Professional Internship in School Psychology (1,200 hours) 9 credits

**APPENDIX D**  
**COURSE WAIVER FORM**



*The Commonwealth of Massachusetts*  
*University of Massachusetts Amherst*  
*Educator Licensure Advisory Council*

**COURSE WAIVER/SUBSTITUTION FORM**

Student's Name \_\_\_\_\_ Student ID \_\_\_\_\_

Program \_\_\_\_\_ Date \_\_\_\_\_

A waiver/substitution has been granted for the following course:

Course Number \_\_\_\_\_ Title \_\_\_\_\_

\*Rationale for the waiver/substitution:

Candidate's Advisor \_\_\_\_\_ Program Director \_\_\_\_\_  
(signature) (signature)

Licensure Candidate \_\_\_\_\_  
(signature)

\*Please attach and forward to the Educator Licensure Office (Room 130, Furcolo Hall) the supporting documentation used as a basis for granting this waiver. (i.e. expanded resume, letters of recommendation, course descriptions, etc.)

## APPENDIX E

### Guidelines for Practicum

#### EDUC 698Q: Practicum in School Psychology

##### Description of the Experience:

Practicum occurs during the second year of the student's program, after the student has acquired sufficient background in theoretical and foundational knowledge and experience in individual child assessment. Practicum is structured to ensure that students have sufficient supervised experiences as they acquire early exposure with the professional practice of school psychology. In addition, the practicum experiences are coordinated with course work to allow students ample opportunity to combine their theoretical knowledge in a closely supervised situation. School-based assignments, experiences and supervision are designed to help students to development their professional dispositions, expand their knowledge and practice the competencies that will support their success in their pre-professional internship.

The practicum sequence has been developed in accordance with NASP guidelines which require between 500 and 600 hours of planned supervised experience of which at least 300 hours must be devoted to direct service and at least 100 hours must be devoted to formally scheduled supervision. During Practicum, students are required to spend two semesters in the public schools under the direct supervision of a licensed school psychologist. The minimum practicum requirement is 6 semester hours over two semesters.

##### Supervision:

Field Supervisors are important extensions of the UMass program faculty, who are selected for their excellence in professional skills, professional and ethical dispositions, and dedication to continued professional development. Field Supervisors express a commitment to the philosophy of the UMass School Psychology Program, and support the training goals and objectives through the activities they are involved in their own professional settings. Each spring and summer, Field Supervisors are asked to participate in the Practicum for the coming academic year, and rising Practicum students are assigned by the UMass Practicum Director to the Field Supervisor who may best support their training goals and professional development. Field Supervisors work closely with their practicum student and the UMass Practicum Director to help provide access to the required goals and activities of the Practicum experience.

Practicum students must accrue approximately 100 supervision hours to every 300 hours of direct service. They accrue the supervision through support both on campus and in their practicum sites. Field Supervisors provide at least one-hour of face-to-face supervision to their Practicum student per week. The UMass Practicum Director provides 2-hours of group supervision to Practicum students per week, where the group discusses topics such as ethics and law, report writing, assessment for classification purposes, assessment for RtI purposes, methods of counseling, or other professional practice topics.

Examples of Goals and Activities:

**I. The practicum student will demonstrate the ability to develop knowledge and understanding of the complexities of school-wide and district-wide systems:**

1. The practicum student will be able to answer comprehensive questions about the school district and the policies, processes and procedures of their practicum setting.
2. The practicum student will attend at least one building principal and classroom teacher's staff meeting.
3. The practicum student will spend at least three hours in an inclusionary or segregated class for students with mental retardation, learning disabilities, or social/emotional disorders, or any combination thereof.
4. The practicum student will spend at least three hours in a class for general education students, observing and interacting with the students.

**II. The practicum student will demonstrate the ability provide indirect service support through the use of consultation methods.**

1. The practicum student will provide indirect service delivery, both academic and behavioral (one each), and document the results of these consultative endeavors in the form of a written report.

**III. The practicum student will demonstrate the ability to provide direct services to support the learning, behavioral and social development of children in schools.**

1. The practicum student will provide direct service interventions to improve students' academic achievement and provide the University supervisor with a written description of one student case including treatment plan and results.
2. The practicum student will demonstrate the ability to provide direct service in the form of behavioral intervention through either applied behavioral analysis or behavior modification and provide the University supervisor with a written description of one student case including treatment plan and results.
3. The practicum student will demonstrate the ability to provide direct service in the form of individual or group counseling and provide the University supervisor with a written description of one student or group case including treatment plan and results.

**IV. The practicum student will demonstrate the ability to provide direct service to diverse clients.**

1. The practicum student will demonstrate the ability to provide direct service in the form of assessment procedures, intervention delivery and/or consultation with classroom teachers.
2. The practicum student will demonstrate the ability to provide direct service in the form of assessment procedures, intervention delivery and/or consultation with parents.

3. The practicum student will demonstrate the ability to provide direct service in the form of assessment procedures, intervention delivery and/or consultation with school specialists.
4. The practicum student will demonstrate the ability to provide direct service in the form of assessment procedures, intervention delivery and/or consultation with parents.
5. The practicum student will demonstrate the ability to provide direct service in the form of assessment procedures, intervention delivery and/or consultation with English Learners.

V. **The practicum student will demonstrate the ability to use multiple sources of information to conduct comprehensive assessments for students in schools.**

1. The practicum student will conduct at least one parent interview to the satisfaction of the field supervisor.
2. The practicum student will conduct at least one teacher interview to the satisfaction of the field supervisor.
3. The practicum student will conduct at least one curriculum-based assessment of a student's skills in at least three subject areas.
4. The student will conduct at least one comprehensive intellectual and/or cognitive assessment.
5. The student will conduct at least one behavioral assessment using a variety of measures which will include direct observation, semi-structured direct informant interviews, child interviews, and both broad- and narrow-band rating scales.
6. The student will conduct at least one functional assessment using both descriptive and experimental analysis procedures.
7. The practicum student will write at least one comprehensive psychoeducational report.

Outcomes:

1. *Completed Practicum Log:* Students will be required to upload to TK20 and their Second Year Advising Folders the Practicum Log that records all of the hours they completed in their practicum sites. Logs must accurately represent a minimum of 500 hours, with 300 hours devoted to direct service and 100 hours devoted to supervision. Logs can include 50 hours of assessment activities from EDUC 708, EDUC 705 and all campus supervision meetings. Professional development opportunities and research activities related to school psychology may be used judiciously, but do not count toward direct service or supervision.

Please summarize the percent of time you spent as follows:

- Assessment
- Intervention
- Consultation
- Research
- Evaluation
- Professional Development
- Supervision

- Other

2. *To Do List Checklist*: The primary goal of the practicum is to maximally prepare students for the internship experience by providing an opportunity to integrate theoretical and practical skills through supervised field practice in the public schools. Use this checklist to ensure you have had opportunities to engage in all aspects of practice this year.
3. *Portfolio of Assessment/Intervention Case Studies* : Students must create a portfolio with work samples to demonstrate their skills in constructing intervention plans from assessment evidence. Each portfolio should include,
  - 1) one behavioral intervention case study,
  - 2) academic intervention case study,
  - 3) one mental health intervention case study,
  - 4) one psychoeducational report for making decisions about Special Education Eligibility

Each case study should demonstrate your skills in completing a comprehensive range of assessment activities that include assessing both the instructional setting and environments, historical records, observations and test results. The assessments should demonstrate competencies with understanding individual differences of the child.

Case studies should also summarize the specific data that supported the selection of the intervention targets, describe the intervention plan – including lesson plans and procedural facilitators, the treatment integrity data and progress monitoring data, and a self-reflection about what types of data should be gathered to assess treatment effectiveness.  
(See Appendix B for your rubrics. )

4. *School Setting Survey*: Due by the end of the year, and accumulated together over the course of our seminar discussions, you will complete the comprehensive survey of you school setting, including the populations that are served, the curriculum and assessments commonly used, and the psychological services that are provided there. We will share our findings with one another to learn more about the diversity of the settings in our surrounding communities.
5. *Evaluations*: There are three evaluations that will be completed during Practicum
  1. Field supervisors will complete a mid-year progress, which will be used for mid-year goal-setting and formative feedback.
  2. Field supervisors will complete a end-of-year evaluation, which will be used summative evaluation and uploaded to Tk20 and end of year advising folders.
  3. Students complete an end of year self-evaluation of their performance in practicum and an evaluation of their own practicum site that will be uploaded to TK20 and advising folders. These evaluations will be facilitated by Amanda.

### Assessment:

Three-times per year, the Field Supervisor and UMass Practicum Director will meet in the school-based placement site to discuss the student’s performance in internship, conduct shared goal-setting with the student, and discuss ways to be mutually supportive

so as to ensure a comprehensive and support practicum experience. The first meeting is designed to primarily discuss expectations of goals, objectives and activities across the Practicum year. The second meeting relies on the mid-year practicum evaluation to help guide the discussion, and the final meeting is summative, discussing the end of the year evaluation and working with the practicum student to shape goals for their internship and describe ways to maintain the mentorship relationship with the field supervisor.

The Field Supervisor completes a mid-year and end of year evaluation of the students Professional Competencies and Dispositions that are aligned to the goals of the School Psychology Program. The scale for the Professional Competencies rubric is calibrated for supervisors to assess skill development from a Novice practitioner to a Proficient one, with the expectations that students will achieve a minimal level ranking of three by the end of the Practicum experience.

The Practicum Director reviews the contents of the student's Practicum portfolio to provide students feedback and support before they begin EDUC 765 Pre-Professional Internship in School Psychology. The Practicum portfolio includes the student's practicum log and demographic tracking data, and four case studies that include an academic case, a counseling case, a behavioral case and one psychoeducational evaluation.

## APPENDIX F

### Guidelines for Internship

#### EDUC 765: Pre-Professional Internship in School Psychology

##### Description of the Experience:

The pre-professional internship in school psychology complies with NASP standards (2020). The internship occurs at the end of students' formal training, typically in their third year of the program. The internship is designed to enhance the development of competencies and professionalism and to give students the opportunity to integrate knowledge and emerging practical skills gained through exposure to theory, research, and practice in coursework and practicum experiences.

The internship occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive years. This amounts to 1,200 clock hours of supervised experiences relevant to the practice of school psychology in which the minimum of 600 hours must be in a school setting. To be eligible for internship, the student must have: (1) completed all coursework in School Psychology and (2) completed all practica requirements.

##### Supervision:

The pre-professional internship is the joint responsibility of the school psychology program faculty and the participating school districts/internship field placements. The internship settings are selected by students and under the guidance of the university internship supervisor on the basis of their appropriateness relative to the specific training objectives of the UMass school psychology program and with sensitivity to the students' professional background and goals. Students do not always elect to stay in local internship sites and may choose other internship opportunities in the United States that meet the criteria of the program.

Approved field-based supervisors are certified school psychologist and conduct the day-to-day supervision of interns. The field-based supervisors are responsible for no more than two interns at any given time. The internship includes the following experiences: 1) an average of 4 hours per week of supervision that includes at least 2 hours of scheduled, individual supervision, 2) an average of two hours per week of scheduled learning activities such as case conferences, seminars, in-service training, etc., and 3) at least 10 hours per week of the intern's time must be spent in direct client contact.

The university internship supervisor also has multiple responsibilities. First, she works with the students as they prepare to interview for internship positions. Once students receive an offer, she ensures that the internship placement meets all program requirements and facilitates the generation of a signed contract between the internship placement and the university. This contract entails university pre-professional internship requirements as well as school site requirements. She also facilitates a blended internship course that students complete over the course of the internship year. Students submit weekly reflections of their internship experience

online and receive university supervisor feedback. Some reflections are based on supervisor prompts; others are intern-initiated reflections. Additionally, students meet virtually as a group one time per month with the university supervisor. Supervisors schedule three meetings per year with interns and field-based supervisors to discuss intern progress.

Outcomes:

1. *Completed Internship Log:* Students are required to upload to TK20 the Internship Log that records all of the hours they completed in their internship sites. Logs must accurately represent a minimum of 1200 hours, including required supervision hours, case consultation and learning activities, direct service. Please summarize the percent of time you spent as follows:
  - Assessment
  - Intervention
  - Consultation
  - Research
  - Evaluation
  - Professional Development
  - Supervision
  - Other
  
2. *Internship Portfolio:* At the end of the pre-professional internship, typically in Year 3, students complete the Internship Portfolio to demonstrate their integration and application of knowledge and skills and their readiness for independent practice as a school psychologist. Requirements for the Internship Portfolios include students' current vita, university transcripts, Praxis results, internship logs, personal statements, and three case entries reflecting competency across NASP domains that must include internship work representing assessment, consultation and intervention planning skills for academic, behavioral and mental health problems in schools. The fourth case entry must demonstrate special education eligibility determination using Response to Intervention practices. The first three interventions case entries must include data (via goal-attainment scaling and percentage of non-overlapping data) reflecting the extent to which the intern's casework demonstrates a positive impact on student and/or school outcomes. Students will additionally include a narrative linking the case to the students' professional model of practice, NASP domains, and program emphases. Portfolios are reviewed by two faculty members and scored using rubrics.
  
4. *Evaluations:* Field supervisors will complete a mid-year progress evaluation and a summative, end of year evaluation that will be uploaded to TK20. These evaluations will be facilitated by the internship supervisor.
  
5. *PREPARE Training Certificate:* PREPaRE Workshop 1, Third Edition, Comprehensive School Safety Planning: Prevention Through Recovery. By the end of your Internship year, you must have completed the first NASP PREPARE training. This is a one-day workshop designed to through which participants will learn how to establish and sustain comprehensive school safety efforts that attend to both physical and psychological

safety. The workshop will be offered in the state of Massachusetts in collaboration with the state trainers while you are in the program. You can also take this course through NASP at the annual conference or through a summer workshop. There is a \$45 fee for participation.

6. *Praxis*. By the end of your internship, you must upload a copy of your PRAXIS score report to your Internship portfolio.

### Assessment:

Three-times per year, the field supervisor and UMass internship supervisor will meet (often virtually) to discuss the student's performance in internship, conduct shared goal-setting with the student, and discuss ways to be mutually supportive so as to ensure a comprehensive and support internship experience. The first meeting is designed to primarily discuss expectations of goals, objectives and activities across the internship year. The second meeting relies on the mid-year internship evaluation to help guide the discussion, and the final meeting is summative, discussing the end of the year evaluation and working with the intern to shape goals for their professional practice and describe ways to maintain the mentorship relationship with the field supervisor.

The field supervisor additionally completes a mid-year and end of year evaluation of the student's Professional Competencies and Dispositions that are aligned to the goals of the School Psychology Program. The scale for the Professional Competencies rubric is calibrated for supervisors to assess skill development from a Novice practitioner to a Proficient one, with the expectations that students will achieve a minimal level ranking of four (Entry-Level Competence) by the end of the internship experience.

The internship director reviews the contents of the student's internship portfolio to provide students feedback and support as they complete their program. The internship portfolio includes the student's internship log and demographic tracking data, and four case studies that include an academic case, a counseling case, a behavioral case and one psychoeducational evaluation (See Appendix F Developmental School Psychology Portfolio).



### 13. Publications

#### **Part I: Academic Progress**

1. List the courses (by name and number that you have successfully completed during this academic year.
2. List major academic requirements you have completed during this academic year (e.g., comprehensive exam or proposal, dissertation proposal, MTEL, Praxis Exam).
3. Indicate if you currently have any incomplete grades, or grades earned below a B, with a description of your plan to remediation plan.
4. Briefly describe what you consider to be good examples of your work/accomplishments this academic year, in the area of academic development (e.g., papers or presentations from coursework). Attach at least one of your written products/documents in this area to support your description.

#### **Part II: Clinical Progress**

1. Describe the Practicum experience you completed this year.
2. List and/or describe briefly what you consider to be good examples of your work/accomplishments this academic year, in the area of clinical development (e.g., practicum projects, reports, experiences)
3. Complete your Case Study Portfolio (Refer to the Developmental School Psychology Portfolio Appendix)

#### **Part III: Research Progress**

1. List and/or describe briefly what you consider to be good examples of your work/accomplishments this academic year, in the area of scholarship/research (e.g., research paper or proposal for a class, article written for a newsletter or journal, dissertation proposal). Also, please attach one of your written products/documents in this area to support your description
2. List any conference presentations you have made or publications you have had during this past academic year.

#### **Part IV: Professional Development**

1. Describe professional development opportunities you have experienced that were additional to your program of study (e.g., conferences, trainings attended).

2. **Self-Reflection** - This should include a 1-2 page reflection on the student's experiences this academic year, important lessons learned, and documentation of short-term and long-term professional goals. Goals should include both personal professional development goals as well as goals related to the student's intended career path.

**Part V: Advisor's Section**

**1. Advisor's Comments.**

Please comment on the student's progress, and the quality of the student's work. What do you see as the student's strengths to date. What goals would you suggest as appropriate for the student for the next academic year?

**2. Summative Evaluation (Advisor, please check one):**

A. \_\_\_\_ Based on this evaluation, \_\_\_\_\_ is a student in good standing in the School Psychology Program.

B. \_\_\_\_ Based on this evaluation, \_\_\_\_\_ is not a student in good standing in the School Psychology Program.

C. \_\_\_\_ Based on this evaluation, \_\_\_\_\_ is a student about whom the Program faculty have academic concerns.

If, B or C is selected above, please explain the issue(s) and state what needs to be done to change the student's status to "good standing."

Student Signature and Date \_\_\_\_\_

Advisor Signature and Date \_\_\_\_\_

Program Director Signature and Date \_\_\_\_\_

## APPENDIX H

### Developmental School Psychology Portfolio

#### Education Specialist

All students in the UMass Amherst school psychology program will be required to submit a portfolio at the end of each academic year, which documents samples of their best work. In addition to their performance in classes, practica and other activities offered by the program (i.e., research groups, professional seminars, professional development opportunities.), the portfolio will be used to evaluate students' development of the skills and attributions necessary for success in the school psychology profession. All faculty will meet in May to discuss the evidence available to them to evaluate students' progress, using this measurement rubric:

<b><u>Measuring Professional Development</u></b>
<b>Minimal Experience</b> – competence below the level expected of a practicum student, or minimal or no competence noted; the student has little to no experience and is in need of direct supervised assistance.
<b>Novice</b> – competence developed to the level that allows for adequate functioning with direct supervision (e.g., without being directly observed or without engaging in co-led activities); competence that would be expected of a beginning pre-service practicum students; requires on-going supervision.
<b>Advanced Beginner</b> – competence developed to the level that allows for adequate functioning without direct supervision (e.g., without being directly observed or without engaging in co-led activities); competence that would be expected of a beginning pre-service intern; requires on-going supervision.
<b>Entry-Level Competence</b> – competence at the level expected of a beginning, certified school psychologist; requires only occasional supervision.
<b>Proficient</b> – well-developed competence that reflects capability for independent functioning with little or no supervision required.

## Portfolio Components

### **I. First Year Portfolio: Demonstration of early skill development**

1. **Completed End of Year Evaluation**
2. **Current Vita.** This should be constructed following *APA 7<sup>th</sup> Edition* formatting.
3. **Transcript.**
4. **Pre-practicum Experience Log**
5. **Example(s) of Academic Performance**
6. **Example(s) of Research**
7. **Case Studies.** Each student should submit three case examples to demonstrate their development toward a novice level of assessment and evaluation skills in the areas of cognitive, behavioral and academic assessment.
  - a. ***Cognitive Assessment.*** Students should submit one case example summarizing their experience administering, scoring and interpreting at least one standardized cognitive assessment.
  - b. ***Behavioral Assessment.*** Students should submit one case example summarizing one functional assessment of behavior that includes an evaluation of the topography a one behavior, and the antecedents and consequences that are hypothesized to be maintaining the target behavior.
  - c. ***Academic Assessment.*** Students should submit one case example of a survey level assessment, using curriculum-based measurement, across at least 4 academic domains. The report should include progress monitoring data in at least one academic domain, for which the data are plotted on a time series line graph.

## Portfolio Components

### II. Year 2 Portfolio: Applications of Skills for Intervention and Program Evaluation.

1. **Completed End of Year Evaluation**
2. **Current Vita.** This should be constructed following *APA 7<sup>th</sup> Edition* formatting.
3. **Transcript.**
4. **Practicum Log**
- 5.
6. **Example(s) of Academic Performance**
7. **Example(s) of Research**
8. **Case Studies.** Each student should submit three case examples to demonstrate their development toward an advanced beginner level of assessment and evaluation skills in the areas of cognitive, behavioral and academic assessment. Each case study should demonstrate how the results of the assessment plan led to a targeted intervention, and how the intervention was monitored for implementation integrity and impact on student outcomes. Students will use these cases to practice assessment student outcomes using the quantitative analysis and Goal Attainment Scale procedures that are required in Practicum.
  - a. ***Individual or Group Behavioral Case Study.*** Complete one behavioral case study. This should include a comprehensive functional behavioral assessment with one student, which includes identification/certification of target behaviors and hypothesized function, implementation of a function-based support plan, which includes antecedent, teaching and consequent strategies, and progress monitoring to behavior change. Data collection that enables the demonstration of positive impact is required. This could include the following:
    - i. ***Time series measurement of baseline and intervention phases***
  - b. ***Individual or Group Academic Case Study.*** Complete one comprehensive academic assessment that demonstrates use of a multi-source, multi-method data gathering procedures. The case should present hypothesized target problems with data that certifies at least one problem area, and a comprehensive problem analysis that specifies causal hypotheses. Goals should be delineated that describe the reduction of the problem discrepancy, and the intervention plan should explicitly address the target problem. The case study should include both treatment integrity data and student level progress monitoring data, along with a summary of the effectiveness of the intervention and recommendations for

subsequent steps. The treatment integrity data and progress monitoring data should explicitly demonstrate the impact on student learning outcomes.

- c. ***Psychoeducational Assessment.*** Complete one psychoeducational assessment that was used to help guide Special Education eligibility decisions. The report should include a clearly, operationalized reason for conducting the assessment that includes target problems to be investigated. The report should include multi-source, multi-method data gathering procedures that are described for parents, teachers and administrators. The results should be summarized clearly and include recommendations that are aligned to the results of the assessment procedures that were used. The report should be submitted with a reflection report that describes how the report was used in practice and the ways is guided decisions for the target student. The reflection should include how you expected the report to be received in comparison to what occurred, any aspects of the data collection, reporting or consultation you might have done differently and how you developed your own professional skills through this experience.
- d. ***Individual or Group Counseling Case Study.*** Complete one counseling case study. This could include clinical work with an individual student (Tier 2 or 3), implementation of a targeted social skills group (Tier 2), or implementation of a class-wide social and emotional learning program (Tier1). Students should document session notes as well as a comprehensive case report. Cases should include evidence that parental consent was obtained and student was an active participant in the development of the intervention plan. Be sure to consider how to document a positive impact on student performance. For the counseling case study consider the following:
  - i. ***Teacher/Caregiver report of student social-emotional behavior***
  - ii. ***Mood Rating***
  - iii. ***Check In/Check Out daily ratings***
  - iv. ***Goal Attainment Scale***

## Internship Portfolio

***Internship Portfolio Requirements are necessary for completion of licensure requirements. The contents of the Internship portfolio will be assessed via TK20 for licensure approval in June upon completion of the all Internship expectations.***

- 1. Current Vita.** This should be constructed following *APA 7<sup>th</sup> Edition* formatting.
- 2. Transcript.**
- 3. Praxis Results**
- 4. Internship Log.**
- 5. Personal Statement.** This should include a 1-2 page reflection on the student's internship experience, important lessons learned, and documentation of short-term and long-term professional goals. Goals should include both personal professional development goals as well as goals related to the student's intended career path.
- 6. Case Studies.** During the internship experience, each student is required to complete three comprehensive case studies (see description below). Each case study should include a report documenting a clear description of each phase of assessment and intervention from case conceptualization through evaluation of treatment outcomes. Students should include report headings such as *Problem Identification/Certification, Problem Analysis, Intervention Selection and Implementation, Progress Evaluation*. Students are required to submit data associated with each case so as to evaluate a positive impact on student learning or learning environments using PND and Effect Size calculations. Therefore, each case must make use of continuous outcome data in a time-series plot and include at least three baseline data points. These case studies might reflect work with individual children, classrooms, or schools. They additionally might reflect intervention provided at multiple tiers or multiple integrated interventions (e.g. academic and behavioral) for one student.
  - a. ***Individual or Group Counseling Case Study.*** Complete one counseling case study. This could include clinical work with an individual student (Tier 3), implementation of a targeted social skills group (Tier 2), or implementation of a class-wide social and emotional learning program (Tier1). Cases should include evidence that parental consent was obtained and student was an active participant in the development of the intervention plan. Cases should also include the development of a safety plan for all involved stakeholders in the case in the event that the intervention plan is not successful. Students should document session notes as well as a comprehensive case report. See information above and the attached sample rubric to guide steps taken through out the course of this study. Be sure to consider how to document a positive impact on student performance. For the counseling case study consider the following:

- i. Teacher/Caregiver report of student social-emotional behavior
  - ii. Mood Rating
  - iii. Check In/Check Out daily ratings
  - iv. Goal Attainment Scale
- b. **Individual or Group Behavioral Case Study.** Complete one behavioral case study. Again this could include a comprehensive functional behavioral assessment with one student, which includes identification/certification of target behaviors and hypothesized function, implementation of a function-based support plan, which includes antecedent, teaching and consequent strategies, and progress monitoring to behavior change. This case might also include the functional assessment of a system such as a classroom or non-classroom area. Cases should also include the development of a safety plan for all involved stakeholders in the case in the event that the intervention plan is not successful. Again, data collection that enables the demonstration of positive impact is required. This will include the following:
  - i. Time series measurement of baseline and intervention phases
- c. **Individual or Group Academic Case Study.** Complete one comprehensive academic assessment that demonstrates use of a multi-source, multi-method data gathering procedures. The case study could report the results of academic assessment and intervention for one student or for a group of students. The case should present hypothesized target problems with data that certifies at least one problem area, and a comprehensive problem analysis that specifies causal hypotheses. Goals should be delineated that describe the reduction of the problem discrepancy, and the intervention plan should explicitly address the target problem. The case study should include both treatment integrity data and student level progress monitoring data, along with a summary of the effectiveness of the intervention and recommendations for subsequent steps.
- d. **Psychoeducational Assessment.** Complete one psychoeducational assessment that was used to help guide Special Education eligibility decisions. The report should include a clearly, operationalized reason for conducting the assessment that includes target problems to be investigated. The report should include multi-source, multi-method data gathering procedures that are described for parents, teachers and administrators. The results should be summarized clearly and include recommendations that are aligned to the results of the assessment procedures that were used. The report should be submitted with a reflection report that describes how the report was used in practice and the ways is guided decisions for the target student. The reflection should include how you expected the report to be received in comparison to what occurred, and any aspects of the data collection, reporting or consultation you might have done differently.
- e. **Assessment of Impact.** You are required to document the extent to which interventions implemented impact students, classrooms, and/or schools. These assessments must include quantitative analysis. Using at least three baseline data points and data gathered during the intervention phase, interns must compute
  - i. Percent of Non-Overlapping Data (PND)
  - ii. Effect Size Calculations

iii. Comparison of pre and post measures

Students must also evaluate the effectiveness of the intervention for each case, using the following Goal Attainment Scale:

EVALUATION STATEMENTS	Goal Attainment Score	Goal #		
		1	2	3
1. The student's target problem seems to be getting worse.	-2			
2. The student has made no progress, positive or negative.	-1			
3. The student is making some progress, but gains do not seem to be meaningful.	0			
4. The student is making progress and seems to be on target to reach their goal.	+1			
5. The student is making progress, seems to be on target to reach their goal, and seems to be catching up to the performance levels of typical, same-grade peers.	+2			

## APPENDIX I

### Internship Portfolio Scoring Rubric

#### NASP Domains by EdS Internship Portfolio Entries

Portfolio Entry	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
Academic	X	X	X		X		X	X	X	X
Behavioral	X	X		X	X	X	X	X	X	X
Mental Health	X	X		X		X	X	X	X	X
Psychoeducational Assessment	X	X	X		X		X	X		X

**Portfolio Rubric:**

**Proficient (5 Rating):** Entry and discussion demonstrate excellent understanding and integration of knowledge and skills; beyond mastery-level competence for independent practice.

**Competent (4 Rating):** Entry and discussion demonstrate good understanding and integration of knowledge and skills; mastery-level competence for independent practice.

**Advanced Beginner (3 Rating):** Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for independent practice, but missing some elements and minor revision is required.

**Novice (2 Rating):** Entry and discussion demonstrate an inadequate level of understanding and integration of knowledge and skills; not competent for independent practice; remediation required to meet the standard.

**Minimal Experience (1 Rating):** There is no evidence that suggests the Intern has developed professional skills in this area.

**University of Massachusetts School Psychology Program  
EdS Internship Portfolio Scoring Rubric**

**Student** \_\_\_\_\_ **Faculty Rater Initials** \_\_\_\_\_ **Date** \_\_\_\_\_

**Behavioral Intervention Case Study**

<b>Component</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The problem is clear and relies on data to verify it and its magnitude.					
There evidence of collaboration with key individuals/groups across relevant stages of the problem-solving model.					
There is an analysis about student's response to general behavioral supports (Tier I Behavioral supports)					
There is evidence that the prioritized intervention target and intervention plan was selected with respect to the unique needs and for potential growth for the individual student.					
The intervention was designed to remediate the problem using scientifically-based, research-based.					
The intervention is clearly aligned to the identified problem.					
Intervention plan is detailed, thorough, appropriate and linked to assessment					
There is evidence that a systematic problem-solving process was followed.					
There is evidence of data used across all levels of data-based decision making.					
There is a safety plan described for the student and school personnel in case the intervention plan is not effective.					
The evaluation plan was appropriate for the activity.					
There is an evaluation of the intervention integrity.					
There is an evaluation of the effectiveness of the intervention plan on student outcomes.					
The case discussion was complete, reflecting understanding of best practices.					
<b>Overall rating</b>					

**Comments:**

**Academic Intervention Case Study**

<b>Component</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The problem is clear and relies on data to verify it and its magnitude.					
There evidence of collaboration with key individuals/groups across relevant stages of the problem-solving model.					
There is an analysis about student's response to general academic supports (Tier I Academic supports)					
There is evidence that the prioritized intervention target and intervention plan was selected with respect to the unique needs and for potential growth for the individual student.					
The intervention was designed to remediate the problem using scientifically-based, research-based.					
The intervention is clearly aligned to the identified problem.					
Intervention plan is detailed, thorough, appropriate and linked to assessment					
There is evidence that a systematic problem-solving process was followed.					
There is evidence of data used across all levels of data-based decision making.					
The evaluation plan was appropriate for the activity.					
There is an evaluation of the intervention integrity.					
There is an evaluation of the effectiveness of the intervention plan.					
The case discussion was complete, reflecting understanding of best practices					
<b>Overall rating</b>					

**Comment:**

**Counseling/Mental Health Intervention Case Study**

<b>Component</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
There is evidence that permission for counseling was obtained.					
There evidence of collaboration with key individuals/groups across relevant stages of the problem-solving model.					
There is evidence that the prioritized intervention target and intervention plan was selected with respect to the unique needs and for potential growth for the individual student.					
The intervention was designed to remediate the problem using scientifically-based, research-based.					
The intervention is clearly aligned to the identified problem.					
Intervention plan is detailed, thorough, appropriate and linked to assessment					
There is evidence that pupil commitment was obtained.					
There is evidence that a systematic problem-solving process was followed.					
There is evidence of data used across all levels of data-based decision making.					
There is a safety plan described for the student and school personnel in case the intervention plan is not effective.					
The evaluation plan was appropriate for the activity.					
There is an evaluation of the intervention integrity.					
There is an evaluation of the effectiveness of the intervention plan on student outcomes.					
The case discussion was complete, reflecting understanding of best practices					
<b>Overall rating</b>					

**Comment:**

**Psychoeducational Assessment for Special Education Eligibility Decisions**

<b>Component</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The reason for referral is complete and described the problems that are observed to guide the development of an assessment battery					
Assessment data that are gathered are relevant to the reason for the referral.					
Assessment data that are gathered are directly relevant to the to planning services and interventions for the student.					
The report includes a thorough records review, that includes data gathered as a function of general education interventions.					
The report is comprehensive and includes data from records review, interviews, observations and testing.					
There is evidence of collaboration with key individuals/groups, including parents					
Students' scores provided in the report are presented with interpreted comparison references.					
Students' scores provided in the report are presented with confidence intervals.					
The summary of the data is related to the reason for the referral.					
The summary of the data includes recommendations for instruction and services.					
Recommendations for instruction and services are selected with respect to the unique needs and for potential growth for the individual student.					
Recommendations for instruction and services are based on evidence-based practices.					
The documentation includes relevant components for eligibility determination aligned with Federal and State regulations					
Case discussion complete, reflecting understanding of best practices					
<b>Overall rating</b>					

**Comments:**

## Appendix J:

University of Massachusetts at Amherst  
**School Psychology Program**  
**NASP Approved- Education Specialist Degree**  
 Clinical Practice Evaluation Form  
**Practica and Internship**

Student's Name: \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Practicum Site: \_\_\_\_\_

This form is designed to help supervisors provide feedback about the performance of students in our School Psychology Program. This form will become part of the Practicum Student's record and will be considered in assigning grades for the Practicum experience. Please answer each item using the scale provided. There is space at the end of this form for general comments.

**Instructions:** The ratings of the Practicum student should be based on your actual observation and/or reports received from school staff, parents, students, etc. regarding the student's performance. Please take the time to read each item and rate it independently by circling the number of the scale that best describes the student's competencies at this time.

**1 = Minimal Experience** – competence below the level expected of a practicum student, or minimal or no competence noted; the student has little to no experience and is in need of direct supervised assistance.

**2 = Novice** – competence developed to the level that allows for adequate functioning with direct supervision (e.g., without being directly observed or without engaging in co-led activities); competence that would be expected of a beginning pre-service practicum student; requires on-going supervision.

**3 = Advanced Beginner** – competence developed to the level that allows for adequate functioning without direct supervision (e.g., without being directly observed or without engaging in co-led activities); competence that would be expected of a beginning pre-service intern; requires on-going supervision.

**4 = Entry-Level Competence** – competence at the level expected of a beginning, certified school psychologist; requires only occasional supervision.

**5 = Proficient** – well-developed competence that reflects capability for independent functioning with little or no supervision required.

**ND = No Data** – insufficient data to make rating at this time.

## Evaluation of Practicum Part 1:

### Performance of Professional Competencies

**1 = Minimal Experience** –little to no experience and is in need of direct supervised assistance.

**2 = Novice** –beginning practicum student; requires on-going supervision.

**3 = Advanced Beginner** –expected for a beginning preservice intern; requires on-going supervision; prepare for internship.

**4 = Entry-Level Competence** –expected of a beginning, certified school psychologist; requires only occasional supervision.

**5 = Proficient** –capability for independent functioning with little or no supervision required.

#### **I. Data-based Decision-Making and Accountability**

\_\_\_\_\_ Develops an assessment plan (e.g., behavioral observation; semi-structured interviews; parent-, teacher-, student-rating scales; curriculum-based measures; other standardized measures) appropriate to the nature of the presenting problem.

\_\_\_\_\_ Selects procedures to assess relevant characteristics of referred student taking into account their ethnic and language background.

\_\_\_\_\_ Is able to conduct an assessment of a student's learning environment.

\_\_\_\_\_ Is able to conduct a functional assessment.

\_\_\_\_\_ Is able to apply assessment results to design, and implement effective educational support services.

\_\_\_\_\_ Evaluates the effects of interventions in a formative manner in order to assess student responsiveness to intervention.

\_\_\_\_\_ Maintains accurate records and documentation of the assessment process (consistent with state and federal laws and regulations and district guidelines).

\_\_\_\_\_ Prepares written reports and summaries of assessment findings.

**1 = Minimal Experience** –little to no experience and is in need of direct supervised assistance.

**2 = Novice** –beginning practicum student; requires on-going supervision.

**3 = Advanced Beginner** –expected for a beginning preservice intern; requires on-going supervision; prepare for internship.

**4 = Entry-Level Competence** –expected of a beginning, certified school psychologist; requires only occasional supervision.

**5 = Proficient** –capability for independent functioning with little or no supervision

## II. Consultation and Collaboration

- \_\_\_\_\_ Participates in a multidisciplinary team (including teachers, parents, students, and relevant others) in order to assist in problem identification, problem certification, and the designing of assessment linked interventions.
- \_\_\_\_\_ Demonstrates effective communication skills when working with school-based professionals.
- \_\_\_\_\_ Demonstrates effective communication skills when working with parents and families.
- \_\_\_\_\_ Participates in school-based systems (TST's, MDT's, PBIS Teams, Grade-level Teacher Teams, PLC's) for the purpose of improving learning environments and learning outcomes for children.

## III. Interventions and Instructional Support to Develop Academic Skills

- \_\_\_\_\_ Plans academic intervention strategies appropriate to the specific problem or situation by linking interventions to assessment.
- \_\_\_\_\_ Plans, designs, and conducts academic interventions that apply educational and psychological principles to the improvement of learning outcomes
- \_\_\_\_\_ Establishes procedures for monitoring, evaluating, and documenting the effectiveness of academic interventions.
- \_\_\_\_\_ Maintains complete and accurate records of assessments, interventions, progress, and current status of students served through academic support.

\_\_\_\_\_ Modifies or revises academic intervention strategies as necessary, based on ongoing monitoring of progress.

**1 = Minimal Experience** –little to no experience and is in need of direct supervised assistance.

**2 = Novice** –beginning practicum student; requires on-going supervision.

**3 = Advanced Beginner** –expected for a beginning preservice intern; requires on-going supervision; prepare for internship.

**4 = Entry-Level Competence** –expected of a beginning, certified school psychologist; requires only occasional supervision.

**5 = Proficient** –capability for independent functioning with little or no supervision required

#### **IV. Interventions and Mental Health Services to Develop Social and Life Skills**

\_\_\_\_\_ Plans intervention strategies appropriate to the specific emotional or behavioral problem or situation by linking interventions to assessment.

\_\_\_\_\_ Plans, designs, and conducts intervention programs that apply educational and psychological principles to the improvement of emotional development, and behavioral adjustment.

\_\_\_\_\_ Establishes procedures for monitoring, evaluating, and documenting the effectiveness of interventions through mental health support services.

\_\_\_\_\_ Maintains complete and accurate records of social, emotional and behavioral assessments, interventions, progress, and current status of students served.

\_\_\_\_\_ Modifies or revises intervention strategies as necessary, based on ongoing monitoring of progress.

#### **V. School-Wide Practices to Promote Learning**

\_\_\_\_\_ Demonstrates knowledge of school systems and structures that promote learning, social development and mental health for all children.

\_\_\_\_\_ Collaborates with others to develop systems and practices that maintain and create effective supportive learning environments for all children.

\_\_\_\_\_ Demonstrates an understanding of the systems in place that support both general and specialized instructional practices.

\_\_\_\_\_ Supports the use of data for making system-level decisions about learning environments that promote learning.

**1 = Minimal Experience** –little to no experience and is in need of direct supervised assistance.  
**2 = Novice** –beginning practicum student; requires on-going supervision.  
**3 = Advanced Beginner** –expected for a beginning preservice intern; requires on-going supervision; prepare for internship.  
**4 = Entry-Level Competence** –expected of a beginning, certified school psychologist; requires only occasional supervision.  
**5 = Proficient** –capability for independent functioning with little or no supervision required.  
**ND = No Data** – insufficient data to make rating at this time.

## VI. Preventative and Responsive Services

\_\_\_\_\_ Demonstrates knowledge of principles and research regarding risk and resiliency factors that hinder and promote learning, emotional and behavioral outcomes.

\_\_\_\_\_ Collaborates with others to promote services that enhance mental health, safety and physical well-being of all children.

\_\_\_\_\_ Demonstrates an understanding of the systems that are in place to prepare, respond and recover from crises that may affect students in their school settings.

## VII. Family- School Collaboration Services

\_\_\_\_\_ Demonstrates knowledge of principles and research related to strengths, needs and cultures of the various families that we serve.

\_\_\_\_\_ Demonstrates knowledge of evidence-based strategies that support families to promote the learning, socialization and mental health of their children.

\_\_\_\_\_ Collaborates with others to facilitate family and school partnerships.

\_\_\_\_\_ Demonstrates the skills to effectively communicate and collaborate with the diverse students and families that are served by the school community.

## VIII. Diversity in Development and Learning

- \_\_\_\_\_ Demonstrates knowledge of the principles and research related to the individual differences and diverse characteristics of children, families and schools to guide decisions that enhance student development and learning.
- \_\_\_\_\_ Is able to integrate psychosocial aspects of school, family, and culture with regards to individual students.
- \_\_\_\_\_ Assists in the integration of all students into instructional programming.

**1 = Minimal Experience** –little to no experience and is in need of direct supervised assistance.

**2 = Novice** –beginning practicum student; requires on-going supervision.

**3 = Advanced Beginner** –expected for a beginning preservice intern; requires on-going supervision; prepare for internship.

**4 = Entry-Level Competence** –expected of a beginning, certified school psychologist; requires only occasional supervision.

**5 = Proficient** –capability for independent functioning with little or no supervision required.

**ND = No Data** –insufficient data to make rating at this time

## IX. Research and Program Evaluation

- \_\_\_\_\_ Utilizes principles of measurement & psychometric standards in the selection and use of assessment techniques.
- \_\_\_\_\_ Critically evaluates the professional literature to select evidence-supported assessment and intervention strategies.
- \_\_\_\_\_ Understands the importance of generalization when interpreting research results across varying student populations.
- \_\_\_\_\_ Makes use of single-subject research designs to evaluation intervention implementation.

## X. Legal, Ethical and Professional Practice

- \_\_\_\_\_ Demonstrates knowledge of general ethical guidelines for school psychology practice.
- \_\_\_\_\_ Demonstrates knowledge of ethical and professional expectations of the practicum site.

\_\_\_\_\_ Demonstrates awareness and sensitivity to ethical issues.

\_\_\_\_\_ Personal behavior is consistent with ethical guidelines.

\_\_\_\_\_ Consults with others about ethical issues when necessary.

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

## Evaluation of Intern Part 2

### Professional Performance and Dispositions

**Instructions:** Part 2 of this evaluation is designed to evaluate the intern's development of the professional behaviors and dispositions to be successful a School Psychologist. As previously noted, the ratings of the intern should be based on your actual observation and/or reports received from school staff, parents, students, etc. regarding the intern's development. The ratings remain a 1-5 scale, however the descriptors for each change from the competency development of professional skills, to behaviors you expect in a workplace setting.

**1 = Far Below Expectations** – The intern does not exhibit the disposition or behavior; this is an area for substantial improvement.

**2 = Below Expectations** – The intern does not yet meet the expected disposition or behavior, however with feedback and support is approaching the expectations.

**3 = Acceptable** – The intern meet the standards of dispositions and behavior in the present workplace.

**4 = Above Expectations** – The intern exceed the expectations for the workplace.

**5 = Far Above Expectations** - The intern exceed the expectations for the workplace; this represents an important area of strength for the intern that stands out among others.

**ND = No Data** – insufficient data to make rating at this time.

## Professional Values and Attitudes

A. The student behaves in ways that reflect the values and attitudes of school psychology.

- \_\_\_\_\_ Arrives on time consistently.
- \_\_\_\_\_ Uses time effectively (e.g. plans and organizes workload effectively).
- \_\_\_\_\_ Informs supervisor and makes arrangements for absences.
- \_\_\_\_\_ Reliably completes requested or assigned tasks on time.
- \_\_\_\_\_ Completes required total number of hours or days on site.
- \_\_\_\_\_ Asks questions to support professional development.
- \_\_\_\_\_ Willingly takes on new assignments and tasks.
- \_\_\_\_\_ Takes initiative and demonstrates an interest in learning
- \_\_\_\_\_ Shows genuine concern for the welfare of colleagues and students.

B. The student engages in self-reflection regarding one's personal and professional functioning.

- \_\_\_\_\_ Is reflective about their work and effort.
- \_\_\_\_\_ Demonstrates effort to improve in areas of need.
- \_\_\_\_\_ Is willing to explore personal strengths and weaknesses.
- \_\_\_\_\_ Attends to self-care.
- \_\_\_\_\_ Demonstrates effective coping strategies in stressful situations.
- \_\_\_\_\_ Demonstrates a desire to implement effective school practices.

- C. The student actively seeks and demonstrates openness and responsiveness to feedback and supervision.

\_\_\_\_\_ Actively seeks supervision when necessary.

\_\_\_\_\_ Is receptive to feedback and suggestions from supervision.

\_\_\_\_\_ Successfully implements suggestions from supervisor.

\_\_\_\_\_ Understands information communicated in supervision.

- D. The student responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

\_\_\_\_\_ Demonstrates initiative.

\_\_\_\_\_ Demonstrates professional optimism.

\_\_\_\_\_ Is eager to try new things.

\_\_\_\_\_ Is growing more independent in this site since the last evaluation period.

## **Communication and Interpersonal Skills**

- A. The student develops and maintains effective relationships with a wide range of individuals.

\_\_\_\_\_ Is responsive to norms about clothing, language, etc., on site.

\_\_\_\_\_ Has developed an effective relationship with the supervisor.

\_\_\_\_\_ Has developed effective relationships with teachers and school staff members.

\_\_\_\_\_ Has developed effective relationships with students.

\_\_\_\_\_ Has developed effective relationships with families.

\_\_\_\_\_ Shows respect for others even when experiencing disagreement or conflict.

\_\_\_\_\_ Adapts professional behavior in a way that is appropriate to context.

\_\_\_\_\_ Adapts professional behavior in a way that is supportive and culturally sensitive.

B. The student produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

\_\_\_\_\_ Produces written communication that is informative and well-integrated.

\_\_\_\_\_ Produces oral communication that is informative and well-integrated.

\_\_\_\_\_ Demonstrates effective nonverbal communication skills.

\_\_\_\_\_ Demonstrates knowledge and use of professional language and concepts of School Psychology.

\_\_\_\_\_ Demonstrates effective understanding of oral communication.

\_\_\_\_\_ Demonstrates effective understanding of nonverbal communication.

\_\_\_\_\_ Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Overall, what would you identify as this student's strengths? \_\_\_\_\_

---



---



---



---



---



---



---



---



---



---

What would you identify as areas in which this student should improve? \_\_\_\_\_

---



---



---

---

---

---

---

---

General Comments and Observations:

---

---

---

---

---

---

---

---

---

---

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return to:

**Insert Faculty Supervisor on Record**

**APPENDIX L**  
**Competency Remediation Plan**

**Date of Competency Remediation Plan Meeting:**

**Name of Trainee:**

**Primary Supervisor/Advisor:**

**Names of All Persons Present at the Meeting:**

**All Additional Pertinent Supervisors/Faculty:**

**Date for Follow-up Meeting(s):**

Circle all competency domains in which the trainee's performance does not meet the benchmark:

Foundational Competencies: Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems

Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

## Competency Remediation Plan

<u>Competency Domain/ Essential Components</u>	<u>Problem Behaviors</u>	<u>Expectations for Acceptable Performance</u>	<u>Trainee's Responsibilities / Actions</u>	<u>Supervisors'/ Faculty Responsibilities/ Actions</u>	<u>Timeframe for Acceptable Performance</u>	<u>Assessment Methods</u>	<u>Dates of Evaluation</u>	<u>Consequences for Unsuccessful Remediation</u>

I, \_\_\_\_\_, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Trainee Name	Date	Training Director	Date

Trainee's comments (Feel free to use additional pages):

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

## Competency Remediation Plan Continued

### SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):

Date (s):

In Attendance:

<u>Competency Domain/ Essential Components</u>	<u>Expectations for Acceptable Performance</u>	<u>Outcomes Related to Expected Benchmarks (met, partially met, not met)</u>	<u>Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)</u>	<u>Next Evaluation Date (if needed)</u>

I, \_\_\_\_\_, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

\_\_\_\_\_  
Trainee      Date

\_\_\_\_\_  
Training Director      Date

Trainee's comments (Feel free to use additional pages).