

SCHOOL PSYCHOLOGY

Policy Handbook and Description of Education Specialist Program

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

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University of Massachusetts Amherst
Education Specialist Program in School Psychology

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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, 2010) 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, 2010).

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, Assistant Professor
John M. Hintze, Ph.D., Lehigh University, Professor
Amanda M. Marcotte, Ph.D., University of Massachusetts at Amherst, Associate Professor,
NASP Director
Sara A. Whitcomb, Ph.D., University of Oregon, Associate Professor, APA Training Director

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 practices of affirmative action and equal educational opportunity in admissions decisions.

The School Psychology Program has a once a year admissions policy. Applications are reviewed in January. Invitations to interview are extended in February and interviews are conducted with selected March. Admissions are offered for the subsequent fall semester between mid-March and mid-April. Students are notified concerning the status of their application in mid-March. 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 January 2nd 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 experiences in public school settings. Personal statements are rated with respect to perceived match with program goals and orientation and faculty training interests. Following initial review of applications by program faculty, select applicants are invited to interview with program faculty. Interviews are conducted on campus on two days in March. Those applicants who cannot attend an on campus interviews may request a phone or computer video interview.

With regard to fall 2015 matriculation, there were 39 applicants and 1 student enrolled in the Ed.S. program. The mean total Graduate Record Examination score of the Ed.S. applicants admitted in 2014 was 1194 (verbal = 544; quantitative = 650). The School Psychology Ed.S. program did not accept applications for admission for Fall 2016.

Currently, there are 7 students pursuing their Education Specialist degrees in the School Psychology program.

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.

Since 2001, the program has graduated 35 M.Ed./CAGS students. The College of Education began awarding the Ed.S degree in place of the M.E.d/CAGS in 2015. Since that time, the program graduated two students with their Ed.S. degree. All graduates since 2001 completed the program in three years of full-time study.

Program Costs

Graduate students pay tuition at the following rates (Fall 2019 rates):

- Residents of Massachusetts: \$778.55 per credit hour (9 credits), \$713.50 per credit hour (10 credits), \$660.18 per credit hour (11 credits), \$615.75 per credit hour (12+ credits)
- Non-residents of Massachusetts: \$1,640.50 per credit hour (9 credits), \$1,524.30 per credit hour (10 credits), \$1,429.27 per credit hour (11 credits), \$1,349.66 per credit hour (12+ credits).

Estimated annual tuition and fee expenses (includes service fee, graduate senate tax, student health fee, student health benefit plan) for 2019-2020

- Residents of Massachusetts \$9,584.50 (9 credits), \$9,712.50 (10 credits), \$9,839.50 (11 credits), \$9,966.50 (12+ credits)
- Non-residents of Massachusetts \$17,342.00 (9 credits), \$17,920.50 (10 credits), \$18,299.50 (11 credits), \$18,773.50 (12+ credits)

Other fees include one-time expenses that include: Graduate entering fee = \$507, MassPIRG \$11.00 (optional, can be waived), continuous enrollment fee \$309.50

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. Over the past five years, all students enrolled in the School Psychology Ed.S. program have received graduate assistantships. Approximately 70% of the students have had graduate assistantships to support their two years of coursework prior to their internship year. 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 (which is approximately \$14,600 for in-state tuition and \$31,400 for out-of-state tuition.)

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.

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.

PHILOSOPHY AND GOALS

The Ed.S. program is designed to involve students in a systematic and reasoned sequential plan of study in order to orient students to the professional practice of school psychology. 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 eco-behavioral, scientist-practitioner 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 on an eco-behavioral approach to the practice of psychology in schools 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.

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 objectives 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 78 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 remaining 45 semester hours of coursework including the 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 knowledge 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 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 are prepared to be successful as an entry-level school psychologist.

Integrated Practical Training Experiences

The practica sequence was developed in accordance with the NASP (2010) 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 practica 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 three courses, (EDUC 705 Assessment in School Psychology: Educational Assessment, EDUC 708 Assessment in School Psychology: Cognitive Assessment, and EDUC 762 Assessment in School Psychology: Social & Behavioral 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 has been developed in accordance with NASP guidelines which require between 550 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 (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 semester hours over two semesters.

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 (2010). 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) 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 (2010). 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 bases 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

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 will 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, s/he 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 his/her 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, s/he 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, s/he 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. 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/

**APPENDIX A:
PROGRAM OF STUDY**

**Ed.S. in School Psychology
University of Massachusetts at Amherst
Degree Course Requirements
Academic Year 2019-2020**

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 677 Foundations in Bilingual and Multicultural Education (3 credits)

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)

one of the following courses

_____ EDUC XXX 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 Practicum (total of 3 credits)

b. Applied Research & Evaluation (6 credits)

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

_____ EDUC 871 Design & Evaluation of Educational Programs (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 5XX 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 (6 credits minimum, in addition to 694A work accompanying the assessment courses)

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 experiences with School Psychology Program courses in assessment and school-based School Psychology Practicum experience. While students receive supervision from local school personnel for school-based practica, primary supervision for all practicum experiences is provided by the University School Psychology Program Faculty.

- 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 150 hours of the practicum requirement. (These 3- credit hours were applied to the Psychometrics, Assessment and Research Domain.)
- 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 three (3) hours of supervision per week from Program Faculty, in addition to weekly supervision from the participating school psychologist. Students are expected to work approximately ten hours per week and are credited with 400 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

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 677 Foundations in Bilingual and Multicultural 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
EDUC 871 Design & Evaluation of Educational Programs

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 (3 X 1-credit experiences)
EDUC 698Q School Psychology Practicum (3 credits x two semesters)

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 (16 Credits)

EDUC 741	Principles & Practices of School Psychology	3 credits
EDUC 632	Principles of Educational & Psychological Testing	3 credits
EDUC 677	Foundations in Bilingual and Multicultural 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 (16 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
EDUC 871	Design & Evaluation of Educational Programs	3 credits

YEAR 2 FALL SEMESTER (16 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 694A	Practicum in School Psychology Assessment	1 credit
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 790SP	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
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YEAR 3 SPRING SEMESTER (9 credits)

EDUC 765	Pre-Professional Internship in School Psychology (1,200 hours)	9 credits
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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 550 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 in 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. Additionally, in the spring semester, Practicum students also received one-on-one, face-to-face peer supervision and support from

advanced doctoral students in school psychology who are enrolled in EDUC 698RR: Advanced Practicum in School Psychology.

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 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 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 the Practicum Log that records all of the hours they completed in their practicum sites. Logs must accurately represent a minimum of 600 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. Logs must also include a summary of the demographics of the clients with which you interacted across the school year.
2. *Portfolio of Assessments:* Students must create a portfolio with a work sample to

demonstrate their skills in completing a range of assessment activities. Each portfolio should include, 1) one Cognitive Assessment, 2) one academic assessment, 3) one behavioral assessment, and 4) at least one psychoeducational assessment.

3. *Portfolio of Interventions:* Students must create a portfolio with a work samples to demonstrate their skills in constructing intervention plans from assessment evidence. Each portfolio should include, 1) one behavioral intervention plan, 2) academic intervention plan, 3) one mental health intervention plan, and 4) one consultation plan. Each intervention plan should summarize the data that created the intervention targets, describe the intervention plan – including lesson plans and procedural facilitators, the treatment integrity data and progress monitoring data, or a self-reflection about what types of data should be gathered to assess treatment effectiveness.
4. *Evaluations:* Students will complete a self-evaluation of their performance in practicum and an evaluation of their own practicum site. 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 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 to 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 find 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 (See Appendix F Developmental School Psychology Portfolio).

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 (2010). 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 1200 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 psychologists 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 Practicum 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.
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.

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 to 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 find 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 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 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).

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:

<u>Measuring Professional Development</u>
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.
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 students; requires on-going supervision.
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.
Entry-Level Competence – competence at the level expected of a beginning, certified school psychologist; requires only occasional supervision.
Proficient – 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 6th 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 6th Edition* formatting.
3. **Transcript.**
4. **Practicum Log and Demographic Tracking Sheet**
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 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 case 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 6th 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 his/her goal.	+1			
5. The student is making progress, seems to be on target to reach his/her 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

Component	1	2	3	4	5
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.					
Overall rating					

Comments:

Academic Intervention Case Study

Component	1	2	3	4	5
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					
Overall rating					

Comment:

Counseling/Mental Health Intervention Case Study

Component	1	2	3	4	5
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					
Overall rating					

Comment:

Psychoeducational Assessment for Special Education Eligibility Decisions

Component	1	2	3	4	5
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					
Overall rating					

Comments:

APPENDIX J
Practicum Evaluation

University of Massachusetts at Amherst
School Psychology Program
Practicum Evaluation Form

Student's Name: _____
Date of Evaluation: _____
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

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 his/her 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

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.

- 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.

_____ Assists in the integration of all students into instructional programming.

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 Practicum Part 2

Professional Performance and Dispositions

Instructions: Part 2 of this evaluation is designed to evaluate the Practicum student's development of the professional behaviors and dispositions to be successful a School Psychologist. As previously noted, the ratings of the student should be based on your actual observation and/or reports received from school staff, parents, students, etc. regarding the student'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 Practicum student does not exhibit the disposition or behavior; this is an area for substantial improvement.

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

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

4 = Above Expectations – The Practicum student exceeds the expectations for the workplace.

5 = Far Above Expectations - The Practicum student exceeds 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.

- 1 = Far Below Expectations** – needs much improvement, a concern.
2 = Below Expectations – needs some improvement to meet standards.
3 = Acceptable – meets standards at average level for interns.
4 = Above Expectations – performs above average level for practicum students.
5 = Far Above Expectations – a definite strength, performs well beyond average levels for practicum students.
NA = Not Applicable or not enough information to form a judgment.

I. Basic Work Requirements

- _____ Arrives on time consistently.
- _____ Uses time 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.
- _____ Is responsive to norms about clothing, language, etc., on site.

II. Responsiveness to Supervision

- _____ Actively seeks supervision when necessary.
- _____ Receptive to feedback and suggestions from supervision.
- _____ Understands information communicated in supervision.
- _____ Successfully implements suggestions from supervisor.

III. Persistence and Problem-Solving

- _____ Is reflective and works to improve in areas of need.
- _____ Willingness to explore personal strengths and weaknesses.
- _____ Is able to think flexibly and collaboratively when solving problems
- _____ Has developed a sense of professional optimism and remains committed to ensuring the success of case work.

APPENDIX K
Internship Evaluation

University of Massachusetts at Amherst
School Psychology Program
Intern Evaluation Form

Intern Name: _____
Date of Evaluation: _____
Supervisor: _____
Internship Site: _____

This form is designed to help supervisors provide feedback about the performance of interns in our School Psychology Program. This form will become part of the Intern's record and will be considered in assigning grades for the Internship. 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 intern should be based on your actual observation and/or reports received from school staff, parents, students, etc. regarding the intern'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 intern's competencies at this time.

1 = Novice – 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 (e.g., direct observations, co-led activities).

2 = Advanced Beginner – 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 but with frequent meetings to discuss goal-setting and action steps); competence that would be expected of a beginning pre-service practicum student; requires on-going supervision.

3 = Competent – 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 and with more independence in goal-setting and action steps); competence that would be expected of a beginning pre-service intern; requires on-going supervision.

4 = Proficient – competence at the level expected of a beginning, certified school psychologist; requires only occasional supervision.

5 = Emergent Practitioner Scholar – 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 Intern Part 1:

Performance of Professional Competencies

1 = Novice
2 = Advanced Beginner
3 = Competent
4 = Proficient
5 = Emergent Practitioner/Scholar

XI. Data-based Decision-Making and Accountability

- _____ Develops an assessment plan appropriate to the nature of the presenting problem.
- _____ Selects procedures (e.g., behavioral observation; semi-structured interviews; parent-, teacher-, student-rating scales; curriculum-based measures; other standardized measures) to assess relevant characteristics of referred student taking into account his/her 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).
- _____ Prepares written reports and summaries of assessment findings.

1 = Novice
2 = Advanced Beginner
3 = Competent
4 = Proficient
5 = Emergent Practitioner/Scholar

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 = Novice
2 = Advanced Beginner
3 = Competent
4 = Proficient
5 = Emergent Practitioner/Scholar

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 = Novice
2 = Advanced Beginner
3 = Competent
4 = Proficient
5 = Emergent Practitioner/Scholar

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 collaborative 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 program

<p>1 = Novice 2 = Advanced Beginner 3 = Competent 4 = Proficient 5 = Emergent Practitioner/Scholar</p>
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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.
- _____ Demonstrates knowledge of ethical guidelines of internship placement.
- _____ 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.

- 1 = Far Below Expectations** – needs much improvement, a concern.
2 = Below Expectations – needs some improvement to meet standards.
3 = Acceptable – meets standards at average level for interns.
4 = Above Expectations – performs above average level for interns.
5 = Far Above Expectations – a definite strength, performs well beyond average levels for interns.
NA = Not Applicable or not enough information to form a judgment.

I. Basic Work Requirements

- _____ Arrives on time consistently.
- _____ Uses time 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.
- _____ Is responsive to norms about clothing, language, etc., on site.

II. Responsiveness to Supervision

- _____ Actively seeks supervision when necessary.
- _____ Receptive to feedback and suggestions from supervision.
- _____ Understands information communicated in supervision.
- _____ Successfully implements suggestions from supervisor.

III. Persistence and Problem-Solving

- _____ Is reflective and works to improve in areas of need.
- _____ Willingness to explore personal strengths and weaknesses.
- _____ Is able to think flexibly and collaboratively when solving problems

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).