



SCHOOL PSYCHOLOGY PROGRAM HANDBOOK

Department of Education

2011-2012

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Welcome to Tufts University!

On behalf of the faculty and staff, we are delighted that you have decided to join us in the School Psychology Program.

This handbook has been prepared to provide you with an overview of the School Psychology Program. It also offers relevant information on Department and University services, policies, and procedures.

Students are advised to refer to the Graduate Student Handbook (<http://ase.tufts.edu/education/admissions/fundingMastersOnly.asp>), the Tufts University Bulletin (<http://uss.tufts.edu/stuServ/bulletin/>), and the Department of Education website (ase.tufts.edu/education/) for detailed information related to programs, faculty, projects, events, academic policies, admissions, financial aid information, and other matters related to the Department.

Two matters requiring your immediate attention are email accounts and identification cards. Email accounts are automatically assigned for all registered students. This method of communication is common within the Department of Education. In order to obtain a user ID and password, students must attend either the Graduate School orientation or visit the Eaton Hall computer lab during regular business hours. Accounts will remain active as long as students are registered. Graduate Student I.D. cards are available from the Security Office at 419 Boston Avenue with a clearance sticker from the Bursar's Office. I.D. cards are necessary for the use of University facilities.

One final note: The Academic Resource Center, located in Dowling Hall, provides academic support to Tufts graduate students. Professionals are available to assist students with study skills, time management, making presentations, and to improve learning ability. Please visit the Center to receive detailed information about their services (<http://uss.tufts.edu/arc/>).

We hope that you will find your experiences at Tufts both personally and professionally rewarding and we look forward to working with you on achieving your professional goals.

The School Psychology Program Faculty

DEPARTMENT OF EDUCATION OVERVIEW

The Department of Education at Tufts University offers students the opportunity to examine current concepts in educational theory, practice, and research. Courses in the Department focus on the study of how students learn in different content areas, on the institutions that serve children and youth, on the cultural, historical and philosophical influences on education, and on concepts leading to effective educational research and professional practice. The Department is committed to sustaining and developing urban education, equity, and active citizenship among its faculty, staff, students, and alumni. The Department of Education offers programs and degrees as follows:

Teacher Education Programs

The M.A.T. Program is offered to students seeking an initial teacher license. Teachers and specialists who wish to further their study in education and educational research, or who wish to receive a professional teacher license, enroll in the M.A. program. The M.A. in Science Education is offered to K-8 teachers with initial teacher licensure seeking a graduate degree to fulfill professional licensure requirements.

Initial licensure programs:

- M.A.T. Art Education (grades PK-8 and grades 5-12)
- M.A.T. Elementary
- M.A.T. Middle and High School
- M.A.T. Tufts/Advanced Math and Science Academy Charter School
- M.A.T. Tufts/Newton Teacher Residency
- M.A. Tufts/Shady Hill Cooperative
- M.A. in German with Teacher Licensure

Professional licensure program:

- M.A. in Science Education

School Psychology Program

The M.A./Ed.S. Program in School Psychology is offered to prospective school psychologists. Experienced professionals who hold a graduate degree in a related field may apply for re-specialization in our Ed.S. only program. The program provides a balance of direct experience, theoretical knowledge, and critical analysis in a sequence of courses designed to prepare students for a comprehensive role in schools.

- M.A. in School Psychology
- Ed.S. in School Psychology

Museum Education Program

The M.A. in Museum Education Program is designed for those interested in careers as education directors or coordinators in museum settings.

- M.A. in Museum Education
- Graduate Certificate Program

Educational Studies Program

The M.A. in Educational Studies Program is designed for students who wish to pursue advanced studies and research in education.

- M.A. in Educational Studies

Mathematics, Science, Technology, and Engineering Education Program

The M.S. and Ph.D. Program in Mathematics, Science, Technology, and Engineering (MSTE) Education will prepare researchers and educators who will contribute to improve Mathematics, Science, Technology, and Engineering Education.

- M.A. in Science Education
- M.S. in Mathematics Education, Science Education, or Engineering Education
- Ph.D. in Mathematics Education, Science Education, or Engineering Education

SCHOOL PSYCHOLOGY PROGRAM OVERVIEW

The School Psychology Program at Tufts University is a three-year, twenty-four course program leading to the Master of Arts and Educational Specialist degrees (M.A./Ed.S.) in School Psychology, as well as institutional recommendation for initial licensure in Massachusetts. The M.A. degree requires completion of 13 courses, as well as a 150-hour pre-practicum experience. The Ed.S. requires completion of 11 additional courses, including a 600-hour practicum and a 1200-hour internship. Our program is fully approved by the National Association of School Psychologists and the Massachusetts Department of Elementary and Secondary Education. When students complete the program they are eligible to apply for the initial license in School Psychology, All Levels, in Massachusetts; in addition, students must meet other requirements as listed on the Department of Elementary and Secondary Education website. Upon completion of the internship, students are encouraged to apply for national certification as a school psychologist.

School Psychology Practice in Contemporary U.S. Society

The demographics of our nation continue to change, and along with them life in our schools. These complex changes are not limited to urban and urban rim communities, but are frequent in suburban communities as well. Active engagement in the complexities of school systems, with the aim of confronting difficult social problems and promoting equity and fairness for all in the school community, presents many challenges to the practice of school psychology. The Tufts University School Psychology Program seeks:

- A diverse cohort of students, including members of underrepresented groups in school psychology. Over the past three years, we have averaged from 25 to 33% of our incoming class representing these groups as determined by race, language and gender.
- Applicants who are prepared to engage in conversations around issues of race/ethnicity, class, culture, language, religion, gender, sexuality, and disability as they are reproduced in our schools.
- Applicants who think critically and are willing to question themselves, asking “How do I need to change before I can become an effective professional working with all children?”
- Applicants with previous experience (volunteer or paid) working with children, adolescents, and/or families in educational or mental health settings, or in a research capacity. Academic prerequisites include undergraduate coursework in developmental psychology or theories of personality, abnormal psychology, and statistics.

Philosophy

School Psychologists have a vital responsibility in the nation’s schools to promote mental health and secure quality education for all children. Given this responsibility, our program strives to achieve its mission by committing to the following philosophical foundations:

- We are morally and ethically compelled to address the inequities present in our nation’s educational system, such as the under-achievement of children from diverse racial/ethnic and linguistic backgrounds, and the misidentification of children with disabilities.
- All knowledge is historically situated. The systemic problems children face in schools exist within a network of social relationships that can be studied and transformed.
- New knowledge and research are generated within a socio-political context. This context is infused in our program via the reflection upon all aspects of practice through a multicultural lens.
- We emphasize an expanded role for school psychologists built upon an eco-systemic and developmental perspective necessary to address the complex nature of contemporary school related problems.

Mission

Our mission is to prepare effective, culturally competent school psychologists ready to serve all children in general public education and children with disabilities. We are committed to preparing professional school psychologists who will:

- Work effectively with children from racially, ethnically, and linguistically diverse backgrounds in a variety of settings including urban, urban-rim, suburban, and rural communities. Providing high quality services in urban and urban-rim schools is a program priority.
- Provide flexible, thorough analyses of children's school-based experiences drawing upon multiple sources, frames of reference, and assessment techniques in order to guide and monitor interventions designed to promote children's educational, intellectual, social, and emotional needs.
- Promote and protect quality educational opportunities and psychological health for all children at the individual, group, school system, community, and policy levels.
- Assume a comprehensive collaborative role necessary to confront the complex problems children face in schools and the systemic nature of the constraints affecting their development.

Training Model

Our training model is composed of three interacting components that form the foundation for scientific and educational inquiry. Problem-solving approaches grounded in various academic traditions link the training components:

- **The Knowledge Base** that evolves from the integration of classroom learning and field experiences. Students acquire knowledge from applied professional psychology and education, as well as knowledge and skills specific to the discipline of school psychology.
- **The Scientific Method** that is the foundation of a problem-solving process that is applied to school-based issues. This process includes identifying problems, analyzing them, devising interventions, and evaluating outcomes.
- **The Training Core** that brings the knowledge base and the problem-solving process to bear upon issues encountered in schools at all levels. Students become proficient problem solvers, using critical thinking skills and data based decision making to develop evidence-based interventions for the unique problems that arise in schools. To promote this, and fundamental to our belief in the integration of knowledge and practice, students begin supervised field experiences in the first semester of the first year and continue these experiences throughout the program.

Problem-solving is central to our overarching commitment to an eco-systemic, developmental, and multicultural framework that exposes students to a broad spectrum of assessment and intervention techniques from various theoretical orientations.

Program Objectives

Following from our view of contemporary practice, we have identified six objectives for our students. These objectives are designed to promote the development of proficiency in culturally competent problem-solving. As students progress through the program, we expect:

- Competence in addressing the needs of children, families, and schools with respect to issues of race, class, culture, ethnicity, gender, sexual orientation, and disability.
- Competence in using problem-solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems, and policy levels.
- Proficient skills in the areas of assessment, collaborative problem-solving, prevention, mental health counseling, behavioral intervention, and consultation that are culturally informed.
- Competence in evaluating research evidence (from the professional literature and clinical practice) for intervention planning, program development, and evaluation, with an awareness of the social and political context of all research activity.

- Competence in ethical, legal and responsible practice encompassing a moral and ethical commitment to addressing inequities in schools.
- Integration of coursework, field experiences, research skill, and technology into a developing knowledge base that informs practical solutions to school based problems.

Field Experiences

A hallmark of the Tufts program is the emphasis on the application of classroom-based knowledge to school-based problems encountered in the field throughout the three years of the program. We have ongoing affiliations with a number of urban / diverse school systems where many students complete their first two years of field experience. These include Boston, Cambridge, Chelsea, Framingham, Lawrence, Medford, and Methuen. In addition, we have unique training partnerships with the Children's Hospital Neighborhood Partnership program and the Step-UP program in Boston that offer special opportunities for work in urban schools. Suburban placements include Acton, Concord, Lexington, Lincoln-Sudbury, Natick, Newton, Reading, and Winchester, among others within the metropolitan Boston area. Upon completion of the program, students have attained a minimum of 1950 hours of supervised experience as follows:

- Students are placed in a school setting for a one day per week pre-practicum during their first year in the program (150 hours minimum). Our aim is to provide all incoming students with an opportunity to work in an urban/diverse setting to enhance their developing cultural competence through first-hand experience. In all of our settings, students will consider the effects of systemic achievement disparities and the issues faced by English Language Learners.
- During the second year, students complete a three-day per week practicum (600 hours minimum). The practicum experience enables students to further develop skills in assessment, prevention, intervention, and consultation while working with children in regular and special education settings.
- The third year field experience is a full time internship (1200 hours minimum) that is typically completed in a school setting. However, 600 hours of the internship may be completed in another setting such as a clinic or hospital, with program approval. Employment as a school psychologist during internship must have prior program approval. Internships may be pursued in any state. Recent internships have been arranged in Massachusetts, Maryland, North Carolina, New York, New Jersey, New Hampshire, Colorado, and Washington. Previous internships have been arranged in many other states.
- All field experiences are carried out under careful supervision at both the field site and the university. Please see the Field Placement Handbooks for Pre-practicum, Practicum and Internship for more information and documentation forms.

CURRICULUM AND COURSE REQUIREMENTS

Our program of study progresses from an initial focus upon acquired knowledge to the development of proficient skills in professional practices that are then applied in field based settings. This occurs within a problem-solving framework that students learn to apply in all aspects of practice. Our sequence of field experiences beginning in the first year of the program is carefully coordinated with candidates developing knowledge and skill base.

The program of study is thoroughly informed by our program objectives. The first of these addresses competence in responding to diversity in schools. We have placed this first among our objectives quite intentionally to emphasize the priority that we give to issues of culturally competent practice. A multicultural perspective and a focus on diversity and culturally competent practice inform course work throughout the curriculum.

Areas of Study

Area of Study	Course Sequence
<i>Social, Psychological, and Educational Foundations of School Psychology Practice</i>	ED 230 Foundations of Learning, Cognition, and Academic Intervention
	ED 160+ Social and Cultural Foundations of Education
	ED 245 Social and Emotional Development in Childhood and Adolescence
	ED 253 (or CD 156) Biological Bases of Behavior
	ED 254 Developmental Psychopathology
	ED 142 Education of the Exceptional Child
<i>Measurement and Assessment</i>	ED 241 Foundations and Contemporary Practices in Psychoeducational Assessment
	ED 243 Assessment of Cognitive Abilities
	ED 246 Social, Emotional, and Behavioral Assessment
	ED 244 Assessment and Intervention for Learning Problems ¹
<i>School-Based Prevention and Intervention</i>	ED 140 Behavior Management in the Classroom
	ED 237 Common Factors in Counseling
	ED 238 Advanced Approaches to Counseling
	ED 252 Group Dynamics in Educational Settings
	ED 256 Consultation in the Schools
	ED 249 Issues in Multicultural Research, Theory, and Practice in Schools ²
<i>Professional School Psychology</i>	ED 255 Professional Practice, Ethics, and the Law in School Psychology
<i>Research</i>	ED 274 Methods of School Psychology Research
	ED 275 Seminar in Advanced School Psychology Research
<i>Field-Based Learning in School Psychology</i>	ED 221 Pre-practicum and Seminar
	ED 231/232 Practicum and Seminar
	ED 257/258 Internship and Seminar

¹ ED 244 is an integrated course focusing on assessment for intervention.

² ED 249 is an integrated course focusing on issues of school psychology practice and intervention in contexts of cultural diversity.

Course Requirements

Year I

Fall Semester (5.5 course credits)

- ED 230 Foundations of Learning, Cognition, and Academic Intervention
- ED 237 Common Factors in Counseling: Evidence-Based Approaches to Building Strong Relationships
- ED 241 Foundations and Contemporary Practices in Psychoeducational Assessment
- ED 253 Biological Bases of Behavior in Educational Settings
- or
- CD 156 Applied Aspects of Physiological Development
- ED 142 Education of the Exceptional Child
- ED 221 First Year Seminar in School Psychology Practice (half course)

Spring Semester (5.5 course credits)

- ED 243 Assessment of Cognitive Abilities
- ED 245 Social and Emotional Development in Childhood and Adolescence
- ED 249 Issues in Multicultural Theory, Research, and Practice in Schools
- ED 274 Methods of School Psychology Research
- One course in Social and Cultural Foundations of Education
- ED 221 First Year Seminar in School Psychology Practice (half course)

Summer I (2 course credits)

- ED 140 Behavior Management in the Classroom
- ED 255 Professional Practice, Ethics, and the Law in School Psychology

Summer II (2 course credits as needed)

- ED 252 Group Dynamics in Educational Settings
- Foundations course as needed

Year II

Fall Semester (4 course credits)

- ED 231 Practicum in School Psychology
- ED 238 Advanced Approaches to Counseling: Cognitive-Behavioral and Family Systems
- ED 246 Social, Emotional, and Behavioral Assessment
- ED 254 Developmental Psychopathology in Educational Settings
- or
- CD 191 Developmental Psychopathology and Adaptation

Spring Semester (3 course credits)

- ED 232 Practicum in School Psychology
- ED 256 School-Based Consultation
- ED 275 Seminar in Advanced School Psychology Research

Summer I (1 course credit)

- ED 244 Assessment and Intervention for Learning Problems in the Classroom

Summer II (2 course credits as needed)

- ED 252 Group Dynamics in Educational Settings
- Foundations Course as needed

Year III

- ED 257 and ED 258 Internship in School Psychology

The M.A. is awarded following completion of 13 courses and pre-practicum.

The Ed.S. is awarded following completion of 11 courses post masters, practicum and internship.

Sequence of Courses Linked to the Program Objectives and NASP Domains of School Psychology Training and Practice

Sequence of Required Courses	Program Objectives	NASP Domains
First year		
ED 230 Foundations of Learning, Cognition, and Academic Intervention	1: Culturally Competent Practice 3: Clinical and Collaborative Skills (prevention) 4: Research and Evaluation	2.3, 2.5, 2.7, 2.9
ED 237 Common Factors in Counseling: Evidence-Based Approaches to Building Strong Relationships	1: Culturally Competent Practice 2: Data-Based Decision Making 3: Clinical and Collaborative Skills (counseling) 5: Professional Practice, Ethics, and the Law	2.1, 2.4, 2.5, 2.7, 2.10
ED 241 Foundations & Contemporary Practices in Psychoeducational Assessment	1: Culturally Competent Practice 2: Data-Based Decision Making 3: Clinical and Collaborative Skills (assessment, interviewing, consultation) 5: Professional Practice, Ethics, and the Law	2.1, 2.3, 2.5, 2.10
ED 253 Biological Bases of Behavior in Educational Settings	1: Culturally Competent Practice 3: Clinical and Collaborative Skills 4: Research and Evaluation	2.3, 2.4
ED 142 Education of the Exceptional Child	1: Culturally Competent Practice 4: Research and Evaluation 5: Professional Practice, Ethics, and the Law	2.3, 2.4, 2.5, 2.9, 2.10
ED 221 First Year Seminar in School Psychology Practice	1: Culturally Competent Practice 6: Applying Knowledge to Solve Problems	2.5, 2.10
ED 243 Assessment of Cognitive Abilities	1: Culturally Competent Practice 2: Data-Based Decision Making 3: Clinical and Collaborative Skills (assessment, interviewing, consultation) 5: Professional Practice, Ethics, and the Law (social justice)	2.1, 2.3, 2.5, 2.8, 2.10, 2.11
ED 245 Social and Emotional Development in Childhood and Adolescence	1: Culturally Competent Practice 3: Clinical and Collaborative Skills (prevention) 4: Research and Evaluation	2.4, 2.5, 2.7, 2.8
ED 249 Issues in Multicultural Theory, Research, and Practice in Schools	1: Culturally Competent Practice 2: Data-Based Decision Making 3: Clinical and Collaborative Skills (consultation) 4: Research and Evaluation	2.1, 2.5, 2.7, 2.9, 2.10
ED 274 Methods of School Psychology Research	2: Data-Based Decision Making 3: Clinical and Collaborative Skills 4: Research and Evaluation	2.1, 2.9, 2.11
ED 161 or ED 162 One course in the Social and Cultural Foundations of Education	1. Culturally Competent Practice 5: Professional Practice, Ethics, and the Law	2.5, 2.6
ED 140 Behavior Management in the Classroom	1: Culturally Competent Practice 3: Clinical and Collaborative Skills (prevention and intervention) 6: Applying Knowledge to Solve Problems	2.1, 2.2, 2.6, 2.7, 2.8
ED 255 Professional Practice, Ethics, and the Law in School Psychology	2: Data-Based Decision Making 5: Professional Practice, Ethics, and the Law (social justice) 6: Applying Knowledge to Solve Problems	2.1, 2.6, 2.7, 2.10
ED 252 Group Dynamics in Educational Settings	3: Clinical and Collaborative Skills (prevention & intervention)	2.7

Second Year	Program Objectives	NASP Domains
ED 231/232 Practicum in School Psychology	All Program Objectives and NASP Domains	
ED 238 Advanced Approaches to Counseling: Cognitive-Behavioral and Family Systems	1: Culturally Competent Practice 2: Data-Based Decision Making 3: Clinical and Collaborative Skills (counseling interventions, home/school partnerships) 5: Professional Practice, Ethics, and the Law	2.1, 2.4, 2.6, 2.7, 2.8
ED 246 Social, Emotional, and Behavioral Assessment	1: Culturally Competent Practice 2: Data-Based Decision Making 3: Clinical and Collaborative Skills (assessment, interviewing, consultation) 5: Professional Practice, Ethics, and the Law (social justice)	2.1, 2.2, 2.3, 2.4, 2.5, 2.11
ED 254 Developmental Psychopathology in Educational Settings; or CD 191 Developmental Psychopathology and Adaptation	1: Culturally Competent Practice 2: Data-Based Decision Making 3: Clinical and Collaborative Skills (assessment, interviewing, consultation) 5: Professional Practice, Ethics, and the Law (social justice)	2.1, 2.4, 2.5, 2.10
ED 256 School-Based Consultation	2: Data-Based Decision Making 3: Clinical and Collaborative Skills (assessment, interviewing, consultation) 6: Applying Knowledge to Solve Problems	2.1, 2.2, 2.3, 2.4, 2.6, 2.10
ED 275 Seminar in Advanced School Psychology Research	2: Data-Based Decision Making 3: Clinical and Collaborative Skills (consultation /collaboration) 4: Research and Evaluation	2.1, 2.9, 2.10
ED 244 Assessment and Intervention for Learning Problems in the Classroom	1: Culturally Competent Practice 2: Data-Based Decision Making 3: Clinical and Collaborative Skills (consultation/collaboration) 4: Research and Evaluation 5: Professional Practice, Ethics, and the Law	2.1, 2.5, 2.11
ED 257/258 Internship in School Psychology	All Program Objectives and NASP Domains	

Note: All courses incorporate all or nearly all program objectives; this chart is designed to reflect the major focus of each course and the knowledge and skill development assessed.

ADMISSIONS

All candidates applying for admission to the program submit an application to the Graduate School of Arts and Sciences. A complete application consists of academic transcripts of all previous undergraduate and graduate course work, a statement of purpose, three letters of recommendation, Graduate Record Examination scores, and a current résumé. We suggest that at least one of the recommendation letters be from an academic setting. Graduate Record Examination scores are not required of current Tufts' undergraduates. School psychology candidates must have completed prerequisite course work in theories of personality or developmental psychology, abnormal psychology, and statistics. We strongly encourage previous work experience, paid or volunteer, with children, adolescents, or families in an educational or human services setting. The deadline for applications is February 1. Admission is for the fall semester only. Instructions on how to apply and application forms are available at the Office of Graduate Studies at <http://gradstudy.tufts.edu/admissions/howtoapply.htm>.

Applicants with an advanced degree (master's or doctorate) in a related field (for example, counseling psychology, clinical psychology, educational psychology, social work, special education) may apply to enter the program with advanced standing as a candidate for the educational specialist degree (Ed.S.) only. Applicants for advanced standing should have completed a master's degree of no fewer than 33 credit hours, and should have substantial experience in assessment, counseling, or educational intervention with children. Upon application for advanced standing, a faculty member will review the applicant's transcript and experience to determine if sufficient program requirements have been satisfied to qualify for entrance into the Ed.S. degree program. Applicants admitted to the program with advanced standing will be required to complete a minimum of 11 courses (equivalent to 33 credit hours) over two years of full time study, including a school-based practicum and internship.

Complete applications are forwarded from the Office of Graduate Study to the Department of Education for review. The program coordinator reviews all applications with one other program faculty member. Each reviewer rates the applicant using our candidate screening rubric. This rubric assesses academic ability, professional behavior, relevant experiences, written communication, commitment to the profession, child advocacy/social justice, critical thinking, and awareness of self and diversity issues. Informal guidelines used for evaluating academic performance include a cumulative undergraduate grade point average of 3.0 or above, a combined GRE verbal plus quantitative score of 1000 or above, and a GRE writing score of 4.5 or above. In addition, a narrative overall assessment is written along with a recommendation as to whether or not to interview the applicant. Applicants who are recommended for an interview by at least one reviewer are invited to attend our interview day.

At our interview day, a member of the faculty, a program graduate, or a supervising practitioner individually interviews each applicant for approximately one half hour. Three standard questions are asked during the interviews. Candidates are evaluated with respect to professional behavior, oral communication, understanding of and commitment to the profession, recognition of the challenges in working with culturally and linguistically diverse children, and understanding of the whole child. Applicants are also asked to participate in a group process exercise that is jointly conducted by a faculty member or supervising practitioner, and a current graduate student. Applicants are evaluated for their professional demeanor, responsiveness to others, initiative, and oral communication. When not engaged in an individual or group interview, applicants are asked to give a brief written response to a question regarding their experience with diversity and the anticipated impact of this on their work in schools. Their writing is evaluated for the form and content of the written response. Throughout the interview day, applicants are in contact with current students in the program to ask questions and learn about the program from them. At the completion of the interview day, the faculty meets to consider all applicants who have been interviewed, and final admission decisions are made.

ADVISING

We are a small program that promotes close faculty / student relationships with the intention of supporting all students in meeting the personal, professional, and academic challenges of graduate education. We

encourage students to come forward with potential or immediate concerns, and to be aware of the struggles that others might be facing. We attempt to establish a comfortable environment where students feel invited and empowered to voice concerns about themselves or others. When students are identified as not making expected progress toward meeting the program objectives either academically, at their field site, or for personal reasons, a remediation plan will be developed with the students adviser to support the student and address the difficulties.

Faculty Advising of Students

Each incoming student admitted to the program is assigned an advisor from among the full time program faculty. At the initial orientation to the program held at the beginning of the fall semester of the first year, each student meets with this advisor. At this time, a student's previous graduate coursework, transfer of credit, waiver of requirements, and elective coursework opportunities are reviewed. Following this discussion, the program of study for the first semester is planned, and the advisor releases the student to register using the university's online system. Over the course of the term, the advisor contacts the student by email to check in and make sure that the student is progressing well. When it is time to register for the following semester, the student again meets with the advisor to review the preceding term and plan for the upcoming semester. When a schedule is agreed upon, the advisor again releases the student to register. Each contact between the student and the advisor is recorded on the Faculty Advising Report. If at any point, a student is experiencing academic difficulty, s/he is encouraged to contact the advisor, and/or other faculty members.

At the end of the first year, each student meets with their advisor to be certain that all first year course work has been completed, and that the first year portfolio has been adequately completed. In addition, progress toward attaining the training objectives of the program is discussed, the first year field placement is reviewed, and goals for the second year field placement are considered. This is documented with the student on the Approval for Practicum form upon completion of which the student is ready to begin the second year of the program.

At the end of the second year of the program, each student submits the second year portfolio to his or her university supervisor to determine that each of the six training objectives has been adequately addressed and assessed. The advisor also makes certain that all the necessary course work has been completed. Additionally, each second year student orally presents his/her portfolio to the faculty during the portfolio review meeting. At that time the Approval for Internship form is completed indicating that the student is ready to begin the internship year of the program. In addition, as students are registering for internship, a final check is made with the advisor to confirm that all academic coursework has been completed. The Three-Year Program of Study Calendar, used to record completion of courses throughout the first two years of study, facilitates this review.

At the end of the third year, students submit their third year portfolio to their university supervisor. After review with the student's advisor and university supervisor, using the Three-Year Program of Study Calendar and online transcript, students who have met all program requirements are approved for graduation using the Approval for Program Completion form.

End of Semester Faculty Review of Students

At the end of each semester, the full faculty reviews the progress of each student in the program. This review encompasses student academic performance, field site performance, and an assessment of professional work characteristics. Academic performance is evaluated using student grades from coursework with a rating of Exemplary indicating grades in the A+/A range, a rating of Proficient indicating grades in the A-/B+ range, a rating of Needs Improvement indicating grades in the B/B- range, and a rating of Warning indicating grades of C+ or below. Two or more incomplete grades that are not resolved within the approved time period, typically 6 weeks from the first day of classes of the semester subsequent to the assignment of the incomplete grade, may lead to a recommendation for the student not to progress to the next semester of the program. The supervising practitioner evaluates field site performance as Exemplary, Proficient, Needs Improvement, or Warning according to specific criteria for each year of

field experience (Pre-practicum, Practicum, and Internship). Both the faculty and the supervising practitioner evaluate the professional work characteristics according to specific criteria. Please see the appropriate year end evaluation form for specific criteria (see Appendices A, B and C).

When a student receives a rating of Needs Improvement or Warning in any of the three areas evaluated, the faculty immediately develops a remediation plan. This remediation plan is recorded on the End of Semester Evaluation Form and communicated to the student by the advisor. All involved faculty arrange to follow up with the student to ensure compliance with the faculty recommendations and to provide needed support. The situation is then reevaluated at the next regularly scheduled review.

PROFESSIONAL LICENSURE AND NATIONAL CERTIFICATION

Licensure

Program faculty and advisors guide students throughout the program on the procedures to apply for a Massachusetts Educator License. In addition, the supervisor of placements and professional development is a department staff member who supports faculty and students during the licensure process. Students are eligible to apply for the initial license in Massachusetts upon completion of the Educational Specialist degree. Requirements for the initial license are:

- 1) Completion of a master's degree or higher in school psychology from a program approved by the National Association of School Psychologists (NASP).
- 2) Completion of an advanced practicum of 1200 hours, 600 of which must be in a school setting.
- 3) Passing score on the communication and literacy skills test.

Following initial licensure, students are eligible to apply for the professional license in Massachusetts after three years of employment as a school psychologist and completion of one of the following:

- 1) Passing score on the National School Psychology Examination (Praxis-II).
- 2) Achievement and maintenance of a certificate or license from one of the following:
 - a) Massachusetts Board of Allied Mental Health Professionals, as an educational psychologist.
 - b) National Association of School Psychologists, as a school psychologist.

Massachusetts Tests for Educator Licensure

Students who plan to practice in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL) that is required for the area in which they wish to be licensed. Students who wish to be licensed as school psychologists in Massachusetts must pass the communication and literacy portion of the MTEL. During the fall semester, information sessions are scheduled to help students know what to expect on these tests. Written materials and study guides are provided. Tutoring or additional preparation sessions are offered as needed through consultation with the student's advisor.

Waiver of School Psychology Program Requirements

Candidates with previous coursework comparable to a required course may apply for a waiver of that course. To request a waiver or substitution of courses required for the school psychology program students complete a waiver request form. This form must be reviewed and approved by the candidate's program advisor and appropriate instructors and then by the program director. Candidates are required to submit documentation of courses taken through transcripts, course descriptions, and syllabi, and to describe how these courses fulfill the requirements of the Tufts program. No more than two courses required for the school psychology program may be waived within each degree of the candidate's program.

A course taken previously at Tufts or at another institution may receive approval as a substitution for a required course and will fulfill the program requirement without being counted toward the degree

requirement. Candidates who receive approvals for course waivers must enroll in other courses relevant to their professional preparation in order to satisfy the course requirements for the relevant degree.

Praxis-II Exam

Students must take the national school psychology examination (Praxis II) and report their scores to Tufts University (use code 3901) prior to the completion of the Educational Specialist degree.

National Certification in School Psychology (NCSP)

Following successful completion of the program and passing the PRAXIS II exam in school psychology, students are eligible to apply for the National Certification in School Psychology (NCSP) credential. Application details can be found at: http://www.nasponline.org/trainers/trainer_certification.aspx

Membership in Professional Associations

Graduate students are encouraged to participate in professional and student associations to learn more about the field and develop career options. Networking is one of the best ways to assist yourself in advancing your career. Joining and active participation in relevant professional and student associations often leads to meeting other professionals who can help guide you in your career decisions, as well as provide you with specific opportunities. Other benefits of membership include receiving the most up to date information through official journals. These often include articles, book reviews, calls for papers, access to online publications, and general reports. In addition, membership may also include periodic newsletters that list positions available, credential referral services, and discounts for local and national conferences. For more information and a membership application, visit:

National Association of School Psychologists	www.nasponline.org
Massachusetts School Psychologists Association	www.mspa-online.com
International School Psychology Association	www.ispaweb.org
American Psychological Association – Division 16	www.apa.org

Continuing Professional Development

The School Psychology program at Tufts is committed to providing ongoing opportunities for professional development in school psychology, and to providing opportunities for pre-professional school psychologists to engage in these activities with practicing psychologists, educators, and alumnae. We provide two open workshops each year, one on an assessment related topic and one on an intervention / prevention related topic. These workshops reflect the needs and interests expressed by field supervisors and are offered free of charge to supervising psychologists and Tufts community members. Participants are eligible for professional development points necessary for license renewal.

FINANCIAL SUPPORT

Scholarships

A tuition scholarship is an award, on grounds of scholarly ability and need, of financial credit that may be used exclusively for remission of tuition. A limited number of full scholarships and a larger number of partial scholarships are available. Scholarship students are responsible for payment of tuition charges above those covered by their particular scholarship as well as all fees. Tuition scholarships are normally granted upon admission and are typically renewed for the second year of the program. All awards are granted and accepted with the understanding that they may be revoked or reduced at any time for inadequate progress toward the degree as defined by departmental standards.

Graduate Assistantships

Graduate students in the department are eligible to apply for positions as graduate assistants. Each full time faculty member hires a graduate assistant at the beginning of the academic year. Job descriptions are posted and students apply according to personal interest and qualification for the position. These positions are for 4-5 hours weekly and are paid at an hourly rate.

Resident Proctors

A limited number of positions are available for both married and unmarried men and women graduate students as proctors in university residence halls. Remuneration includes rent-free accommodations and stipend. Applications are available at the Residence Life office. Appointments involve a commitment for a full academic year. Thus, those considering a midyear severance of their affiliation with the university are not eligible.

Financial Aid

Information on other types of financial assistance, including various loan programs and work study, is available from Student Financial Services at: <http://finaid.tufts.edu/gradaid.htm>. Students seeking part-time work on campus should contact Student Employment, Dowling Hall.

UNIVERSITY POLICIES AND PROCEDURES

Adding/Dropping a Course

During the first two weeks of a semester, a course may be dropped or added by submitting the proper form to the office of the Registrar. A course for which a student has registered remains on the record unless a formal petition to remove it has been approved by the dean within the first four weeks of the term. Courses that are dropped after the fourth week but prior to the last day of classes will carry the grade of "W" and remain on the transcript.

Auditing Classes

Auditing courses is not permitted in the graduate school. Students may arrange with an instructor to sit in on a course, but this course will not appear on the academic record.

Course Policy

Courses at Tufts are grouped in three categories:

001 - 099	=	Undergraduate
100 - 199	=	Undergraduate and Graduate
200 -	=	Graduate only

Only courses numbered 100 or higher can be applied to graduate degrees.

Cross-Registration

During the academic year, full-time graduate students may take one course per semester for both a grade and credit through cross-registration agreements with the Fletcher School of Law and Diplomacy, the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, the Sackler School of Graduate Biomedical Sciences, Boston College, Boston University, and Brandeis University. The catalogs and schedules of the host institutions are available at the registrar's office of each school or university. Students who wish to cross-register should consult the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally required for admission to that course. Courses satisfactorily completed (B- or better) at one of the consortium schools or universities automatically appear on the student's Tufts transcript and may be counted toward degree requirements.

Cross-registration forms and course schedules are available at the Student Services Center in Dowling Hall. Students should discuss cross-registration options with their advisor prior to registering with other departments or schools. It is not possible to cross-register during the summer terms.

Exit Survey

The Graduate School of Arts and Sciences Exit Survey must be completed on-line prior to submitting the degree sheet to the Department. The survey can be found on the Graduate School website at <http://gradstudy.tufts.edu/studentservices/exitsurvey.htm>.

Explanation of Transcripts

Each course credit is equivalent to 3.0 semester hours. In certain cases, although a student has completed a course normally assigned course credit value, and received a passing grade, the column headed "degree course value" will contain a figure of 0.0. There are, in general, three explanations for such an occurrence:

- 1) The student has taken the course more than once. Although a student at Tufts may repeat a course, degree credit is assigned only once.
- 2) The student has chosen to take the course "for grade only." A student electing this option will complete the course and have the letter grade figured into the cumulative average, but it may not be used to satisfy any degree requirements.
- 3) The student is enrolled in the Graduate School of Arts and Sciences and has received a grade lower than **B-**.

Grades Awarded to Graduate Students

A	Superior work
B	Meritorious work
C	Unsatisfactory work not acceptable for graduate credit
D	Not acceptable for graduate credit
F	Failure
P	Not acceptable for graduate credit
S/U	Satisfactory and Unsatisfactory may be given by the instructor in special topics courses, courses in supervised teaching, research courses, certain graduate colloquia, and thesis and dissertation courses.
I	Incomplete: An indication that more time will be allowed to complete the requirements of the course, specifically within six weeks of the first day of classes in the subsequent semester (fall or spring only; summer terms excluded). Incomplete grades are only awarded under exceptional circumstances, and in accordance with University policy.
W	Withdrawn: an indication that a student has been permitted to withdraw from a course after the fourth week of a semester, but no later than the last day of classes.
Y	Work, such as internships and theses, that extends beyond the semester and which is not scheduled for evaluation during the current term.

More than one B- on a transcript: It is expected that a student will complete all courses taken for credit with the grade of B- or better. If a student has more than one B- on their transcript, the program director and department Chair will assess the student's ability to meet degree requirements and make recommendations concerning the student's academic standing to the student, the department, and the Graduate School. The records of students who have been reviewed will be reassessed at the end of the following semester to determine whether sufficient progress has been made toward the degree sought. If sufficient progress has not been made, the department will recommend to the graduate dean that the student be administratively withdrawn.

Grades below B-: Courses for which a student receives a grade lower than B- may be retaken only once. The original grade earned remains in the student's record. Students who receive a grade below a B- in a course will be reviewed by the program director and department Chair. The program director and

department Chair will assess the student's ability to meet degree requirements and make recommendations concerning the student's academic standing to the student, the department, and the Graduate School. The records of students who have been reviewed will be reassessed at the end of the following semester to determine whether sufficient progress has been made toward the degree sought. If sufficient progress has not been made, the department will recommend to the graduate dean that the student be administratively withdrawn. If a student receives two grades or more lower than B-, the program director and department Chair will automatically recommend to the graduate dean that the student be administratively withdrawn.

Incompletes: Students who have more than one incomplete per semester will be reviewed by the program director and department Chair. The program director and department Chair will assess the student's ability to meet degree requirements and make recommendations concerning the student's academic standing to the student, the department, and the Graduate School. The records of students who have been reviewed will be reassessed at the end of the following semester to determine whether sufficient progress has been made toward the degree sought. If a student has an incomplete in a course after a second semester the department will recommend to the graduate dean that the student be administratively withdrawn.

Graduation

Students will typically complete the requirements for the master's degree during the summer following the first year of the program. To receive the degree, students must file a Recommendation for Award of Master's Degree form in the department. The program will informally acknowledge completion of the master's degree at the beginning of the second year. The university wide graduation ceremony to receive the Educational Specialist degree will take place in May of the third year.

Grievance Procedures and Reporting of Concerns

Each member of the Tufts community has methods of recourse if s/he feels unfairly treated by another member of the University community or has concerns about a policy or program. The Department of Education recommends that the following steps be taken to address graduate student concerns:

- 1) The student should first discuss the problem directly with the person or persons involved.
- 2) If the problem is not resolved, the student is encouraged to discuss the problem with her or his program advisor.
- 3) If there is need for further consultation, the problem may be presented to the Department Chair.
- 4) If after conferring with their advisor or the Department Chair, the problem is still unresolved, the student may discuss the problem with the Dean of the Graduate School of Arts and Sciences. However, it is important that the student inform the appropriate Department representatives of the problem before bringing it to the Dean of the Graduate School. If necessary, the Dean of the Graduate School of Arts and Sciences will make further recommendations for referral.

Students who have any questions about the appropriate procedures for voicing concerns should consult a faculty member or the Department Chair.

Incomplete Grades

An incomplete may be awarded only if the student has completed substantial work in the course and the instructor judges the reasons for granting incomplete status to be valid. The instructor must also determine that the work can be completed in the time specified on the "Incomplete Form." It is the responsibility of the student to request an incomplete before the due date of the required work.

If a faculty member grants an incomplete grade, then the student must complete all work in the course within six weeks after the first day of classes in the subsequent semester (fall or spring only; summer terms are excluded). If the student has completed the work within the stated time, then the work will be evaluated without prejudice. Upon the student's completion of work in the course, the instructor must submit a final grade to the registrar within eight weeks after the first day of classes of the subsequent semester.

If a course is not completed by the designated time, then the graduate school dean will submit the default grade specified on the incomplete form. Under exceptional circumstances, such as a prolonged illness, a student may request an extension of the six-week deadline. Such an extension of time may be granted at the discretion of the instructor.

Any such agreement between the student and instructor must be submitted in writing to the dean for transmission to the registrar.

Independent Study

Students who wish to explore a topic not in the curriculum may find an instructor to guide independent study. The student should define as clearly as possible the area of interest and should approach faculty whose interests and expertise seem closest to the topic.

Leave of Absence

A leave of absence is granted for no more than one year. Written support of the student's advisor/chairperson must accompany the "Request for a Leave of Absence" form. International students may not take a leave of absence and remain in the United States. The International Center must be contacted to discuss the circumstances requiring the leave BEFORE any leave is authorized. For further information on leaves of absence, please refer to the Tufts Graduate Student Handbook.

Master's Degree (University Policies)

Residence and Course Requirements

The minimum residence requirement for the master's degree is two terms of graduate study. The degree requires a program of advanced study of at least eight courses or the equivalent. Additional courses beyond the first eight are required in many programs. Courses counted for credit for one degree may not be used for another. A student seeking two separate master's degrees must meet the stated requirements for each degree. Tuition will be charged for both degrees.

Recommendation for the Award of Master's Degree and Educational Specialist Degree

Candidates for the master's degree and for the specialist degree must complete a recommendation-for-degree (degree sheet) and the graduate exit survey. Degree sheets and the exit survey are available online. The candidate cannot be recommended to the faculty for a degree unless the degree sheet is completed, endorsed by the department, and submitted to the graduate office near the beginning of the semester in which the degree is to be granted. Deadlines are listed in the Graduate Student Handbook.

Time Limit

All credits to be counted toward a master's and/or educational specialist degree must be earned within five calendar years just prior to the granting of the degree. Extension of time is granted for no more than one year. Petitions for extension of time require the approval of the Graduate School of Arts and Sciences.

Academic Standing

To remain eligible to continue in a degree program and/or to receive various types of financial assistance including federal aid, a graduate student must maintain good academic standing and be making adequate progress toward the degree. The following are the minimum requirements; departments have the right to impose additional criteria for good academic standing.

- 1) It is expected that a student will complete all courses taken for degree credit with the grade of B- or better (see Grades). Courses with grades of less than B- may be retaken only once. The original grade earned remains in the student's record. If a student receives any two grades less than B-, the department will recommend to the graduate dean that the student be administratively withdrawn.

- 2) All comprehensive and/or qualifying examinations and language examinations must be passed within the time limits established by the various departments.
- 3) Deadlines established by departments for submission of thesis outlines and dissertation proposals, for the completion of internships or other field experience, and for regular, systematic evaluations of research progress must be met.
- 4) It is expected that incomplete grades will be completed in the specified six-week time frame (unless an extension of this deadline has been given). Excessive numbers of incompletes or incompletes existing for more than one year may be grounds for dismissal.
- 5) The completion of all degree requirements must take place within the time limits established for the various programs by the graduate schools.

Deviation from any of the items above constitutes evidence that the student is making inadequate degree progress, is no longer in good academic standing, and will be administratively withdrawn, unless an exception is granted by the graduate school based on recommendation from the appropriate department or departmental committee. Only the Deans of the Graduate School of Arts and Sciences and the School of Engineering may administratively withdraw an enrolled graduate student.

Pre-registration / Registration

Students are strongly encouraged to pre-register for courses for the upcoming semester. Pre-registration facilitates planning and program development. Pre-registration dates, usually mid-November for spring semester and early April for the fall semester, are noted in the Tufts Academic Calendar. Students are expected to meet with their faculty advisor prior to pre-registration to plan for the upcoming semester.

A student must be registered, or must be on an approved leave of absence, for every academic-year semester between matriculation and graduation. In the event that the student does not register by the end of the second week of classes, he or she will be administratively withdrawn and subject to a reinstatement fee.

A full-time student may arrange with an instructor to audit a course, but this course will not appear on the student's academic record. A course for which a student has been formally registered remains on the record unless a formal petition to remove it has been approved by the dean within the first four weeks of the term.

Prior to their initial registration, all graduate students, including newly matriculating international graduate students, must complete a health examination report, available from the Health Service. Registration will not be allowed for those with missing or incomplete health questionnaires and examination forms.

Students who have finished their coursework and are completing their full time school psychology internship must be registered for Master's Continuation, ED 401 part-time students or ED 402 full-time students during both semesters of the internship.

Procedures for Awarding of Degree

Degrees are awarded four times per academic year, usually in May, August, November, and February. Students who expect to complete all the requirements for their graduate degree must complete both a degree sheet and graduate exit survey with the Office of Graduate and Professional Studies. Both forms can be found on the graduate school website at <http://ase.tufts.edu/gradstudy/studentsservices.htm>.

The degree sheet must have the appropriate signatures and approvals from the student's faculty advisor and department chair. A Department member must submit the degree sheet to the Office of Graduate and Professional Studies at the beginning of the semester in which a student expects to receive their degree. The exit survey must be completed on-line prior to submitting the degree sheet. For detailed information on the awarding of degrees, please refer to the Tufts Graduate Student Handbook.

Registration in Other Departments or Schools

A graduate student in the Department of Education may enroll in graduate courses in another department to satisfy degree requirements. Permission to do so must be obtained from the student's advisor.

Request for Transfer of Degree Program

Students who wish to transfer into a degree program other than the one to which they have been accepted must complete a formal request for transfer. The Department of Education Faculty Committee will review these requests. A recommendation will be made to the Graduate School to accept or deny the request for transfer of degree. Students will be charged additional tuition costs for any extra coursework that is required to meet the new degree requirements.

Reserving Graduate-Level Courses While an Undergraduate

Tufts undergraduate students may reserve graduate-level courses taken prior to completion of their baccalaureate degree that are not needed for completion of those degree requirements. Through arrangement with the registrar, these courses are designated on the transcript and may be applied toward a master's degree at Tufts or elsewhere.

Summer School Tuition

Tuition for summer school courses is included in the graduate tuition fees paid for the degree, provided that courses taken during the summer are required for the degree, and that the courses taken are not repeat courses or courses that are taken in excess of degree requirements. All graduate students registering for summer courses must pay the \$50 summer school registration fee.

Part-time students who have not completed payment for their degree will be charged the graduate school tuition for courses taken over the summer. Unless tuition payments are made in advance for the full degree, part-time students are not eligible for scholarship assistance for courses taken during the summer or academic year.

Students taking independent study or special topics study during the summer must show that these courses are required for their degree program and must obtain approval from the Chair of the Department of Education prior to registering for credit.

Travel Fund

A travel reimbursement fund is available to graduate students through the Office of the Dean. This fund is primarily intended for doctoral and master's candidates who travel to professional conferences directly related to their field of study and, in most cases present research papers. Other travel-related requests have also been supported. Awards are made on a first-come, first-served basis. All requests for assistance from this fund must be made at least two weeks in advance and should carry the endorsement of the student's faculty advisor. Applications and additional information are available through the Graduate School Dean's office.

Transfer of Credit

After matriculating in the Graduate School of Arts and Sciences, eligible students may apply for transfer credit for graduate-level courses taken at Tufts or at other institutions. A maximum of two relevant courses may be transferred to a master's degree, and two relevant courses may be transferred to the specialist degree. Credits transferred must:

- carry the grade of B- or better (courses taken as pass/fail cannot be transferred)
- have been taken following completion of the baccalaureate degree
- not have been counted toward another degree
- have been earned in graduate-level courses at a properly accredited institution

All courses to be transferred must be approved by the faculty in the Department of Education. A student must have the approval of the Graduate School Executive Committee for all transfer credits in order to graduate. Students should plan to submit their requests to the Executive Committee well in advance of submission of the degree sheet to ensure that their name will be on the official degree candidate list. The Executive Committee reserves the right to deny transfers of credit if it determines that all criteria have not been met. A Transfer of Credit Request form is available online.

FIELD EXPERIENCES

Introduction

The Tufts University School Psychology Program is committed to training students to provide high quality psychological services in educational settings. Toward this end, our curriculum revolves around basic course work in psychological and educational foundations, as well as the development of skills in assessment, intervention, consultation, and research. Academic instruction is carefully integrated with a minimum of 1950 hours of field-based experience over the three years of the program. These field experiences are a central component of the training students receive and allow students to apply acquired knowledge and professional skills in a field-based setting.

The sequence of field-based experiences is designed as a primary vehicle for the implementation of problem-solving practices throughout the three years of the program. Field sites are seen as a key arena where academic learning, careful observation, and critical thinking interface to produce a developing knowledge base in school psychology. Field experiences are carefully sequenced to maximize their integration with academic course work, and to meet the teaching and learning objectives of the program. These specific objectives, as outlined below, are designed to meet the overall goal of proficiency in problem-solving practices. To achieve this goal, students will demonstrate:

- Competence in addressing the needs of children, families, and schools with respect to issues of race, class, culture, ethnicity, gender, sexual orientation, and disabilities.
- Competence in using problem-solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems, and policy levels.
- Proficient skills in the areas of assessment, collaborative problem-solving, prevention, mental health counseling, behavioral intervention, and consultation that is culturally informed.
- Competence in evaluating research evidence (from the professional literature and from their own practice) for intervention planning, program development, and evaluation, with an awareness of the social and political context of all research activity.
- Competence in ethical, legal and responsible practice encompassing a moral and ethical commitment to addressing inequities in schools.
- Integration of coursework, field experiences, research skill, and technology into a developing knowledge base that informs practical solutions to school based problems.

Pre-practicum

In the first year, students complete a pre-practicum (1 day per week) in a school setting of no fewer than 150 hours supervised by a licensed school psychologist. Concurrently, they enroll in a weekly supervision seminar at the university focused upon culturally competent practice (ED 221: First Year Seminar in School Psychology Practice).

While the purpose of the seminar is to monitor students' progress as they begin to develop a knowledge base in school psychology, the pre-practicum aims to expose students to the culture and operation of schools, and to familiarize them with the roles and functions of a school psychologist. Students are also able to develop basic skills in observation, assessment, and intervention in a manner that is closely coordinated with coursework. This is accomplished gradually over the course of the year. Initially, students "shadow" their supervising practitioners as they perform their daily activities. Students may

observe classrooms, team meetings, parent conferences, teacher consultations, individual assessments, group and individual counseling, and administrative meetings. In conjunction with these observational activities, students may be asked to complete course related assignments in their introductory assessment courses. Facilitation of these assignments by the supervising practitioner is greatly appreciated.

After approximately ten to twelve weeks of observation, students begin to participate more directly as deemed appropriate by the supervising practitioner. As the year proceeds and the student's abilities develop further, they begin to function somewhat more independently. For example, students might co-lead a group with a supervisor, collaborate in screenings and assessments of children for purposes of problem-solving or progress monitoring, or begin an individual counseling case.

Upon completion of the 150 hour pre-practicum and thirteen courses, students are awarded the masters degree.

Pre-Practicum Guidelines

The Tufts University School Psychology Program emphasizes the importance of field-based training in its mission to train competent and effective school psychologists. Successful field-based experiences are essential in achieving the specific training objectives of the program.

With these objectives in mind, each year of field-based training aims to accomplish certain goals. The first year pre-practicum involves a minimum of 150 hours in a school setting under the supervision of a school psychologist. The overall aim of the pre-practicum is to introduce students to the roles and functions of the school psychologist within the school setting. Concurrently, the student is gradually acquiring the beginning skills and developing the professional knowledge base necessary to perform these roles and functions. Thus, the pre-practicum is closely coordinated with the following courses that are taken during the first year of the program:

- ED 142 Education of the Exceptional Child
- ED 230 Foundations of Learning, Cognition and Academic Intervention
- ED 237 Common Factors in Counseling: Evidence-Based Approaches to Building Strong Relationships
- ED 241 Foundations and Contemporary Practices in Psychoeducational Assessment
- ED 243 Assessment of Cognitive Abilities
- ED 245 Social and Emotional Development in Childhood and Adolescence
- ED 249 Issues in Multicultural Theory, Research and Practice in Schools
- ED 252 Group Dynamics in Educational Settings
- ED 253 Biological Bases of Behavior
- ED 255 Professional Practice, Ethics and the Law in School Psychology
- ED 274 Methods of School Psychology Research

For some of these courses, students are given assignments that are to be completed at the pre-practicum site. Examples of this might include tutoring a special needs student, observing an individual or group counseling session, conducting structured and semi-structured classroom observations, and administering an assessment instrument. Supervising practitioners are given a timeline at the beginning of each semester that is intended to serve as a guide in helping the student to plan activities and complete the necessary assignments.

Students enroll in ED 221 First Year Seminar in School Psychology Practice. This seminar meets for one hour per week throughout the year and is the laboratory component of the pre-practicum related courses. The purpose of the seminar is to facilitate the integration of the field-based pre-practicum experience with classroom learning, with an additional focus on the development of culturally competent practice.

Recommended Activities for the Pre-practicum

The program conceptualizes the pre-practicum experience as an opportunity to familiarize the student with the practice of school psychology as the student begins to acquire the skills and knowledge necessary for professional competence. The beginning part of the year primarily involves observation of the supervising practitioner in their daily activities as a school psychologist.

Suggested activities for observation might include:

- a) regular and special education classrooms providing different levels of intervention
- b) the supervising practitioner administering assessment instruments
- c) the supervising practitioner in consultations with school personnel, parents, and students
- d) an I.E.P. team meeting and student support team meetings
- e) a school building level committee meeting

In addition:

- f) students should become familiar with the information found in school records
- g) students should become familiar with the continuum of interventions available for students with school-based problems
- h) students should become familiar with the referral process

These activities allow students to observe some key aspects of the practice of school psychology at the beginning of their program. Before the middle of the year students should begin to apply their developing skills and knowledge while being observed by their supervising practitioner.

During this time, students might:

- a) administer an academic achievement test
- b) collect and analyze curriculum based assessment
- c) co-lead a group with their supervising practitioner
- d) support a teacher in classroom based measurement of student learning
- e) monitor progress of one or more children receiving targeted instructional services
- f) share systematic observation data with a classroom teacher
- g) participate in a student support team meeting and an I.E.P. team meeting
- h) become familiar with different types of assessment, i.e., speech, language, reading

By the end of the year, as deemed appropriate by the supervising practitioner, students can begin to function more independently in preparation for the practicum. At this time, students might be prepared to:

- a) complete a cognitive assessment (referred or non-referred)
- b) counsel an individual child
- c) lead a group
- d) tutor a special needs child
- e) participate in whole class or whole school prevention programs

In sum, the pre-practicum experience is intended to familiarize students with the practice of school psychology, while providing them with the opportunity gradually to apply their developing knowledge and skills with increasing autonomy in preparation for the second year practicum.

Supervision

All pre-practicum students are closely supervised, both in the field and at the university. Supervising practitioners must possess the necessary background, training, and credentials appropriate to supervising pre-practicum activities. Minimally, this involves licensure in Massachusetts as a school psychologist and at least one year of employment at the field site. Program faculty members are responsible for providing appropriate orientation to supervising practitioners unfamiliar with the Tufts program.

There is no formal requirement for weekly hours of supervision of pre-practicum students. However, individual supervision, small group supervision, supervisory seminars, or other training opportunities are

strongly encouraged. Responsibility for the supervision of any work with school students lies with the supervising practitioner. No more than two pre-practicum students may be assigned to a single supervising practitioner. In recognition of their professional commitment, supervising practitioners receive a \$250 stipend per pre-practicum student per year, and one Tufts University course voucher per student upon completion of the training year.

In addition to the supervising practitioner, each student is assigned a university supervisor. The university supervisor is a member of the core program faculty. For pre-practicum students, university based supervision is the weekly pre-practicum seminar (ED 221: First Year Seminar in School Psychology Practice) focused on culturally competent practice. Concurrent with the field-based pre-practicum, students meet in small groups for one hour each week. The purpose of the pre-practicum seminar is to foster reflection and discussion of the complex issues of school psychology practice and to monitor student's progress as they begin to develop a knowledge base in school psychology by applying problem-solving practices to their experiences in the field. The university supervisor, the field supervisor, and the pre-practicum student meet at least once at the field site to review the student's experience and to set goals.

Evaluation

The supervising practitioner completes written evaluations of student progress at the middle and end of the training year (see Appendix A: Year-End Evaluation Pre-Practicum). At the end of the pre-practicum year, students meet with their advisor to present their first year portfolio focused upon their development as culturally competent practitioners, and to receive approval to proceed to the second year practicum. At this meeting, the student and advisor also confirm that all first year coursework has been completed and assess progress in skill development. This review is an opportunity for students to demonstrate their initial progress toward achieving the six training objectives of the program, and to formulate goals for the second year practicum. If a student is not approved for the practicum, that student will receive a written plan for remediating existing deficiencies.

Practicum

During the second year of the program, students enroll in ED 231-232: Practicum in School Psychology. The practicum requires a minimum of 600 hours in a school setting under the supervision of a licensed school psychologist. Students are at their field site on Monday, Wednesday, and Friday for approximately 20 hours per week from September through the end of the school year. When students begin the practicum, they will have completed 12-13 courses in theory and practice, as well as having accumulated at least 150 hours of supervised pre-practicum experience.

The aim of the practicum is for students increasingly to perform the roles and functions of a school psychologist under close supervision as they further develop skills in assessment, intervention, and consultation. Students work in both regular and special education settings, and are expected to develop an awareness of the special needs of persons with exceptionalities. Every effort is made for students to have experiences with children of different racial, linguistic, cultural, and socioeconomic backgrounds.

The practicum is completed in conjunction with ongoing coursework in assessment, intervention, consultation, human exceptionalities, behavior management, professional issues, and childhood emotional disorders. All practicum students are supervised concurrently at the university in small groups for one and one half hours per week and in their field sites for 1-2 hours per week. The practicum also familiarizes students with the roles, responsibilities, and functions of other pupil service personnel, and orients students to the organization and operation of multidisciplinary teams and schools.

Practicum Guidelines

The Tufts University School Psychology Program emphasizes the importance of field-based training in its mission to train competent and effective school psychologists. Successful field-based experiences are essential in achieving the specific training objectives of the program.

With these objectives in mind, each year of field-based training aims to accomplish certain goals. The second year, 600 hour practicum is required for initial state licensure. Successful completion of the practicum earns two course credits (ED 231-232) that are required for the M.A./Ed.S. program. University based coursework in assessment (ED 246), intervention (ED 238), consultation (ED 256), and human exceptionalities (ED 142) are offered concurrently with the practicum. Practicum students should have developed a beginning knowledge base in school psychology following the completion of 12 to 13 courses and a 150 hour pre-practicum in the first year of the program. Courses taken concurrently with the practicum include:

- ED 238 Advanced Approaches to Counseling: Cognitive-Behavioral and Family Systems
- ED 246 Social, Emotional, and Behavioral Assessment
- ED 254 Developmental Psychopathology in Educational Settings
- or
- CD 191 Developmental Psychopathology and Adaptation
- ED 256 School-Based Consultation
- ED 275 Seminar in Advanced School Psychology Research
- ED 244 Assessment and Intervention for Learning Problems in the Classroom

Recommended Activities for the Practicum

As deemed appropriate by the supervising practitioner, practicum students are assigned their own cases. With guidance from the supervising practitioner, the practicum student is expected to perform all of the necessary functions throughout the pre-referral and referral process for those children. Supervising practitioners are encouraged to model these activities for the student before students engage in any activity themselves.

Students are expected to acquire knowledge and skills in several areas, including:

- a) the use of problem-solving methods to address children's school-based problems
- b) educational and psychological assessment (10-12 cases maximum)
- c) intervention strategies (2-4 individual cases and 2-4 groups)
- d) consultation (2-4 projects)
- e) interpersonal/professional skills
- f) ethical standards and practices

The supervising practitioner and the university supervisor jointly evaluate students three times during the year to plan and assess progress in skill acquisition. At the end of each semester, the supervising practitioner submits a grade for the field-based portion of the practicum. This grade is then combined with assessments of the student's participation in the practicum seminar and the quality of practicum related projects to arrive at a final grade for the practicum. The determination of the final grade is the responsibility of the university supervisor.

Supervision

All practicum students are closely supervised, both in the field and at the university. The university supervisor is a member of the faculty who is a licensed psychologist and/or licensed school psychologist. University-based supervision focuses upon the integration of field-based experience and classroom learning, while monitoring the acquisition and application of skills and professional knowledge. To this end, students are required to meet the following requirements:

- **Case Study:** Each student is required to develop a case study of a child using a problem-solving process. Case material should include a summary of the work with the child to date and a current formulation of case. A written case report will be due at the end of the second semester.
- **Cognitive Assessment Reports:** Each student is required to submit one cognitive assessment report to the practicum seminar supervisor at the beginning of the first semester, and one cognitive or psycho-educational report in the middle of the second semester.

- **Portfolio:** Each student is required to develop a second year portfolio demonstrating growth in the integration of classroom-based knowledge and field-based experience. Please see the portfolio guidelines for specific details.

Field-based supervision focuses upon the day-to-day responsibilities for the children in the schools with whom the students are working. Supervising practitioners must possess the necessary background, training, and credentials appropriate to supervising practicum activities. Minimally, this background involves licensure in Massachusetts as a school psychologist and at least three full years of experience. Program faculty members are responsible for providing appropriate orientation to supervising practitioners unfamiliar with the Tufts program.

Two and a half hours per week of direct supervision is recommended to assure the acquisition of the desired skills and knowledge. Minimally, this includes one hour per week of field-based supervision, and one and a half hours per week of university-based supervision. No more than two practicum students may be assigned to a single supervising practitioner. In recognition of their professional commitment, supervising practitioners receive a \$500 stipend per practicum student per year, and one course voucher from Tufts University per student upon completion of the training year.

For practicum (second year) students, there will be three site visits per year, each of which will include the supervising practitioner, the student, and the university supervisor. The first visit will occur at the beginning of the school year (September or early October), and will involve a discussion and clarification of the program's training objectives and the student's learning goals that will be used to guide and assess the student's progress. The second visit will be mid-year (February), and will focus upon the student's progress toward achieving the competencies as defined in the program objectives and the student's goals. The third visit will be at the end of the year, and will be the final assessment of the student's satisfactory attainment of the knowledge and skills required for advancement to an internship. Both the supervising practitioner and the university supervisor must attest to the satisfactory completion of the practicum.

Evaluation

The practicum experience is evaluated to assess student progress in the acquisition of professional skills and knowledge. This assessment will be accomplished via site visits, written evaluations, and the assignment of letter grades (see Appendix B: Year-End Evaluation of Practicum). In addition, we gather information to determine the suitability of the experience in terms of various training characteristics, such as setting, age range, and quality of supervision, professional development opportunities, and diversity.

Also at the end of the practicum year, each student must meet individually with the program faculty to receive approval to proceed to the third year internship. This is an opportunity for the student to demonstrate competence as a reflective practitioner working within a problem-solving framework. Following this meeting, the faculty determines that all coursework required prior to the beginning of the internship has been completed, assesses progress in skill development during the practicum year, and reviews the student's portfolio. If the student is not approved for the internship, the student will receive a written plan for remediation of existing deficiencies.

Internship

In the third year, students enroll in ED 257-258: Internship in School Psychology. This course is a 1200-hour full-time internship, which is typically completed in a school setting under the supervision of a licensed school psychologist. However, 600 hours of the internship may be completed in a clinical setting under the supervision of an appropriately licensed psychologist. The internship is seen as a capstone experience during which the intern begins to function independently as a school psychologist as he or she demonstrates increasing competency in assessment, intervention, and consultation over a wide range of situations.

Internship sites must be approved the faculty of the school psychology program. Approval is contingent upon a site's capacity to adequately provide the full range of experiences necessary to meet the program's training objectives for interns. The professional learning plan for interns is a means by which the intern, field supervisor, and university supervisor collaboratively can determine and monitor the intern's professional development. These training goals are informed by the NASP domains of school psychology training and practice and are clearly established prior to the beginning of the internship year. Progress toward achieving the training goals is assessed at the mid-year and year-end site visits. Each of the three site visits during the internship year includes the intern, the supervising practitioner, and the university supervisor (or designate). The professional learning plan also provides the basis for the intern's evaluation of the training experience. Upon completion of the internship and the third year of the program, students will be awarded the Ed.S. and will be eligible for the initial license as a school psychologist in Massachusetts. Students must meet all other provisions established by the Department of Elementary and Secondary Education for licensure including, but not limited to, passing a physical examination.

Internship Guidelines

The Tufts University School Psychology Program emphasizes the importance of field-based training in its mission to train competent and effective school psychologists. Successful field-based experiences are essential in achieving the specific training objectives of the program.

The third year, 1200-hour internship is required for completion of the M.A./Ed.S. program, state licensure, and eligibility for national certification. The internship is full-time for one year, or half-time for two consecutive years. Six hundred hours of the internship must be in a school setting. The remaining 600 hours may be in a clinical setting. Successful completion of the internship earns two semesters of course credit.

When non-school settings are included in the internship experience, the intern candidate submits a written rationale that specifies how this training experience is related to the practice of school psychology and how it will contribute to her/his professional growth and development. The program faculty must approve the non-school site prior to the beginning of the internship. This approval includes verification that the prospective supervisor is an appropriately credentialed psychologist for that setting. The intern candidate completes an internship agreement and professional learning plan for each site. The intern and the site supervisor determine which of the 10 domains of school psychology practice will be addressed at each site. Between the two sites, each of the 10 domains must be addressed. Only those domains identified as specific to a given site will be evaluated at the site visits. The intern's performance at each site will be evaluated separately and will require a separate log of hours.

Training Objectives for the Internship

The internship is seen as a capstone experience during which the intern begins to function independently as a school psychologist as she or he demonstrates increasing competency in assessment, intervention, and consultation over a wide range of situations. The intern is thus exposed to a variety of students and problems that are considered fully within the scope of the roles and functions of a school psychologist. Interns are expected to acquire advanced competence, knowledge, and skills, and to be inducted into the profession by achieving novice level mastery of the following ten domains of practice as defined by the National Association of School Psychologists:

- 1) Data-based decision-making and accountability
- 2) Consultation and Collaboration
- 3) Intervention and Instructional Support Services to Develop Academic Skills
- 4) Intervention and Mental Health Services to Develop Social and Life Skills
- 5) Diversity in Development and Learning
- 6) School-Wide Practices to Promote Learning
- 7) Preventive and Responsive Services
- 8) Family-School Collaboration

- 9) Research and Program Evaluation
- 10) Legal, Ethical, and Professional School Psychology Practice

The program director and faculty evaluate each student prior to beginning the internship to assure satisfactory completion of all prerequisite courses and field-based training. This review is used to determine whether or not intern candidates are adequately prepared for the internship experience. This review also serves as the first step in formulating a professional learning plan. This written plan specifies how the intern's training objectives will be addressed by the internship experience. The professional learning plan is prepared prior to beginning the internship, and it is agreed upon by the appropriate school system/agency administrator, the supervising practitioner(s), the university supervisor (or designate), and the intern.

Program faculty members are responsible for providing appropriate orientation to supervising practitioners. Thus, the program's training objectives for the internship year are presented to the employing school system/agency, and the university supervisor works with the system personnel to ensure that the professional learning plan is followed. This exchange clarifies the roles and functions of all concerned, and assists supervising practitioners in carrying out their responsibilities in a manner consistent with the training objectives of the program.

To ensure the quality of the internship training experience, school systems employing interns should have the following:

- 1) children of all school ages
- 2) pupil personnel services functioning as multidisciplinary teams
- 3) a full range of services for children with special needs
- 4) regular and special education services at all levels (preschool, elementary, and secondary)
- 5) at least one licensed school psychologist with at least three years of full-time school psychology experience or equivalent who serves as the internship supervisor

Recommended Activities for the Internship

As deemed appropriate by the supervising practitioner, interns are assigned their own cases. With guidance from the supervising practitioner, the intern is expected to perform all of the necessary functions throughout the pre-referral and referral process for those children.

Interns are expected to continue to develop knowledge and skills in all domains of school psychology practice, including:

- 1) using problem-solving approaches to school-based problems
- 2) psychoeducational and psychological assessment (25-30 cases maximum)
- 3) intervention and prevention strategies (4-8 individual cases and 4-8 groups or systems projects)
- 4) consultation (4-8 projects)
- 5) interpersonal/professional skills and increasingly autonomous practice
- 6) ethical, legal, and professional standards and practices

Supervision

Direct supervision and primary responsibility for the intern rests with the appropriately credentialed on-site personnel of the employing school system or agency. The university provides additional supervision of interns in five, two-hour group meetings each semester. Practitioners supervising interns in school settings must hold a valid credential as a school psychologist, and should be employed as a full-time school psychologist at the internship setting. In addition, supervising practitioners must have at least one year of full-time employment in that setting prior to taking on supervisory responsibilities for an intern, and at least

three years full-time experience as a school psychologist. In non-school settings, the supervising practitioner must be an appropriately licensed psychologist for that setting.

Supervising practitioners shall be responsible for no more than two interns at any given time, and shall provide at least two hours per week of direct supervision for each intern. The university supervisor (or designate) maintains an ongoing relationship with the supervising practitioner. For internship students, this involves three site visits per year, each of which includes the supervising practitioner, the intern, and the university supervisor (or designate). The first visit will occur early in the school year, and will involve a discussion and clarification of the professional learning plan and the domains of practice that will be used to assess the intern's progress toward achieving the competencies required for initial licensure. The second visit will be mid-year (February), and will focus upon the intern's progress toward achieving the objectives of the professional learning plan and the competencies as defined in the domains of practice. The third visit will be at the end of the year, and will be the final assessment of the intern's satisfactory attainment of the knowledge and skills required for initial licensure as set forth in the domains of training and practice. Both the supervising practitioner and the university must attest to the satisfactory completion of the internship.

In recognition of their professional commitment, supervising practitioners receive a stipend of \$500 per internship student per year, and one Tufts University course voucher per student upon completion of the training year.

Evaluation

The supervising practitioner and the university supervisor jointly evaluate interns three times per year to assess progress in skill acquisition. The intern's progress is monitored carefully and is discussed at the mid-year and year-end site visits. The intern's performance is evaluated at these times using the professional learning plan and an evaluation form which delineates the expectations for competence in the eleven domains of school psychology training and practice defined by the National Association of School Psychologists (see Appendix C: Year-End Evaluation of Internship). The professional learning plan delineates training goals for the intern with specific strategies for accomplishing each goal. Evidence for the accomplishment of each goal is assessed at the mid-year and year-end site visits. The domains of practice specify areas of professional knowledge and skill. These define the competencies that the intern is expected to develop and refine during the internship training. At the end of each semester, the supervising practitioner submits a grade for the field-based portion of the internship. This grade is then combined with assessments of the student's participation in the internship seminar and the quality of internship case studies and other projects to arrive at a final grade for the internship. The determination of the final grade is the responsibility of the university supervisor.

The intern also evaluates the internship training experience. This includes an evaluation of the training experiences provided by the internship setting, the quality of the supervision, the appropriateness of the setting as an ongoing training site, and the intern's assessment of their preparation for the internship.

Portfolio Evaluation

The purpose of the third year portfolio is for each student to demonstrate competence as a school psychologist who provides flexible, thorough analyses of children's school-based experiences drawing upon multiple sources, frames of reference, and techniques in order to develop and monitor interventions designed to promote children's educational, social, and emotional needs. To accomplish this, each student must show competence in several prescribed areas of professional practice that indicate a proficient level of skill attainment at the internship level. These areas include consultation, psychological evaluation, social / emotional or behavioral intervention, and an educational intervention. The emphasis is upon the attainment of essential skills leading to measurable positive outcomes for children and youth, families, and schools in preparation for professional practice. Please see the portfolio guidelines for more information.

Culminating Internship Experience

As part of the internship experience during the third year of study, interns are required to document their ability to integrate domains of knowledge and applied professional skills in delivering comprehensive school psychological services to students, teachers, administrators and parents. In order to document their competency during the internship year, interns are required to complete three case studies that demonstrate their ability to provide effective school psychological services. These case studies are compiled into the internship portfolio and are described in detail in the portfolio guidelines below.

Interns whose case studies do not demonstrate competency within the particular skill area will receive opportunities to remediate this deficiency. Faculty will be available to confer with interns during the semester, and if revisions are needed. Interns should be aware that final grades for the internship include consideration of demonstrated competency on the case studies.

PORTFOLIO GUIDELINES

Introduction

The School Psychology Program uses portfolio assessments to monitor student progress at the end of each year of the program. Each portfolio is intended to address a specific programmatic objective. The first year portfolio focuses upon the student's growth and development in becoming a culturally competent practitioner, based upon current standards in the field, knowledge of culturally competent practice, and contemporary perspectives on multiculturalism. The second year portfolio considers the student's body of work over the first two years of the program in terms of addressing our six training objectives in preparation for the internship year. The third year portfolio assesses the attainment of critical skills in school-based practice in preparation for entry into the profession. These portfolio assessments provide documentation of the development of knowledge, skills, and competencies during professional preparation. The portfolio also serves as an opportunity for reflection on professional growth. Hence, it should also encompass the students' philosophical positions with respect to education and school psychology practice, as well as her/his achievements, interests, reflections, and aspirations as an evolving professional in the field of school psychology.

The student will include required documents and reflections as well as self-selected products to document the attainment of competencies for each portfolio. Students are encouraged to reflect upon how items included provide an individualized portrait of their development. The portfolio will be used to document readiness to move forward for each successive year of the program, including the transition to professional competency in the field at a novice level. At all stages, the process of preparing the portfolio must reflect an understanding that professional development requires a commitment to life long learning. The continuous self-reflection of the program portfolio assessments provides the foundation for the practice of continuing professional development necessary in maintaining professional skills and competencies post graduation.

The First Year Portfolio

Purpose

The purpose of the first year portfolio is to provide students with the opportunity to demonstrate progress towards becoming school psychologists who are competent to work with people from different backgrounds and experiences, including gender, ethnicity, religion, ability, race, social class, and sexual orientation. In doing so, it addresses primarily the first of our six program objectives. At the end of the first year, each student will present the portfolio to their faculty advisor for evaluation.

Content

Several elements of the portfolio are required. These are:

- 1) The “Circles of Influence” paper assigned in ED 249 Issues in Multicultural Theory, Research, and Practice in Schools composed of a series of reflections on major developmental influences and contributions to identity formation, including, but not limited to, ethnicity, gender, race, class, and sexual orientation.
- 2) A self-report measure of multicultural competence completed at the beginning of the year and repeated at the end of the year with an annotation on any observed changes, or the lack of them.
- 3) A year-end self-reflection upon the student’s overall progress toward becoming culturally competent that includes individual goals for the practicum year.

These should address ongoing issues in the development of cultural competence and the awareness of diversity, and an assessment of strengths and areas in need of improvement with respect to the five additional training objectives of the program. In addition, the areas of self-awareness, knowledge, and skills must each be represented by at least one piece of work. The contents of the portfolio should include material exemplifying both processes and outcomes. Examples of process oriented work might include journal entries, process notes from a counseling case, sequential drafts of an assessment report, reflections upon ‘critical incidents,’ and self-reflections in areas such as defensiveness, gender identity attitudes, racial identity attitudes, and differential power status in counseling or assessment situations. Outcomes are best represented by products that result from various assignments such as papers, projects, presentations, videos/DVDs, and other materials from courses; evaluations from supervisors, faculty, and/or peers; and certificates of completion from continuing education workshops and conferences attended.

Evaluation

The first year portfolio is used to evaluate the student’s readiness to move forward to the practicum. During the first year pre-practicum seminar (ED 221 First Year Seminar in School Psychology Practice), students are instructed in the development of the portfolio focusing upon diversity and multicultural competence. When presenting the first year portfolio, students are evaluated on cultural competence, self-reflective capacity, effective written communication, and effective oral communication. The pre-practicum instructors are available to consult at any time about the portfolio. Additionally, at the end of the first year, students meet with their advisors to review their development with respect to the remaining five objectives of the program. Suggestions to improve the portfolio will be discussed. An acceptable review of the portfolio is required for entry into the second year of the program.

The Second Year Portfolio

Purpose

The purpose of the second year portfolio is to determine that the six program objectives have been thoroughly addressed and assessed for each student prior to beginning the internship year. In this sense, the second year portfolio should represent the student’s cumulative body of work and demonstrate growth over time for the first two years in the program.

Content

The content of the second year portfolio should reflect the development of knowledge, skills and competencies consistent with each of the six training objectives of the program. Since the second year portfolio reflects development over the first two years, students are required to collect items for inclusion from both the first and second years. Students may select products that reflect their developmental progression of knowledge and skill attainment as they proceed through the program. Students may choose to include items that illustrate growth by including several versions of the same product, products developed at different points in time, or a draft version and the final product for a course-based project. There are also required submissions for the portfolio. The student must include the second year mental health case study, two cognitive assessment reports (one from the beginning of the year and one from the end), and notes or reflections on a presentation from the practicum seminar. Students may use one product for no more than two objectives. Students must include a brief description of each product and a rationale for the selection. In addition, the student must provide a written reflection on how these two products

demonstrate skill in integrating classroom based learning and field experience as well as growth over time for each program objective.

A self reflection statement is also required. The second year self-reflection statement should consider student progress toward achieving the six program objectives over the first two years of the program. The statement should include self-evaluation of strengths and areas in need of improvement in attaining program objectives and mention of any special interests. The statement also should include goals for the internship. Students should attend to the organization of the portfolio using an electronic wiki format or another format such as a binder or expandable file in which to store and present the portfolio at the required times.

Students should adhere to all ethical standards when including material in the portfolio. For example, identities of students, teachers, administrators and parents who have been clients should be disguised or deleted.

Evaluation

The second year portfolio is used to evaluate the student's readiness to move forward to the internship. During the second year, the portfolio will be discussed during university practicum supervision and also, if requested, with the advisor. At the end of the second year, students will present their portfolios to the school psychology faculty for review. During this presentation, the faculty will assess the student's progress toward meeting the program objectives, the student's demonstration of growth over time, and the student's capacity for effective communication. Two weeks prior to the presentation, students will submit their portfolios to their practicum supervisors. The practicum supervisor will evaluate the portfolio focusing on organization, integration, growth over time, and effective communication. The practicum supervisor may require revisions to the portfolio before the oral presentation. An acceptable review of the portfolio is required for entry into the third year of the program.

The Third Year Portfolio

Purpose

The purpose of the third year portfolio is for each student to demonstrate competence in using problem-solving methods to make informed decisions and to guide intervention practices. To accomplish this, each student must show competence in the ten domains of school psychology practice (as defined by NASP). These are:

- 1) Data-based decision-making and accountability
- 2) Consultation and Collaboration
- 3) Intervention and Instructional Support Services to Develop Academic Skills
- 4) Intervention and Mental Health Services to Develop Social and Life Skills
- 5) Diversity in Development and Learning
- 6) School-Wide Practices to Promote Learning
- 7) Preventive and Responsive Services
- 8) Family-School Collaboration
- 9) Research and Program Evaluation
- 10) Legal, Ethical, and Professional School Psychology Practice

Content

The internship case study projects will comprise the content of the third year portfolio, and are intended to demonstrate the capacity to use problem-solving methods effectively to make data-based decisions that have a measurable positive impact in the given skill area. These areas include psychological evaluation; social / emotional or behavioral intervention; and an educational intervention. The emphasis is upon the

attainment of essential skills leading to measurable positive impacts upon children and youth, families, and schools in preparation for professional practice.

Interns must submit one comprehensive psychological evaluation and intervention report with annotations demonstrating the problem-solving approach used. Guidelines for the components of the evaluation are reviewed in the internship seminar.

Interns must submit one intervention case study focused on the improvement of social/emotional or behavioral skills for an individual child. The intern must explicitly discuss the consultation and collaboration used to achieve this intervention as well as provide research and/or theoretical support for the use of the intervention. The case study must contain baseline, progress monitoring, and evaluation data discussed in the report and visually displayed to demonstrate positive impact. Guidelines for preparing the case and the criteria for evaluation are reviewed in the internship seminar.

Interns must submit one education case study. This may focus upon the improvement of academic skills for an individual child or group of children using a problem-solving approach. The intern must explicitly discuss the consultation and collaboration used to design this intervention as well as provide research and/or theoretical support for the use of the intervention. The case study must contain baseline, progress monitoring, and evaluation data discussed in the report and visually displayed to demonstrate positive impact. Guidelines for preparing the case and the criteria for evaluation are reviewed in the internship seminar.

As another option for the education case study, interns may submit a proposal for a systems level intervention or a consultation case study focused on an issue of concern at their internship site. The intern must provide an analysis of the school's current service, program, policy, or organization, the goal of the intervention, and a detailed description of the proposed intervention. The intern must explicitly discuss the consultation and collaboration that would be required to implement this intervention as well as provide research and/or theoretical support for the proposed intervention. Guidelines for preparing the case and the criteria for evaluation are reviewed in the internship seminar.

Students should adhere to all ethical standards when including internship products in the third year portfolio. For example, all identifying data should be disguised or deleted from the material included.

Evaluation

During the third year, the portfolio will be discussed during university internship supervision and, if requested, with the advisor. At the end of the internship year, the portfolio will be submitted to the university supervisor. The portfolio will be evaluated focusing on organization, clarity of self-reflection statements, and products with annotations. If the portfolio is judged to be unsatisfactory, students will develop a remedial plan with their supervisors. After revisions, students will resubmit the portfolio to their supervisors. An acceptable review of the portfolio is required for graduation from the program.

APPENDICES

Appendix A

Supervising Practitioner Year-End Evaluation of Pre-Practicum

Student Name:

Supervising Practitioner Name:

Position:

School:

This year-end evaluation is for the purpose of rating the pre-practicum student's performance in the areas of professional work characteristics and the six training objectives of the Tufts School Psychology Program. For professional work characteristics, rate the student using the following evaluation standards.

I. Professional Work Characteristics

Exemplary: The student demonstrates highly effective communication skills in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student maintains the highest ethical standards and respect for people from diverse backgrounds. As a professional, the student is mature, dependable, and will take the initiative when necessary.

Proficient: The student communicates effectively in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student behaves in an ethical manner and continues to develop appreciation for people from diverse backgrounds. In most instances, the student is professional, mature, dependable, and will take the initiative when encouraged.

Needs Improvement: The student experiences difficulty with communication in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student strives to maintain ethical behavior and an awareness of issues that may arise as a result of diversity. The student is working to establish professional conduct in the face of possible emotional challenges in areas such as maturity, flexibility, and initiative.

Warning: The student is often unable to communicate professionally in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student struggles to maintain ethical behavior and an awareness of issues that may arise as a result of diversity. The student's attempts to establish professional conduct in areas such as maturity, flexibility, and initiative are insufficient.

Exemplary (A+ or A)	Proficient (A- or B+)	Needs Improvement (B or B-)	Warning (C+ or below)
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a) For the following, rate the student on the above criteria. Please type your letter grade adjacent to each item.

- 1) Respect for human diversity:
- 2) Effective communication skills:
- 3) Effective interpersonal relations:
- 4) Ethical Responsibility:
- 5) Adaptability:
- 6) Initiative and dependability:

b) Has the student been punctual and in regular attendance for approximately 6 hours per week as agreed?

If no, please explain:

II. School Psychology Program Training Objectives

How would you assess the student's development in the following areas, as applicable to your setting? Please include both strengths and areas that need further work. For each of the following objectives, rate the student using the following evaluation standards:

Exemplary: Student's knowledge and skills are in advance of those expected for a candidate at this point in training (A+ or A).

Proficient: Student demonstrates knowledge and skills in this area consistent with the expectations for a candidate at this point in training (A- or B+).

Needs Improvement: While student demonstrates sufficient knowledge and skills in key aspects of this objective, the student also demonstrates only an emerging knowledge and skills in other aspects of this objective. Student is working to improve the quality of his or her work in *identified* areas (B or B-).

Warning: The student is unable to demonstrate knowledge and skills at an emerging level of competency in one or more specific areas within this objective. The student has been unable to complete pre-practicum requirements at a level consistent with the expectations for a candidate at this point in training (C+ or below).

Exemplary (A+ or A)	Proficient (A- or B+)	Needs Improvement (B or B-)	Warning (C+ or below)
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Objective 1: Competence in addressing the needs of children, families, and schools with respect to issues of race, class, culture, ethnicity, gender, sexual orientation, and disabilities.

Rating:

Rationale:

Objective 2: Competence in using problem-solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems, and policy levels.

Rating:

Rationale:

Objective 3: Proficient skills in the areas of assessment, collaborative problem-solving, prevention, mental health counseling, behavioral intervention, and consultation that is culturally informed.

Rating:

Rationale:

Objective 4: Competence in evaluating research evidence (from the professional literature and from their own practice) for intervention planning, program development, and evaluation, with an awareness of the social and political context of all research activity.

Rating:

Rationale:

Objective 5: Competence in ethical, legal and responsible practice encompassing a moral and ethical commitment to addressing inequities in schools.

Rating:

Rationale:

Objective 6: Integration of coursework, field experiences, research skill, and technology into a developing knowledge base that informs practical solutions to school based problems.

Rating:

Rationale:

Appendix B

Supervising Practitioner Year-End Evaluation of Practicum

Student Name:

Supervising Practitioner Name:

Position:

School:

This year-end evaluation is for the purpose of rating the practicum student's performance in the areas of professional work characteristics and the six training objectives of the Tufts School Psychology Program. For professional work characteristics, rate the student using the following evaluation standards.

I. Professional Work Characteristics

Exemplary: The student demonstrates highly effective communication skills in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student maintains the highest ethical standards and respect for people from diverse backgrounds. As a professional, the student is mature, dependable, and will take the initiative when necessary.

Proficient: The student communicates effectively in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student behaves in an ethical manner and continues to develop appreciation for people from diverse backgrounds. In most instances, the student is professional, mature, dependable, and will take the initiative when encouraged.

Needs Improvement: The student experiences difficulty with communication in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student strives to maintain ethical behavior and an awareness of issues that may arise as a result of diversity. The student is working to establish professional conduct in the face of possible emotional challenges in areas such as maturity, flexibility, and initiative.

Warning: The student is often unable to communicate professionally in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student struggles to maintain ethical behavior and an awareness of issues that may arise as a result of diversity. The student's attempts to establish professional conduct in areas such as maturity, flexibility, and initiative are insufficient.

Exemplary (A+ or A)	Proficient (A- or B+)	Needs Improvement (B or B-)	Warning (C+ or below)
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a) For the following, rate the student on the above criteria. Please type your response adjacent to each item.

- 1) Respect for human diversity:
- 2) Effective communication skills:
- 3) Effective interpersonal relations:
- 4) Ethical Responsibility:
- 5) Adaptability:
- 6) Initiative and dependability:

b) Has the student been punctual and in regular attendance for approximately 20 hours per week as agreed?

If no, please explain:

II. School Psychology Program Training Objectives

How would you assess the student's development in the following areas, as applicable to your setting? Please include both strengths and areas that need further work. For each of the following objectives, rate the student using the following evaluation standards:

Exemplary: Student's knowledge and skills are in advance of those expected for a candidate at this point in training (A+ or A).

Proficient: Student demonstrates knowledge and skills in this area consistent with the expectations for a candidate at this point in training (A- or B+).

Needs Improvement: While student demonstrates sufficient knowledge and skills in key aspects of this objective, the student also demonstrates only an emerging knowledge and skills in other aspects of this objective. Student is working to improve the quality of his or her work in *identified* areas (B or B-).

Warning: The student is unable to demonstrate knowledge and skills at an emerging level of competency in one or more specific areas within this objective. The student has been unable to complete pre-practicum requirements at a level consistent with the expectations for a candidate at this point in training (C+ or below).

Exemplary (A+ or A)	Proficient (A- or B+)	Needs Improvement (B or B-)	Warning (C+ or below)
------------------------	--------------------------	--------------------------------	--------------------------

Objective 1: Competence in addressing the needs of children, families, and schools with respect to issues of race, class, culture, ethnicity, gender, sexual orientation, and disabilities.

- Student demonstrates knowledge of the influences of social, cultural, ethnic, experiential, socioeconomic, sexual orientation, gender and linguistic factors relevant to human development and learning.
- Student brings an awareness of the importance of multicultural perspectives as sources of enrichment in theory, research, and practice in school psychology.
- Student demonstrates a knowledge of the influence of individual differences, abilities, disabilities, biological, gender-related, and lifestyle factors in human development and learning.
- The student demonstrates skills and the professional work characteristics needed to work respectfully and effectively with the diverse range of children, families, and colleagues in schools and in the community.
- Student is able to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs of students and their families.

Rating:

Rationale:

Objective 2: Competence in using problem-solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems, and policy levels.

- Student applies knowledge and skill in data-based problem-solving and decision-making processes that are guided by empirical information and that demonstrate the integration of science with practice.
- Student is proficient in accessing, evaluating, and using information sources and technology in ways that safeguard or enhance the quality of services provided.
- Student demonstrates the knowledge and skills needed to develop and implement organizational policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Rating:

Rationale:

Objective 3: Proficient skills in the areas of assessment, collaborative problem-solving, prevention, mental health counseling, behavioral intervention, and consultation that is culturally informed.

- Student demonstrates the knowledge and skills needed to select administer, and interpret appropriate psychological and educational techniques with culturally diverse individuals for the purpose of developing appropriate cognitive, academic, behavioral, emotional, adaptive, and social goals.
- Student demonstrates the knowledge and skills needed to evaluate the effectiveness of interventions, programs, and organizations.
- Student demonstrates the knowledge and skills needed to design, to implement, and to evaluate direct and indirect intervention and prevention strategies that facilitate learning and that promote the mental health and physical well-being of children in all of the following areas: counseling, behavioral change programs, classroom-based and instructional interventions, consultation, and school-wide initiatives.
- Student demonstrates the knowledge and skills needed to provide instructional, behavioral, mental-health, collaborative, and systems-level consultation.
- Student demonstrates the professional work characteristics associated with effective consultation: respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, resilience, initiative, and dependability.

Rating:

Rationale:

Objective 4: Competence in evaluating research evidence (from the professional literature and from their own practice) for intervention planning, program development, and evaluation, with an awareness of the social and political context of all research activity.

- Student demonstrates knowledge of research, statistics, and evaluation methods employed in basic, applied, and clinical investigations relevant to education and school psychology through competent evaluation of research and ability to translate research into practice wisely.
- Student demonstrates knowledge of research, statistics, and evaluation methods employed in basic, applied, and clinical investigations relevant to education and school psychology through independent investigations and program evaluations for improving services.

Rating:

Rationale:

Objective 5: Competence in ethical, legal and responsible practice encompassing a moral and ethical commitment to addressing inequities in schools.

- Students will demonstrate knowledge of the history and foundations of the profession of school psychology; of various service delivery models and methods;

of public policy development applicable to services to children and families; and of the ethical, professional, and legal standards of the professional practice of school psychology.

Rating:

Rationale:

Objective 6: Integration of coursework, field experiences, research skill, and technology into a developing knowledge base that informs practical solutions to school based problems.

- Student demonstrates the knowledge and skill necessary to fulfill the responsibilities of a school psychologist in a field setting at the practicum level.

Rating:

Rationale:

III. Supervision

- a) Describe the student's use of supervisory sessions. This might include preparation, willingness to openly present work, acceptance of suggestions, clarity of suggestions, clarity of interpretation, awareness of personal reactions to children, etc.
- b) We would also appreciate a brief narrative. This is your opportunity as a supervisor to reflect upon your student's functioning in order to share your ideas about her/his professional development. Please note particular assets and liabilities, and describe the progress, or obstacles to progress, in your student's work this semester.

Student Name

Date

Supervising Practitioner Name

Date

University Supervisor Signature

Date

Appendix C

Supervising Practitioner Year-End Evaluation of Internship

Student Name:

Supervising Practitioner Name:

Position:

School:

This year-end evaluation is for the purpose of rating the intern's performance in the areas of professional work characteristics and the domains of school psychology training and practice. For professional work characteristics, rate the intern using the following evaluation standards.

I. Domains of School Psychology Training and Practice

Please rate the intern on the following domains of competence to reflect his/her performance while under your supervision this term. Please use the following 4-point scale to rate the intern in activities in which the intern has had opportunity. Please use N.O. if the intern has had no opportunity to practice or develop competence in the activity:

- (4) The intern demonstrates professional level competency in this activity and can perform tasks without supervision. **(Exemplary)**
 - (3) The intern demonstrates entry-level competency in this activity and requires minimal additional experience and supervision. **(Proficient)**
 - (2) The intern demonstrates beginning competency in this activity and requires continued additional experience and close supervision. If the lack of proficiency is due to limited opportunity to practice, please note. **(Developing)**
 - (1) The intern demonstrates insufficient competency in this activity. **(Unsatisfactory)**
- N.O. The intern has had no opportunity to practice or develop competence in this activity.

<u>Domain 1</u> : Data-based Decision-making and Accountability	Rating
a. Demonstrates ability to administer, score, and interpret varied methods of assessment (including formal and classroom based measures of learning).	4 3 2 1 NO
b. Uses appropriate models and methods of assessment as part of a systematic and comprehensive process to collect data and other information when identifying and analyzing children's learning problems.	4 3 2 1 NO
c. Translates results into empirically-based decisions by providing a logical connection between the conclusions reached as a result of evaluation and the choice of an evidence-based intervention.	4 3 2 1 NO

d. Uses assessment and data collection methods to evaluate response to and progress in services in order to improve intervention effectiveness.	4	3	2	1	NO
e. Evaluates the outcome of interventions and services to document their effectiveness and positive impact.	4	3	2	1	NO
f. Presents case information in way that flows logically through the referral, evaluation, and intervention process (i.e., through a problem-solving process).	4	3	2	1	NO
g. Accesses information and technology resources to enhance data collection and decision making.	4	3	2	1	NO

Comments and Summary

<u>Domain 2: Consultation and Collaboration</u>	Rating				
a) Uses behavioral, mental health, collaborative and/or other consultation models.	4	3	2	1	NO
b) Promotes change at individual, classroom, building and/or district levels.	4	3	2	1	NO
c) Demonstrates positive interpersonal skills in professional interactions including capacity to: listen, adapt, address ambiguity, communicate clearly, be patient, and respect people from diverse groups.	4	3	2	1	NO
d) Collaborates effectively with others in planning and decision-making.	4	3	2	1	NO

Comments and Summary

<u>Domain 3: Intervention and Instructional Support Services to Develop Academic Skills</u>	Rating				
a) Employs a variety of assessment and data collection methods to develop learning goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.	4	3	2	1	NO
b) Links assessment data to the development of recommendations for instructional strategies based on knowledge of human learning processes and empirically supported interventions.	4	3	2	1	NO
c) Uses empirically supported strategies to enhance classroom, school, home, and community factors related to children's cognitive and academic skills.	4	3	2	1	NO
d) Monitors and evaluates implementation of services and student progress toward attaining learning goals.	4	3	2	1	NO

Comments and Summary

<u>Domain 4: Intervention and Mental Health Services to Develop Social and Life Skills</u>	Rating				
a) Uses knowledge of social and emotional development of children with different abilities, disabilities, strengths and needs in gathering data and developing appropriate behavioral, social, emotional, and learning goals.	4	3	2	1	NO

b) Formulates direct and indirect intervention strategies such as consultation, behavior management, and counseling for children to achieve these goals.	4 3 2 1 NO
c) Implements interventions to achieve identified behavioral, social, and emotional goals.	4 3 2 1 NO
d) Evaluates effectiveness of interventions that may include consultation, behavioral assessment/intervention, and counseling.	4 3 2 1 NO

Comments and Summary

<u>Domain 5: Diversity in Development and Learning</u>	Rating
a) Understands the effects of individual differences, abilities, disabilities and the influences of biological, social, cultural, ethnic, experiential, racial, socioeconomic, gender-related, and linguistic factors on children’s development and learning.	4 3 2 1 NO
b) Uses knowledge of the child in his/her context to plan and implement interventions to achieve learning and social/behavioral goals.	4 3 2 1 NO
c) Promotes awareness of and respect for individual differences and demonstrates knowledge of how cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs.	4 3 2 1 NO
d) Appreciates own racial, class, gender, cultural and other biases and potential impact of these biases on decision making, instruction, behavior, and long-term outcomes for students.	4 3 2 1 NO

Comments and Summary

<u>Domain 6: School-Wide Practices to Promote Learning</u>	Rating
a) Understands schools and communities as systems and works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments.	4 3 2 1 NO
b) Demonstrates knowledge of general education, special education, and other education related services, systems, and policies.	4 3 2 1 NO
c) In collaboration with others, uses data-based decision-making and evaluation methods to design, implement, and evaluate policies and practices in areas such as discipline, violence prevention, instructional support, staff training, program evaluation, transition plans, grading, retention, and home-school partnerships.	4 3 2 1 NO

Comments and Summary

<u>Domain 7: Preventive and Responsive Services</u>	Rating
a) Uses knowledge of human development and psychopathology to promote environments and services for children that enhance learning, mental and physical well-being, and resilience, and that prevent bullying, violence, and other risks.	4 3 2 1 NO

b) Contributes to the design, implementation, and evaluation of empirically supported practices and policies in areas such as discipline, instructional support, staff training, school transition, grading, and retention that promote student achievement and well-being.	4	3	2	1	NO
c) Contributes to prevention and/or early intervention programs that integrate home, school, and community resources to promote learning, well-being, and safety of children and their families.	4	3	2	1	NO
d) Contributes to crisis intervention and other responsive services as needed in collaboration with school personnel, parents, and the community.	4	3	2	1	NO

Comments and Summary

<u>Domain 8: Family-School Collaboration</u>	Rating				
a) Identifies diverse cultural factors, situations, and contexts that influence family—school—community interactions and addresses these factors when developing and providing services for families.	4	3	2	1	NO
b) In collaboration with others, designs and implements empirically supported practices and policies that promote family and school partnerships and enhance learning and mental health for all children.	4	3	2	1	NO
c) Works effectively to assist parents in supporting the academic and social/behavioral development of their children and to address parent concerns and issues.	4	3	2	1	NO
d) Demonstrates knowledge of school and community resources, and integrates these resources into planning and intervention for children.	4	3	2	1	NO

Comments and Summary

<u>Domain 9: Research and Program Evaluation</u>	Rating				
a) Uses research critically to identify and support the use of an intervention or to discuss how a lack of literature influences decision-making.	4	3	2	1	NO
b) Implements an intervention according to the evidence and information provided in research literature.	4	3	2	1	NO
c) Uses sound research to develop and evaluate service delivery improvements.	4	3	2	1	NO

Comments and Summary

<u>Domain 10: Legal, Ethical, and Professional School Psychology Practice</u>	Rating				
a) Practices according to the ethical, professional, and legal standards in school psychology.	4	3	2	1	NO
b) Advocates for the rights and welfare of children and families to advance social justice using knowledge of professional and legal/ethical standards.	4	3	2	1	NO

c) Uses supervision and mentoring to reflect upon and improve his or her practice.	4	3	2	1	NO
d) Maintains involvement in the profession through professional development.	4	3	2	1	NO

Comments and Summary

II. Professional Work Characteristics

Use the criteria below to rate the intern’s professional work characteristics:

Exemplary: The student demonstrates highly effective communication skills in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student maintains the highest ethical standards and respect for people from diverse backgrounds. As a professional, the student is mature, dependable, and will take the initiative when necessary.

Proficient: The student communicates effectively in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student behaves in an ethical manner and continues to develop appreciation for people from diverse backgrounds. The student is professional, mature, dependable, and will take the initiative when encouraged.

Need Improvement: The student experiences difficulty in one or more areas of communication in interpersonal relationships with children, teachers, parents, administrators, and/or community members. Within these relationships, the student strives to maintain ethical behavior and an awareness of issues that may arise as a result of diversity. The student is working to establish professional conduct in the face of personal challenges that affect maturity, flexibility, critical thinking, or initiative.

Warning: The student is often unable to communicate professionally in interpersonal relationships with children, teachers, parents, administrators, and community members. Within these relationships, the student struggles to maintain ethical behavior and awareness of issues that may arise as a result of diversity. The student’s attempts to establish professional conduct in areas such as maturity, flexibility, and initiative are insufficient.

Exemplary
(A+ or A)

Proficient
(A- or B+)

Developing
(B or B-)

Unsatisfactory
(C+ or below)

a) For the following, rate the student on the above criteria. Please type your response adjacent to each item.

- 1) Respect for human diversity:
- 2) Effective communication skills:
- 3) Effective interpersonal relations:

- 4) Ethical Responsibility:
 - 5) Adaptability:
 - 6) Initiative and dependability:
- b) Has the student been punctual and in regular attendance for the hours agreed upon for your setting?

If no, please explain:

III. Supervision

- a) Describe the intern’s use of supervisory sessions. This might include preparation, willingness to openly present work, acceptance of suggestions, clarity of suggestions, clarity of interpretation, awareness of personal reactions to children, etc.
- b) We would also appreciate a brief narrative. This is your opportunity as a supervisor to reflect upon your intern’s experience in order to share your ideas about her/his professional development. Please note particular assets and liabilities, and describe the progress, or obstacles to progress, in your intern’s work this semester.

Intern Name *Date*

Supervising Practitioner Name *Date*

University Supervisor Signature *Date*

PRE-SERVICE PERFORMANCE ASSESSMENT FORM FOR INTERNSHIP
Professional Standards: *See 603 CMR 7.08.*

Summary Decision for Pre-service Performance Assessment

School Psychologist candidate's Pre-service Performance Assessment in the internship meets the Professional Standards for School Psychologists: Yes No

Candidate (*sign*) _____ License _____

University Supervisor (*sign*) _____ Date _____

Supervising Practitioner (*sign*) _____ Date _____

Domain	Rating (from Year-end Evaluation)
1. Data based decision-making and accountability	
2. Consultation and collaboration	
3. Intervention and instructional support services to develop academic skills	
4. Intervention and mental health services to develop social and life skills	
5. Diversity in development and learning	
6. School-wide practices to promote learning	
7. Preventive and response services	
8. Family-school collaboration	
9. Research and program evaluation	
10. Legal, ethical, and professional school psychology practice	

4 = Exemplary 3 = Proficient 2 = Developing 1 = Unsatisfactory

For the following, rate the student on the above criteria. Please type **Exemplary, Proficient, Developing or Unsatisfactory** adjacent to each topic.

- 1) Respect for human diversity:
- 2) Effective communication skills:
- 3) Effective interpersonal relations:
- 4) Ethical Responsibility:
- 5) Adaptability:
- 6) Initiative and dependability: