School Psychology Program Handbook

Tufts University

Department of Education
Medford, Massachusetts
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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 within the Department of Education.

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, Research and Funding Opportunities, the Tufts University Bulletin, and the Department of Education website 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 and online resources (i.e. Tisch Library Website).

We want to alert you to several campus resources available to graduate students that are described in this Handbook as Academic and Personal Supports. These include the Academic Resource Center, Counseling Center, Africana Center, Women’s Center, Latinx Center, LGBTQ Center, Asian American Center, International Students Center, and Student Accessibility Services. Additionally, active writing support is provided for all students within the Department of Education.

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.

Wishing you all a wonderful year ahead,

Steve Luz-Altermann, Silas Pinto, Laura Rogers, Erin Seaton

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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.

**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.

**Museum Education Program** The Office of Graduate Studies at Tufts University offers a graduate-level certificate program in Museum Studies. This program consists of four courses and an internship. Although it does not lead to a graduate degree, courses taken as a certificate student can be applied to the graduate program in Museum Education if the student is admitted into the Master of Arts in Museum Education program.

**Educational Studies Program** In this program, students pursue critical scholarly inquiry into the powered dynamics that shape schooling and society, paying particular attention to institutional, legal, and cultural categories of race, gender, sexuality, and class.

**Science, Technology, Engineering, and Mathematics Education Program** The graduate program in STEM Education prepares students in mathematics, science, and engineering education research. It involves rich collaborations across several Tufts departments, schools, and research centers.

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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 graduation and completion of the internship, students are encouraged to become a Nationally Certified School Psychologist (NCSP).

3.1 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 abnormal psychology; a course in child, adolescent, or lifespan development; and a course in statistics,
research methods, or measurement in the social sciences. An undergraduate major in psychology satisfies all prerequisite course requirements.

### 3.2 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 and social justice 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.

### 3.3 Mission

Our mission is to prepare effective, self-aware, culturally responsive 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, and suburban 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.

3.4 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** as the foundation of a problem-solving process 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, multicultural, and social justice framework that exposes students to a broad spectrum of assessment and intervention techniques from various theoretical orientations.

3.5 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 responsive problem-solving. As students progress through the program, we expect them to:

• Address the needs of children, families, and schools with respect to issues of race, class, culture, ethnicity, gender, sexual orientation, and disability.

• Use problem-solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems, and policy levels.
• Demonstrate skills in the areas of assessment, collaborative problem-solving, prevention, mental health counseling, behavioral intervention, consultation, and program evaluation that are culturally informed.

• Evaluate 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.

• Engage in ethical, legal and responsible practice encompassing a moral and ethical commitment to addressing inequities in schools.

• Integrate coursework, field experiences, research skill, and technology into a developing knowledge base that informs practical solutions to school-based problems.

3.6 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 varied school systems where students complete their first two years of field experience. In addition, we have an ongoing initiative with the Step-UP program in Boston that offers special opportunities for work in urban schools. We also have affiliations with a range of urban rim and suburban placements, with students occasionally working in rural districts as well. 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 initial exposure to school-based practice to enhance their developing cultural responsiveness 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) in a school setting. 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. Internships may be pursued in any state, however, before applying for out-of-state placements, students will need to submit an application form, be in good standing
in the program, and receive approval from the Field Placement Coordinator prior to applying for an out-of-state placement. This policy is designed to support students in finding a site and supervisor that will best meet their needs and meet requirements for Tufts interns.

- 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 sensitive practice. A multicultural, social justice perspective, and a focus on diversity and culturally responsive practice inform course work throughout the curriculum.
## 4.1 Areas of Study

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<td>ED 236 School-Based Mental Health</td>
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<td>ED 253 Biological Bases of Behavior and Learning</td>
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<td>ED 254 Developmental Psychopathology</td>
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<td>ED 142 Education of the Exceptional Child</td>
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<td><strong>Measurement and Assessment</strong></td>
<td>ED 241 Foundations and Contemporary Practices in Psychoeducational Assessment</td>
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<td>ED 243 Assessment of Cognitive Abilities</td>
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<td>ED 246 Social, Emotional, and Behavioral Assessment</td>
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<td>ED 244 Assessment and Intervention for Learning Problems&lt;sup&gt;1&lt;/sup&gt;</td>
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<td><strong>School-Based Prevention and Intervention</strong></td>
<td>ED 140 Behavior Management in the Classroom</td>
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<td>ED 252 Group Dynamics in Educational Settings</td>
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<td>ED 256 Consultation in the Schools</td>
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<td>ED 249 Social Justice in Schools&lt;sup&gt;2&lt;/sup&gt;</td>
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<td><strong>Field-Based Learning in School Psychology</strong></td>
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<td>ED 257/258 Internship and Seminar</td>
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<sup>1</sup> ED 244 is an integrated course focusing on assessment for intervention.

<sup>2</sup> ED 249 is an integrated course focusing on issues of school psychology practice and intervention in contexts of cultural diversity.
4.2 Course Sequence by Year in School Psychology

(1 course credit equals 3 semester hours)

Year I

Fall Semester (5.5 course credits)

**ED 230** Foundations of Learning, Cognition, and Academic Intervention

**ED 237** Common Factors in Counseling: Initial Interviewing and Basic Clinical Skills

**ED 241** Foundations and Contemporary Practices in Psychoeducational Assessment

**ED 255** Professional Practice, Ethics, and the Law in School Psychology

**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 236** School-Based Mental Health

**ED 253** Biological Bases of Behavior and Learning in Educational Settings

**ED 140** Behavior Management in the Classroom

One course in Social and Cultural Foundations of Education (**ED 160 Series**)

**ED 221** First Year Seminar in School Psychology Practice (half course)

Summer I (2 course credits)

**ED 252** Group Dynamics in Educational Settings

**ED 274** Methods of School Psychology Research

Summer II (2 course credits as needed)

**ED 249** Social Justice in Schools

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 Interventions in Schools

**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

(2 course credits)

**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.

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

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<td>1: Culturally Responsive Practice&lt;br&gt;3: Clinical and Collaborative Skills (prevention)&lt;br&gt;4: Research and Evaluation</td>
<td>3, 6, 8, 9</td>
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<tr>
<td>ED 237 Common Factors in Counseling: Initial Interviewing and Basic Clinical Skills</td>
<td>1: Culturally Responsive Practice&lt;br&gt;2: Data-Based Decision Making&lt;br&gt;3: Clinical and Collaborative Skills (counseling)&lt;br&gt;5: Professional Practice, Ethics, and the Law</td>
<td>1, 4, 6, 8, 10</td>
</tr>
<tr>
<td>ED 241 Foundations &amp; Contemporary Practices in Psychoeducational Assessment</td>
<td>1: Culturally Responsive Practice&lt;br&gt;2: Data-Based Decision Making&lt;br&gt;3: Clinical and Collaborative Skills (assessment, interviewing, consultation)&lt;br&gt;5: Professional Practice, Ethics, and the Law</td>
<td>1, 3, 8, 10</td>
</tr>
<tr>
<td>ED 253 Biological Bases of Behavior in Educational Settings</td>
<td>1: Culturally Responsive Practice&lt;br&gt;3: Clinical and Collaborative Skills&lt;br&gt;4: Research and Evaluation</td>
<td>3, 4</td>
</tr>
<tr>
<td>ED 142 Education of the Exceptional Child</td>
<td>1: Culturally Responsive Practice&lt;br&gt;4: Research and Evaluation&lt;br&gt;5: Professional Practice, Ethics, and the Law</td>
<td>3, 4, 8, 9, 10</td>
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<tr>
<td>ED 221 First Year Seminar in School Psychology Practice</td>
<td>All Program Objectives and NASP Domains</td>
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<tr>
<td>ED 243 Assessment of Cognitive Abilities</td>
<td>1: Culturally Responsive Practice&lt;br&gt;2: Data-Based Decision Making&lt;br&gt;3: Clinical and Collaborative Skills (assessment, interviewing, consultation)&lt;br&gt;5: Professional Practice, Ethics, and the Law (social justice)</td>
<td>1, 3, 7, 8, 10</td>
</tr>
<tr>
<td>ED 236 School-Based Mental Health</td>
<td>1: Culturally Responsive Practice&lt;br&gt;3: Clinical and Collaborative Skills (prevention)&lt;br&gt;4: Research and Evaluation</td>
<td>4, 6, 7, 8</td>
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<tr>
<td>ED 249 Social Justice in Schools</td>
<td>1: Culturally Responsive Practice&lt;br&gt;2: Data-Based Decision Making&lt;br&gt;3: Clinical and Collaborative Skills (consultation)&lt;br&gt;4: Research and Evaluation</td>
<td>1, 6, 8, 9</td>
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| ED 274 Methods of School Psychology Research | 2: Data-Based Decision Making  
3: Clinical and Collaborative Skills  
4: Research and Evaluation | 1, 9 |
| ED 161 or ED 162 One course in the Social and Cultural Foundations of Education | 1. Culturally Responsive Practice  
5: Professional Practice, Ethics, and the Law | 5, 8 |
| ED 140 Behavior Management in the Classroom | 1: Culturally Responsive Practice  
3: Clinical and Collaborative Skills (prevention and intervention)  
6: Applying Knowledge to Solve Problems | 1, 2, 5, 6, 7 |
| 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 | 1, 5, 6, 10 |
| ED 252 Group Dynamics in Educational Settings | 3: Clinical and Collaborative Skills (prevention & intervention) | 6 |

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<td>All Program Objectives and NASP Domains</td>
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</table>
| ED 238 Advanced Approaches to Counseling: Cognitive-Behavioral Strategies in Schools | 1: Culturally Responsive Practice  
2: Data-Based Decision Making  
3: Clinical and Collaborative Skills (counseling interventions)  
5: Professional Practice, Ethics, and the Law | 1, 4, 6, 10 |
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<thead>
<tr>
<th>Second Year</th>
<th>Program Objectives</th>
<th>NASP Domains</th>
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| ED 246 Social, Emotional, and Behavioral Assessment | 1: Culturally Responsive Practice  
2: Data-Based Decision Making  
3: Clinical and Collaborative Skills (assessment, interviewing, consultation)  
5: Professional Practice, Ethics, and the Law (social justice) | 1, 2, 3, 4, 8 |
| ED 254 Developmental Psychopathology in Educational Settings; or CD 191 Developmental Psychopathology and Adaptation | 1: Culturally Responsive Practice  
2: Data-Based Decision Making  
3: Clinical and Collaborative Skills (assessment, interviewing, consultation)  
5: Professional Practice, Ethics, and the Law (social justice) | 1, 4, 8, 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 | 1, 2, 3, 4, 5 |
| ED 275 Seminar in Advanced School Psychology Research | 2: Data-Based Decision Making  
3: Clinical and Collaborative Skills (consultation/collaboration)  
4: Research and Evaluation | 1, 9 |
| ED 244 Assessment and Intervention for Learning Problems in the Classroom | 1: Culturally Responsive Practice  
2: Data-Based Decision Making  
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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. Academic prerequisites include: undergraduate coursework in abnormal psychology; a course in child, adolescent, or lifespan development; and a course in statistics research methods, or measurement in the social sciences. An undergraduate major in psychology satisfies all prerequisite course requirements. We strongly encourage previous work experience, paid or volunteer, with children, adolescents, or families in an educational or human services setting. Applicants must also arrange a shadowing experience with a practicing school psychologist to enhance their understanding of the professional roles and responsibilities before applying to the program. The deadline for applications is January 15. Admission is for the fall semester only. Instructions on how to apply and application forms are available on the Graduate School website.

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 300 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 alumnae, or a supervising practitioner individually interviews each applicant for approximately one half hour. Candidates are evaluated with respect to professional demeanor, 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, a supervising practitioner, and a current graduate student. Applicants are evaluated on their professional engagement, 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.

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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.

6.1 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 reaches out to the student 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 coursework has been completed, and that the portfolio has been submitted for review. 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.

### 6.2 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 is identified as not making expected progress toward meeting the program objectives either academically, at their field site, or for personal reasons, a remediation plan is developed with the student’s advisor to support the student and address the difficulties. The advisor conveys the remediation plan to the student. 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.

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Professional Licensure And National Certification

7.1 Licensure

Program faculty and department staff guide students throughout the program on the procedures to apply for a Massachusetts Educator License. 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 on the MTEL.
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.

7.2 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.

7.3 Waiver of School Psychology Program Requirements

Candidates with previous graduate-level 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 syllabuses, 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.
7.4  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. A passing score on this exam is not a requirement for program completion.

7.5  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.

7.6  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
- Massachusetts School Psychologists Association
- International School Psychology Association

7.7  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.

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Financial Support

8.1 Scholarships

Departmental tuition scholarships are awarded to nearly all incoming students based upon scholarly merit and financial need. These awards 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 and graduate school standards.

8.2 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 four hours weekly and are paid at an hourly rate.

8.3 Resident Proctors

A limited number of positions are available for both married and unmarried 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 mid-year severance of their affiliation with the university are not eligible.

8.4 Financial Aid

Information on other types of financial assistance, including various loan programs and work study, is available from Student Financial Services. Students seeking part-time work on campus should contact Student Employment, Dowling Hall.

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Graduate School Academic Policies

The Academic Policies section of this handbook is a statement of general principles and practices of the Graduate School of Arts and Sciences and the School of Engineering. To be informed of specific academic policies of your department or program, please consult your departmental or graduate program guidelines.

9.1 Academic Standing

This document describes the formal requirements for graduate students to remain in good academic standing. All graduate students are expected to remain in good academic standing. In order to remain eligible to continue in a degree, certificate, or post-baccalaureate program and/or to receive various types of financial assistance, including federal aid, a graduate student must maintain good academic standing and be making satisfactory progress toward the degree or certificate. The faculty has adopted the following statement relative to academic standing and degree progress.

Note: Honors standing is not given in the graduate school. The following are the minimum requirements; departments have the right to impose additional criteria for good academic standing.

1. To remain in good academic standing a student may have only one grade lower than B-, or one Unsatisfactory (U), or one Incomplete (I) that remains incomplete for more than one semester.

2. Credit will be awarded only to credit-granting courses that receive a grade of B- or better or satisfactory (S).

3. Options for making up a grade less than B- or a U must be discussed and approved by the department.

4. Courses for which a student receives a grade lower than B- may be retaken only once to achieve the credit. The original grade earned remains in the student’s record.

5. Incomplete grades must be completed in accordance with the Policy on Incompletes detailed in this handbook on page 6.

6. The completion of all degree requirements, such as comprehensive, qualifying, and language examinations, must take place within the time limits established by the respective departments or programs and the Graduate School of Arts and Sciences or the School of Engineering.
Deviation from any of the above requirements or the departmental or program requirements constitutes evidence that the student is making inadequate degree progress and is no longer in good academic standing. The student will be officially notified of their status and thereupon the student will be dismissed unless recommended otherwise by the department and an exception is granted by the appropriate dean. The student will be informed of the recommendation. Only the dean of the Graduate School of Arts and Sciences and the associate dean of the graduate programs in the School of Engineering may dismiss an enrolled graduate student. In general, dismissal occurs following review by and vote of the department’s graduate program committee. Students will be kept informed throughout these proceedings. Students may appeal the decision in writing, within ten days of receiving notification of dismissal, to the Graduate School of Arts and Sciences Dean’s Office or to the Dean of the School of Engineering. Please refer to the appropriate school’s website for more information regarding the appeals processes.

If an appeal or an exception is granted, the graduate director or the department chair will meet with the student to develop a plan and a timeline to return to good academic standing. The set plan and timeline must be communicated to the appropriate Dean’s Office.

Among the most common grounds for dismissal from the institution are the following:

- more than one grade not meeting the minimum standards described
- failure(s) to reach a departmental benchmark
- evidence that degree requirements will not be met within stated time limits
- academic dishonesty (more information on the Academic Integrity Policy is below)

### 9.2 Academic Integrity

Students are expected to meet the highest standards of academic integrity. Plagiarism, fabrication, falsification, cheating, and other acts of academic dishonesty, or abetting the academic dishonesty of another will result in sanctions and may lead to academic dismissal. The Tufts Academic Integrity Policy provides a primer on ethical academic work.

It also includes a description of computer ethics and the appropriate use of electronic resources. Students should familiarize themselves with the standards and policies outlined in this policy. Alleged violations of these policies will be considered and addressed within the Student Judicial Process.

### 9.3 Academic Grievances

Graduate students who are experiencing conflicts in their academic work may approach the Associate Dean of the Graduate School of Arts and Sciences for consultation on how to
address academic conflicts with faculty or with other graduate students in their departments. Various options for conflict management, including mediation, will be explored.

9.4 Policy on Incompletes

An incomplete may be awarded only if the student has done work in the course, the instructor judges the reasons for granting incomplete status to be valid, and the instructor determines that the work can be completed in the time specified on the Incomplete Contract Form. It is the responsibility of the student to request an incomplete before the due date of the required work and sign the contract with the instructor of the course.

If an incomplete is granted, all work in the course must be completed on or before the date six weeks after the first day of classes in the subsequent semester (fall or spring only; summer terms excluded). If the student has completed the work within the stated time, it will be evaluated without prejudice.

9.5 Residence Requirements

The residency requirement for doctoral students is one year of full-time study at Tufts. Tufts will not award the doctoral degree to students whose dissertation research or writing was performed at another institution, unless they were under the direct supervision of a Tufts-based faculty member.

For the School of Arts and Sciences master’s programs, the residency requirement is two terms of graduate study at Tufts.

For the School of Engineering master’s programs, the residency requirement is three semesters of graduate study at Tufts. For those students who contacted admissions by May 31, 2016 and transitioned into the one year master’s degree program or began their program in spring 2017, the residency requirement is two semesters of graduate study at Tufts.

9.6 Time Limitations for Completing Degrees

The School of Arts and Sciences master’s students must complete all degree requirements within five calendar years, except candidates for the M.F.A. degree, who must complete all degree requirements in two years. O.T.D. candidates must complete all degree requirements within five calendar years. A Ph.D. candidate may take up to seven calendar years to complete all degree requirements. Certificate students are expected to complete the certificate requirements within four years of starting the program.

The School of Engineering master’s students must complete all degree requirements within five calendar years unless they are enrolled in the one year master’s degree program or
began their program in spring 2017. Master’s students who contacted admissions by May 31, 2016 and transitioned into the one year master’s degree program or began their master’s degree program in spring 2017 must complete all degree requirements within five semesters or 2 1/2 calendar years. Part-time students in the one year master’s degree program must complete all degree requirements within five calendar years. A Ph.D. candidate may take up to seven calendar years to complete all degree requirements. Certificate students are expected to complete the certificate requirements within four years of starting the program.

9.7 Extension of Degree Time

A student should consider applying for an extension of time when actively working on program requirements and more time is needed to complete them, but the student is confident that the work will be completed within the additional year if the extension is approved. Students should not request an extension of time if substantial progress cannot be made. If an extension is granted it is expected that students keep on schedule to complete degree requirements. To request an extension of time to complete the degree requirements, a student must complete the Request for Extension of Time form and submit it to the department for approval. This request must include a progress report of work completed to date, as well as a timetable for finishing all requirements. (See appropriate form.) A statement from the student’s department chair and/or academic adviser must be submitted along with the request, addressing: 1) the practicality of the timetable submitted; and 2) the quality and current status of remaining requirements, including topics selected for projects, preliminary and qualifying review materials, theses, and dissertations. The student must then forward the request to the appropriate dean’s office. It should be noted that requests for an extension of time are not automatically approved and are granted only in unusual circumstances. Extensions of time are approved only for one year. If the extension of time is not approved, the student’s candidacy for the degree is terminated.

9.8 Leaves of Absence

There are three types of leaves available to graduate students, which are detailed below. Students who are on leave are not charged tuition and fees and are not eligible for stipends. Funding upon return cannot be guaranteed; please speak with your program graduate director if you have questions. Student loan borrowers will receive exit interview and repayment information and may be required to begin making loan payments while on leave. Students who are not in good academic standing when taking a leave must have an academic plan upon their return to enroll in classes. This plan must be approved by their academic adviser and the respective dean before return. Please see the policy on academic standing above. Students who are not in good academic standing are encouraged to discuss their academic situation with their adviser. Because leaves of absence can impact visa status and eligibility
to remain in the United States, international students who are considering taking a leave should contact the International Center before any leave is authorized. Personal leaves of absence directly jeopardize an international student’s ability to remain in the United States.

**Personal Leave**

Graduate students may apply for a personal leave of absence in SIS. Students who have not successfully completed one semester of graduate study are typically not eligible to take a leave of absence. Personal leaves of absence will not be granted for periods of time of more than one year. If the student’s request for a leave of absence is not approved, the student will be held to the original timetable for degree completion and, if time to degree completion has expired, the student’s candidacy for the degree is terminated.

**Parental Leave**

Graduate students may apply, in SIS, for a parental leave for one semester (fall or spring) for the birth or adoption of a child. The parent must be the primary caregiver of the child during the time of the leave. If granted, parental leave will not be counted toward the student’s time to degree. Students on approved parental leave can purchase the Tufts health insurance during the time of leave, with the understanding they will return from leave the following semester and continue use of Tufts health insurance.

International students should discuss parental leave with the International Center staff to ensure they maintain their immigration status without loss of benefits or violation of status. Parental leaves may be eligible for a medical reduced course load (0-2.5 credits) per semester for no more than 12 months. In order to qualify for a medical reduced course load you must consult with the International Center prior to requesting a parental leave through SIS.

**Medical Leave of Absence**

A Medical Leave of Absence is available for students who find it difficult to productively or safely manage demands of their academics, research, and campus life due to a health concern. The Dean of Student Affairs Office facilitates the medical leave process and approves medical leaves with input from the student’s treatment provider, who is either a University clinician or an outside clinician engaged in the care of the student. International Students who wish to request a medical leave should consult with both the Dean of Student Affairs Office and the International Center. Students are encouraged to discuss leave plans with their faculty adviser, academic department or dean.
Once the semester begins, an enrolled student interested in a medical leave must complete their request by the last day of classes that semester. A student may also take a medical leave prior to the beginning of the next semester if they have enrolled in courses but are unable to start classes.

Students on medical leave may not be on the Tufts campus, which means that they are typically unable to complete in-person coursework unless permission is granted by the Dean of Student Affairs Office. Additionally, students may not attend co-curricular activities at the University while on medical leave. This step ensures that students fully invest in addressing the health concern precipitating the leave.

The period of time a student is on a medical leave will not be counted toward the time the student is expected to complete the degree. However, students should work closely with their adviser and department to evaluate how a leave might impact their academic progress.

Please note that a student’s medical leave status will not appear on their academic transcript. Additionally, students who are on leave are not charged tuition and fees and are not eligible for stipends.

A medical leave is indefinite in duration in order to allow a student to fully attend to health-related issues. Students return from medical leave by petitioning the Health Accommodations and Medical Leave Committee. This committee will review the student’s re-entry materials to evaluate whether or not the individual is ready to resume their studies.

The Associate Dean of Student Affairs chairs the Health Accommodations and Medical Leave Committee, which may include the appropriate adviser, academic department representative or dean, member of the Dean of Student Affairs Office, Medical Director of Tufts Health Service, and designees from Counseling and Mental Health Services, Office of Equal Opportunity, Office of Residential Life and Learning, and Student Accessibility Services depending on the individual case. Cases reviewed by the committee include, but are not limited to:

- Requests to return from Medical Leave of Absence
- Requests for housing accommodations related to a documented disability (temporary or permanent), or a medical condition
- Requests to return from hospitalization

The medical leave protocol involves a number of steps. Understanding the financial and academic implications of any leave is important. Please know that Marisel Perez, Associate Dean of Student Affairs, will assist you in arranging your medical leave. You may reach Dean Perez at marisel.perez@tufts.edu or 617.627.3158.
9.9 Voluntary Withdrawal

Graduate students may voluntarily withdraw from their degree program at any time. Graduate students are encouraged to meet with their adviser and/or graduate program director before action is taken.

As with taking a leave, international students must contact the Office for International Students before withdrawing from a program. A withdrawal can be requested in SIS. Once withdrawn from a program, the student must apply for and be granted reinstatement to the program before being able to register. Please see the reinstatement section of this handbook for further details.

9.10 Reinstatement Policy

If a graduate student has not registered at Tufts for one or more semesters, or would like to return from leave but is not in good academic standing, and later decides to resume work in the degree program, he or she must be reinstated by the graduate school. In order to be reinstated, a student must request reinstatement from his or her academic program.

The Request for Reinstatement form must be completed and forwarded to the academic program for consideration. The student’s thesis or research adviser, the graduate program director, and the department chair must provide a statement supporting reinstatement and their signatures on the form. The signed form and supporting documentation should be forwarded to the Office of the Dean of the Graduate School of Arts and Sciences or the School of Engineering. A $350 reinstatement fee will be charged to all graduate students who re-enroll in the graduate school.

For Graduate School of Arts and Sciences students: If a student was in good academic standing when withdrawn and wishes to be reinstated, the reinstatement may be approved by the dean. If a student was not in good academic standing when withdrawn, or was withdrawn due to reaching the time limit for completion of degree, reinstatement requires approval by the Executive Committee. Reinstatement requests must be received by August 15, December 15, or April 15 to be considered for the following semester.

For School of Engineering students: Reinstatement will be a decision by the department and its graduate committee and will have to be approved by the associate dean of graduate engineering.

9.11 Transfer of Credit

Students in the Graduate School of Arts and Sciences and the School of Engineering may apply for transfer credit for graduate-level courses taken at Tufts or at other institutions.
(Certificate students and students in the public policy program may not transfer in courses taken outside of Tufts.) It is recommended that students apply for transfer credit at the beginning of their graduate program. **Students can request transfer of credit in SIS.**

Where semester hours are used, one 3 or 4-semester-hour course equals one Tuft credit, and one 2-semester-hour course equals one-half Tuft credit. Where quarter hours are used, one Tuft credit equals 5.25 quarter hours.

A maximum of two courses* (one for M.F.A. candidates) may be transferred and used to fulfill requirements for a graduate degree, subject to the following conditions. Credits transferred must:

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

These are minimum requirements for credits transferred. Departments have the right to impose additional criteria.

*Students previously enrolled in a Tufts certificate program may petition to transfer all credits required for the certificate into a Tufts graduate degree program.

Courses taken as a Tufts undergraduate student are not subject to the two-credit limitation provided the courses were formally reserved for graduate credit. In all cases, the transfer of courses must be approved by the department. Approved courses that meet all eligibility requirements will be posted on the graduate transcript.

Doctoral candidates may not transfer courses counted toward a master’s degree to their doctoral program. However, individual departments and programs may, at their discretion, accept these courses in order to reduce the number of courses required for the doctoral degree. No student will be allowed to graduate without formal department and program approval of the credits earned elsewhere. It is the student’s responsibility to obtain approval of the credits from the department or program prior to submitting the application for graduation.

### 9.12 Foreign Language Examinations

Several graduate programs have a foreign language requirement. Consult your department or program on how to satisfy this requirement.
Note: Graduate student tuition does not pay for summer courses taken in order to fulfill a language requirement or to prepare for a language exam. Students do not receive degree credit for such courses.

9.13 Advisers

Graduate students are assigned academic advisers and thesis or dissertation advisers by their departments. There are occasions when it is desirable for students to switch to a new adviser.

These changes are considered to be a standard practice so long as they conform to the policies and procedures of the department. Students may consult with the dean if questions arise about adviser assignments.

The faculty director of the graduate certificate program in most cases serves as the adviser of enrolled students.

9.14 Nondiscrimination Statement

Tufts does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including pregnancy, sexual harassment and other sexual misconduct including acts of sexual violence such as rape, sexual assault, sexual exploitation and coercion), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law.

Retaliation is also prohibited. Tufts will comply with state and federal laws such as M.G.L. c. 151B, Title IX, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and other similar laws that prohibit discrimination. More detailed Tufts policies and procedures on this topic may be found in the OEO Policies and Procedures Handbook. Unlawful discrimination has no place at Tufts University and offends the University’s core values that include a commitment to equal opportunity and inclusion. All Tufts employees, faculty members, students and community members are expected to join with and uphold this commitment. Information regarding support services for individuals who have experience any form of misconduct can be found on the OEO website.

Any member of the Tufts University community has the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: Jill Zellmer, MSW, Director of the Office of Equal Opportunity, Title IX and
504 Coordinator; at 617.627.3298 at 196 Boston Avenue, 3rd floor, Medford, MA or at jill.zellmer@tufts.edu. Anonymous complaints may also be made by reporting online at: tufts-oeo.ethicspoint.com or by using the hotline at 1.866.384.4277. As set forth in our policies, individuals may also file complaints with administrative agencies such as the U.S. Department of Education, Office for Civil Rights (“OCR”). The contact information for the local office of OCR is 617.289.0111 at Office for Civil Rights, Boston Office U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921. The email address for OCR is OCR.Boston@ed.gov.

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Department of Education Policy on Academic Standing

More than one B- on a transcript: The Graduate School requires students to complete all courses taken for credit with the grade of B- or better. The department expects students to complete all courses taken for credit with the grade of B or better. A grade of B- is considered a possible warning that a student may be struggling with the academic demands of their program. If a student receives more than one B-, 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 below a 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 in any 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.

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**Graduate School Registration Policies**

Continuous Enrollment Policy Graduate students must be enrolled (registered), or on an approved leave of absence, for every academic-year semester between matriculation and graduation. Students should register during the early registration periods in November and April. The university reserves the right to withhold registration for any student having unmet financial or health services obligations. Students who fail to register by the end of the second week of classes will be administratively withdrawn and subject to a $350 reinstatement fee.

**11.1 Degree-only Status**

If a student has registered for all required courses, including thesis research (295, 296) or dissertation research (297, 298), the student must register for a course designation that indicates that only thesis, project, master’s exhibition, or dissertation-related work, whether part-time or full-time, is being pursued.

Master’s candidates must register for course 401-PT (part-time) or 402-FT (full-time) in their department and doctoral candidates must register for course 501-PT (part-time) or 502-FT (full-time) in their department. Graduate students may declare full-time status of thirty-five hours per week (402 or 502) with their adviser’s concurrence.

**11.2 Enrollment Status**

Graduate students are responsible for maintaining enrollment status at Tufts. Federal regulations require students to be enrolled (registered) full-time or half-time in order to receive and/or defer student loans. Tufts provides information regarding student enrollment status to lenders via the National Student Loan Clearinghouse and is required by law to return funds for students who do not maintain a minimum of half-time enrollment status. Enrollment status is either full-time, half-time, or part-time as defined below:
**Full-time**: Three (3) or more course credits; Two (2) course credits and a teaching or research assistantship (must also register for 405-TA or 406-RA) or registration as a full-time continuing student (402/502) working on a thesis, dissertation, project, or internship.

**Half-time**: Two (2) course credits; One (1) course credit with a teaching or research assistantship.

**Part-time**: One (1) course credit or registration as a part-time continuing student (401/501).

### 11.3 Cross-Registration and Graduate School Consortium

During the academic year, full-time graduate students may take one course per semester through cross-registration agreements with Boston College, Boston University, and Brandeis University. A full-time graduate student at Tufts University may also enroll for two graduate courses during any semester at the Fletcher School of Law and Diplomacy, the Friedman School of Nutrition Science and Policy, and the Sackler School of Graduate Biomedical Sciences. Cross registration is possible on a space available basis. M.F.A. students may cross-register for a maximum of two (2) courses (total) with adviser approval. 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. Cross registration is not permitted in any summer school. Courses satisfactorily completed (B- or better) at one of the three consortium schools (Graduate School of Arts and Sciences at Boston College, Boston University, and Brandeis University) automatically appear on the student’s Tufts transcript and may be counted toward degree requirements.

A student at Tufts University who wishes to enroll in a graduate course at one of the host institutions should obtain the permission of the Tufts departmental graduate director and a registration permit from the Student Services center in Dowling Hall and present it to the graduate registrar of the host institution. The host institution reserves the right to terminate the student’s participation at that institution at any time.

Another consortium relationship is with Women, Gender, and Sexuality Studies at MIT. This consortium relationship is limited to the specific area of Women, Gender, and Sexuality Studies. For information about course offerings and application materials, go to web.mit.edu/gcws.

### 11.4 Audits

Students may arrange with an instructor to sit in on a course, but this course will not appear on the academic record.
11.5 Dropping a Course

A course for which a student has registered remains on the record unless it has been dropped within the first five weeks of the term. Courses that are dropped after the fifth week but prior to the last day of classes will carry the grade of W and remain on the transcript.

11.6 Grades

Grades of scholarship are expressed by one of the following letters:

A Superior work
B Meritorious work
C Not acceptable for graduate credit
D Not acceptable for graduate credit
F Failure
P Not acceptable for graduate credit

S, U Grades of S (Satisfactory) and U (Unsatisfactory) may be given by the instructor in special topics courses, courses in supervised teaching, research courses, certain graduate colloquia, certain professional development courses such as GIFT and GREAT, and thesis and dissertation courses. The following symbols are also used:

I Incomplete: an indication that more time will be allowed to complete the work, specifically within six weeks of the first day of classes in the subsequent semester (fall or spring only; summer terms excluded).
W Withdrawn: an indication that a student has been permitted to withdraw from a course after the fifth week of a semester, but no later than the last day of classes.
Y Work not scheduled for evaluation during the current term.

11.7 Changes in Course Grades: Statute of Limitations

Effective education requires timely and objective evaluation of students’ academic work, using clear, standard, fair and public criteria. Such standards should be listed in the course syllabus. While criteria differ across disciplines and faculty, and while the ultimate responsibility for setting standards and evaluating performance rests with departments and individual faculty, submitted grades are final and not subject to negotiation. Exceptions are limited to correcting clerical and calculation errors, and correcting deviations from stated criteria. Students have the right to know the basis of a grade, and faculty should be open
to that post-semester conversation. Following such conversation, students who believe that an error or deviation remains may appeal to the department chair and, if necessary, subsequently to the Dean of the Graduate School of Arts and Sciences, or to the Associate Dean of the School of Engineering.

Health Service Requirements Prior to initial registration, all graduate students must complete an online medical history and provide proof of required immunizations. Those with missing or incomplete health reports will not be allowed to register.

Field Experiences

12.1 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. Additionally, over the three years of field experiences, students must meet each of the following conditions, which we refer to as the “2-2-2 model”.

- The field experiences must include at least two different school sites
- The field experiences must involve work in at least two different levels (elementary, middle, or high school)
- The student must work with at least two different supervisors
12.2 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 responsive 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 encouraged and 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 pre-practicum and thirteen courses, students are awarded the master’s 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 expose 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
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 236** School-Based Mental Health
- **ED 237** Common Factors in Counseling: Initial Interviewing and Basic Clinical Skills
- **ED 241** Foundations and Contemporary Practices in Psychoeducational Assessment
- **ED 243** Assessment of Cognitive Abilities
- **ED 249** Social Justice in Schools
- **ED 252** Group Dynamics in Educational Settings
- **ED 253** Biological Bases of Behavior and Learning in Educational Settings
- **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 responsive 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:
1. regular and special education classrooms providing different levels of intervention
2. the supervising practitioner administering assessment instruments
3. the supervising practitioner in consultations with school personnel, parents, and students
4. an I.E.P. team meeting and student support team meetings
5. a school building level committee meeting

In addition:

6. students should become familiar with the information found in school records
7. students should become familiar with the continuum of interventions available for students with school-based problems
8. 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 data
(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 two years of employment at the field site. The coordinator of field placements is 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 responsive 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 responsive 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. Students must be approved for their practicum at the end of their first year.

12.3 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 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 problem-solving, assessment, intervention, consultation, and data-based decision making. 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), childhood psychological disorders (ED 254), and advanced research methods (ED 275) are offered concurrently with the practicum. Practicum students should have developed a beginning knowledge base in school psychology following the completion of 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 Strategies in Schools
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:

- **Mental Health 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-time 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 meets individually with 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. At 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.
12.4 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, she or they demonstrate increasing competency in problem-solving, assessment, intervention, consultation, and data-based decision making over a wide range of situations.

Internship sites must be approved by 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 in ED 257-258: Internship in School Psychology.

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 or their 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, he or they demonstrate increasing competency in problem-solving, assessment, intervention, consultation, and data-based decision making 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. Interventions and Instructional Support to Develop Academic Skills
4. Interventions and Mental Health Services to Develop Social and Life Skills
5. School-Wide Practices to Promote Learning
6. Preventive and Responsive Services
7. Family-School Collaboration Services
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional 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 bi-weekly 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 supervisor 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 ten 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. Additionally, each intern participates in a NASP style panel on campus where they present one of their case studies, a project or training developed during the internship, or discussion of a practice niche established at the site.

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.

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Portfolio Guidelines

13.1 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 draws upon the student’s experiences as they begin the process of developing culturally responsive practices. 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 or their 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 by providing written annotations. 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.

### 13.2 The First Year Portfolio

#### Purpose

During the first year, students are expected to begin to explore deeply the first of the six program objectives, responsiveness in “addressing the needs of children, families, and schools with respect to issues of race, class, gender, culture, language, ethnicity, religion, sexual orientation, and disability.” While this is a career long, indeed life-long task, presenting one with both immediate and ongoing challenges, by the end of their first-year students should be thinking critically about their role as culturally sensitive practitioners.

To illustrate this growth in multicultural responsiveness, each first-year student will assemble a portfolio that documents progress toward achieving this objective over the course of the year. This portfolio should be a highly individualized, representative collection of work that focuses upon increasing awareness of culturally responsive practice and advocacy for social justice. During the final weeks of the second summer session, students will present the portfolio to their faculty advisor through a conversation about the students’ growth and development in the area of culturally responsive practice and the five other program objectives. Students should prepare for this conversation ahead of time and plan to speak about specific examples of developing self-awareness, knowledge, skills, and actions.

#### Content

The required elements of the portfolio:

1. The “Circles of Influence” paper assigned in ED 249 composed of a series of reflections on one’s major life influences and contributions to one’s identity, including, but not limited to ethnicity, gender, race, class, religion, and sexual orientation.

2. Safe Space assignment.

3. One other assignment to demonstrate growth and progress over the past year (for example a paper from a Foundations course or ED142).

4. A self-assessment of multicultural competence completed at the beginning of the year and repeated at the end of the year.
5. A comprehensive year-end self-reflection focused upon the student’s overall progress toward becoming culturally responsive and also addressing the student’s individual goals for the practicum year. This should address:

(a) Ongoing issues in the development of cultural sensitivity and the awareness of diversity, and an assessment of strengths, and areas in need of improvement.

(b) Students should be prepared to speak about how their experiences over the past year (in classes, in the pre-practicum, in life) have influenced their self-awareness, knowledge, skills, and possibly actions.

i. Examples of shifts in self-awareness might include references to journal entries, process notes from a counseling case, sequential drafts of an assessment report, reflections upon ‘critical incidents,’ and shifting thinking in areas such as defensiveness, gender identity attitudes, racial identity attitudes, or differential power status in counseling or assessments.

ii. Examples of deepening knowledge might be reflected in: final papers or 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.

iii. Growing skills could include initiatives taken at the pre-practicum site demonstrating increased leadership, providing education or training to others, and investing in or renewing commitments to civic or community involvements and actions.

**Evaluation**

The first-year portfolio is used to evaluate the student’s readiness to move forward to the practicum. When presenting the first-year portfolio, students are evaluated on cultural responsiveness, self-reflective capacity, effective written communication, and effective oral communication. An acceptable review of the portfolio is required for entry into the second year of the program.

We will schedule individual half hour meetings with each student before the end of the 2nd summer session for the presentation and collection of your portfolios. The half hour will be structured as follows:

- 10 minutes of presentation
- 10 minutes of questions, comments, engagement and discussion
- 10 minutes to discuss next year in terms of your personal learning goals for the program and your practicum placement, and to review your individual progress regarding the remaining program objectives over the course of the first year.

During the presentation students may share the struggles, triumphs, hopes, fears, and challenges of their growth and development as a culturally responsive and reflective practitioner. Students should offer a formal, yet personal, reflection on emerging cultural sensitivity.

This can focus upon your developing awareness, knowledge, skills/potential actions, social justice, and advocacy perspectives, as they inform your work with a variety of children and adults in school settings, and/or your personal growth in any of these areas. If you choose, you may use items from your portfolio to illustrate the changes you are attempting to describe. These ten minutes are yours to organize in any manner that you feel will best allow you to convey to us your ideas and experiences over the course of this year in becoming a more culturally responsive practitioner. While we hope this will be an opportunity for you to express yourself in an authentic way, a thoughtful presentation requires preparation! Your advisor will give you feedback on your presentation and your portfolio. Please be sure to clarify with your advisor how this feedback will be conveyed to you.

### 13.3 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.

**13.4 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 beginning 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 to Develop Academic Skills
4. Intervention and Mental Health Services to Develop Social and Life Skills
5. School-Wide Practices to Promote Learning
6. Preventive and Responsive Services
7. Family-School Collaboration Services
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional 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.

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14.1 Appendix A

Supervising Practitioner Year-End Evaluation of Pre-Practicum

**SUPERVISING PRACTITIONER YEAR-END EVALUATION**
Return by June 1st

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Student Name:
Supervising Practitioner Name:
Position:
School:

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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.
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).
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:

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
14.2 Appendix B

School Psychology Program, INTERNSHIP

Supervising Practitioner Year-End Evaluation of Practicum

SUPERVISING PRACTITIONER YEAR-END EVALUATION

Return by last class meeting of spring semester.

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. To successfully complete the Internship, all Interns must achieve a rating of Proficient (3) or higher in all skills rated. If an Intern does not achieve this level of proficiency at the time this spring semester evaluation is completed, the University Supervisor, the Supervising Practitioner, and the Intern will develop a written plan designed to assist the Intern in becoming proficient by the end of the school year.

I. Domains of School Psychology Training and Practice

Please rate the intern on the following elements of practice within each domain to reflect his/her performance while under your supervision this term. Use the following 4-point scale to rate the intern on each element as described.

(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. Interns must achieve a rating of proficient or higher in all elements assessed in order to successfully complete the internship. (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)

<table>
<thead>
<tr>
<th>Domain 1: Data-based Decision-making and Accountability</th>
<th>Rating</th>
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<tbody>
<tr>
<td>a) Demonstrates ability to administer, score, and interpret varied methods of assessment (including formal and classroom based measures of learning).</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>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 strengths and learning problems.</td>
<td>4 3 2 1</td>
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4 = Exemplary 3 = Proficient 2 = Developing 1 = Unsatisfactory
School Psychology Program, INTERNSHIP

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

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
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
e) Evaluates the outcome of interventions and services to document their effectiveness and positive impact. 4 3 2 1
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
g) Accesses information and technology resources to enhance data collection and decision making. 4 3 2 1

Comments and Summary Rating

Domain 2: Consultation and Collaboration

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<tbody>
<tr>
<td>a) Demonstrates knowledge and skill in using behavioral, mental health, collaborative and/or other consultation models. 4 3 2 1</td>
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<tr>
<td>b) Demonstrates understanding of the role of the consultant as contrasted with other professional roles and communicates this effectively. 4 3 2 1</td>
</tr>
<tr>
<td>c) Promotes change at individual, classroom, family, building and/or district levels. 4 3 2 1</td>
</tr>
<tr>
<td>d) Applies psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services 4 3 2 1</td>
</tr>
<tr>
<td>e) Collaborates effectively with others in planning, problem-solving and decision-making. 4 3 2 1</td>
</tr>
<tr>
<td>f) Collaborates effectively in promoting and implementing behavioral health services with other school personnel (e.g., school nurse, school counselors, teachers, administrators, etc.) and families. 4 3 2 1</td>
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<tr>
<td>g) Collaborates effectively with parents and guardians in identifying and meeting the needs of their students, and in evaluating outcomes. 4 3 2 1</td>
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Comments and Summary Rating

Domain 3: Intervention and Instructional Support Services to Develop Academic Skills

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<tr>
<td>a) Demonstrates knowledge of: i) biological, cultural, and social influences; and ii) cognitive, and developmental processes, on academic skills. 4 3 2 1</td>
</tr>
<tr>
<td>b) In collaboration with others, 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</td>
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</tbody>
</table>
c) Links assessment data to the development of recommendations for instructional strategies based on knowledge of human learning processes and empirically supported interventions.  
Rating: 4 3 2 1

d) Uses empirically supported strategies to enhance classroom, school, home, and community factors related to children's cognitive and academic skills.  
Rating: 4 3 2 1

e) Monitors and evaluates implementation of services and student progress toward attaining learning goals.  
Rating: 4 3 2 1

**Comments and Summary Rating**

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<tr>
<th>Domain 4: Intervention and Mental Health Services to Develop Social and Life Skills</th>
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<tbody>
<tr>
<td>a) Uses knowledge of biological, cultural, social and developmental influences upon children with different abilities, disabilities, strengths and needs in gathering data and developing appropriate behavioral, social, emotional, and learning goals to enhance mental health.</td>
<td>4 3 2 1</td>
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<tr>
<td>b) In collaboration with others, formulates direct and indirect intervention strategies such as consultation, behavior management, and counseling for children to achieve these goals and promote optimal social-emotional functioning and mental health.</td>
<td>4 3 2 1</td>
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<tr>
<td>c) Implements evidence-based interventions to support socialization and achieve identified behavioral, learning, social, and emotional goals.</td>
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<tr>
<td>d) Evaluates effectiveness of interventions that may include consultation, behavioral assessment/intervention, and counseling by sharing outcome data with key stakeholders and collaboratively refining interventions as necessary.</td>
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**Comments and Summary Rating**

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<tr>
<th>Domain 5: School-Wide Practices to Promote Learning</th>
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<tr>
<td>a) Demonstrates knowledge of: i) school and systems structure, organization, and theory; ii) general education, special education, and other education related services, systems, and policies; iii) technology resources; and iv) evidence-based school practices that promote academic outcomes, learning, social development, and mental health.</td>
<td>4 3 2 1</td>
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<tr>
<td>b) Uses this knowledge to understand 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.</td>
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c) Displays the requisite skills to develop and implement practices and strategies within and across systems to promote learning and well being for children and others.  

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d) In collaboration with others and within an MTSS framework, 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.  

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**Comments and Summary Rating**

**Domain 6: Preventive and Responsive Services**

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**a)** Demonstrates knowledge of: i) principles and research related to resilience and risk factors in learning and mental health; ii) services in schools and communities to support multitiered prevention; and iii) evidence-based strategies for effective crisis response.

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**b)** Uses this knowledge to promote environments and services for children that enhance learning, mental and physical well-being, safety, and resilience.

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**c)** Contributes with others to a school-based needs assessment and to the design, implementation, and evaluation of empirically supported practices and policies to promote student behavioral health.

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**d)** 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.

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**e)** Contributes to crisis intervention and other responsive services as needed in collaboration with school personnel, parents, and the community.

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**f)** Employs the requisite skills incorporating protective and adaptive factors to implement school climate measures to prevent bullying, violence, harassment, discrimination, and other risks.

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**Domain 7: Family-School Collaboration**

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**a)** Possesses knowledge of: i) principles and research related to family systems, strengths, needs, and culture; ii) evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and iii) methods to develop collaboration between families and schools.

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<tr>
<td>b)</td>
<td>Identifies cultural and linguistic factors and contexts that influence family—school—community interactions and addresses these factors when developing and providing services for families.</td>
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<tr>
<td>c)</td>
<td>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.</td>
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<tr>
<td>d)</td>
<td>Considers all parents as experts on their children and collaborates with them in promoting the academic, social, and behavioral development of their children.</td>
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<tr>
<td>e)</td>
<td>Knows school and community resources and integrates these resources into planning and intervention for children, and to address parental concerns and issues.</td>
</tr>
<tr>
<td>f)</td>
<td>Works with others to evaluate the effectiveness of services intended to be culturally responsive.</td>
</tr>
<tr>
<td>g)</td>
<td>Facilitates family/school partnerships that engage with community services for the enhancement of academic, social, and behavioral outcomes for children.</td>
</tr>
</tbody>
</table>

**Comments and Summary**

**Domain 8: Diversity in Development and Learning**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>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.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>b)</td>
<td>Uses knowledge of the child in his/her context to plan and implement interventions to achieve learning and social/behavioral goals.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>c)</td>
<td>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.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>d)</td>
<td>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.</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Comments and Summary Rating**

**Domain 9: Research and Program Evaluation**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
b) Exhibits skill in using this knowledge to evaluate and apply research as a foundation for service delivery.  
   | 4 | 3 | 2 | 1 |

c) Can identify and support the use of an intervention or critically discuss how a lack of literature influences decision-making.  
   | 4 | 3 | 2 | 1 |

d) In collaboration with others, uses various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.  
   | 4 | 3 | 2 | 1 |

e) Implements an intervention according to the evidence and information provided in research literature.  
   | 4 | 3 | 2 | 1 |
f) Uses sound research to develop and evaluate service delivery improvements.  
   | 4 | 3 | 2 | 1 |

Comments and Summary Rating

<table>
<thead>
<tr>
<th>Domain 10: Legal, Ethical, and Professional School Psychology Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Practices according to the ethical, professional, and legal standards in school psychology.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>b) Advocates for the rights and welfare of children and families to advance social justice using knowledge of professional and legal/ethical standards.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>c) Identifies ethical dilemmas in school psychology practice and addresses these in supervision effectively.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>d) Determines which ethical principles apply to particular situations or dilemmas.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>e) Acts on the basis of ethical decisions and reflects on the outcomes.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>f) Maintains involvement in the profession through professional development.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Comments and Summary Rating

<table>
<thead>
<tr>
<th>Overall Evaluation of Intern in Each Domain</th>
<th>Summary Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: Data-Based Decision Making</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Domain 2: Consultation and Collaboration</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Domain 3: Intervention and Instructional Support Services to Develop Academic Skills</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Domain 4: Intervention and Mental Health Services to Develop Social and Life Skills</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Domain 5: School-Wide Practices to Promote Learning</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Domain 6: Preventive and Responsive Services</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Domain 7: Family-School Collaboration</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Domain 8: Diversity in Development and Learning</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Domain 9: Research and Program Evaluation</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

4 = Exemplary  3 = Proficient  2 = Developing  1 = Unsatisfactory
Domain 10: Legal, Ethical, and Professional School Psychology Practice

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.

**Developing:** 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.

**Unsatisfactory:** 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.

<table>
<thead>
<tr>
<th>Exemplary (A+ or A)</th>
<th>Proficient (A- or B+)</th>
<th>Developing (B or B-)</th>
<th>Unsatisfactory (C+ or below)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Work Characteristics</strong></td>
<td><strong>Rating</strong></td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Demonstrates professional interpersonal skills in interactions including listening, adapting, addressing ambiguity, being patient, and respecting others.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates respect for human diversity and interest in the experiences of others.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses supervision and mentoring to reflect upon and improve his or her practice.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accesses information and technology resources to enhance professional performance.</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Demonstrates success in managing professional responsibilities in a timely, detail-oriented manner.  

| 4 | 3 | 2 | 1 |

Seeks new learning opportunities and participates effectively in field-based professional development activities.  

| 4 | 3 | 2 | 1 |

Effectively integrates knowledge and professional skills in all domains of practice when providing services.  

| 4 | 3 | 2 | 1 |

a) Has the intern 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: [Name]  
Date: [Date]  

Supervising Practitioner Name: [Name]  
Date: [Date]  

University Supervisor Signature: [Signature]  
Date: [Date]
SPRING SEMESTER GRADE
Return by last class meeting of spring semester.

To: Supervising Practitioners
Subject: Spring Semester Grade

Please use the scale below to evaluate your third year internship student for the spring. We must have your grade by the last class meeting of the spring semester in order to meet the University deadline. Please return this form to the intern’s university supervisor.

Thank you for your cooperation

Using the following criteria, please enter your grade below:

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A+ or A)</td>
<td>(A- or B+)</td>
<td>(B or B-)</td>
<td>(C+ or below)</td>
</tr>
</tbody>
</table>

Grade

Intern Name

Supervising Practitioner Name

Supervising Practitioner Signature  Date

Please note: The Massachusetts Candidate Assessment of Performance must also be signed and submitted to the University Supervisor with this evaluation and grade form.
14.3 Appendix C

Supervising Practitioner Year-End Evaluation of Internship

SUPERVISING PRACTITIONER YEAR-END EVALUATION
Return by last class meeting of spring semester.

Student Name:
Supervising Practitioner Name:
Position:
School:

This year-end evaluation is for the purpose of rating the intern’s performance in the domains of school psychology training and practice and professional work characteristics.

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 - Exemplary: The intern demonstrates professional level competency in this activity and can perform tasks without supervision.

3 - Proficient: The intern demonstrates entry-level competency in this activity and requires minimal additional experience and supervision.

2 - Developing: 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

1 - Unsatisfactory: The intern demonstrates insufficient competency in this activity.

NO: The intern has had no opportunity to practice or develop competence in this activity.
## I. General Practice

### Broad-spectrum Skills

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates professional interpersonal skills in interactions including listening, adapting, addressing ambiguity, communicating clearly, being patient, and respecting people from diverse groups.</td>
</tr>
<tr>
<td>3</td>
<td>Uses supervision and mentoring to reflect upon and improve his or her practice.</td>
</tr>
<tr>
<td>2</td>
<td>Promotes change at individual, family, group and/or system levels.</td>
</tr>
<tr>
<td>1</td>
<td>Accesses information and technology resources to enhance data collection and decision-making.</td>
</tr>
<tr>
<td></td>
<td>Collaborates effectively with others in all aspects of practice (direct service, consultation, and systems-level review and development) and with all stakeholders.</td>
</tr>
<tr>
<td></td>
<td>Evaluates progress and response to services to improve intervention effectiveness.</td>
</tr>
<tr>
<td></td>
<td>Monitors and evaluates implementation of services delivered and monitors student progress.</td>
</tr>
</tbody>
</table>

### Additional Comments:

## II. Domains of School Psychology Training and Practice

### Domain 1: Data-based Decision-making and Accountability

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Uses appropriate systematic and comprehensive processes to collect data and other information when identifying and analyzing problems.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates ability to administer, score, and interpret varied methods of assessment (including formal and classroom based measures of learning).</td>
</tr>
<tr>
<td>2</td>
<td>Translates results into empirically-based decisions.</td>
</tr>
<tr>
<td>1</td>
<td>Presents case information in way that flows logically through the referral, evaluation, and intervention process (i.e., through a problem-solving process).</td>
</tr>
</tbody>
</table>

### Evidence:

4 = Exemplary 3 = Proficient 2 = Developing 1 = Unsatisfactory
### Domain 2: Consultation and Collaboration

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

- **a)** Uses behavioral, mental health, collaborative and/or other consultation models.
- **b)** Applies psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services.
- **c)** Collaborates effectively with others in planning, problem-solving, and decision-making processes.

### Domain 3: Intervention and Instructional Support Services to Develop Academic Skills

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

- **a)** Links assessment data to recommendations for instructional strategies.
- **b)** Uses empirically supported strategies to enhance classroom, school, home, and community factors related to children's cognitive and academic skills.
- **c)** Implements services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation and other evidence-based practices.

### Domain 4: Intervention and Mental Health Services to Develop Social and Life Skills

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

- **a)** Uses knowledge of social and emotional development of children to develop appropriate behavioral, social, emotional, and learning goals.
- **b)** Formulates direct and indirect intervention strategies such as consultation, behavior supports, and counseling for children to achieve these goals.
- **c)** Implements interventions to achieve behavioral, social, and emotional goals at the universal, targeted, and intensive levels to enhance mental health, socialization, and learning.

Evidence:

4 = Exemplary   3 = Proficient   2 = Developing   1 = Unsatisfactory
School Psychology Program, INTERNSHIP

<table>
<thead>
<tr>
<th>Domain 5: School-Wide Practices to Promote Learning</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>4 3 2 1 NO</td>
</tr>
<tr>
<td>b) Demonstrates knowledge of general education, special education, and other education related services, systems, and policies.</td>
<td>4 3 2 1 NO</td>
</tr>
<tr>
<td>c) Creates and maintains effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services.</td>
<td>4 3 2 1 NO</td>
</tr>
<tr>
<td>d) Contributes to the development of school policies, regulations, services, and accountability systems to ensure effective services for all children.</td>
<td>4 3 2 1 NO</td>
</tr>
</tbody>
</table>

Evidence:

<table>
<thead>
<tr>
<th>Domain 6: Preventive and Responsive Services</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Uses knowledge of human development and psychopathology to enhance learning, mental and physical well-being, resilience, and the prevention of bullying, violence, and other risks.</td>
<td>4 3 2 1 NO</td>
</tr>
<tr>
<td>b) Contributes to prevention and/or early intervention programs that integrate home, school, and community resources.</td>
<td>4 3 2 1 NO</td>
</tr>
<tr>
<td>c) Participates in crisis intervention and other responsive services as needed in collaboration with school personnel, parents, and the community.</td>
<td>4 3 2 1 NO</td>
</tr>
</tbody>
</table>

Evidence:

<table>
<thead>
<tr>
<th>Domain 7: Family-School Collaboration</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Identifies diverse cultural factors, situations, and contexts that influence family—school—community interactions and addresses these factors when developing and providing services for children and their families.</td>
<td>4 3 2 1 NO</td>
</tr>
<tr>
<td>b) Works effectively to assist guardians in supporting the academic and social/behavioral development of their children and to address guardian concerns and issues.</td>
<td>4 3 2 1 NO</td>
</tr>
<tr>
<td>c) Demonstrates knowledge of school and community resources, and integrates these resources into planning and intervention for children.</td>
<td>4 3 2 1 NO</td>
</tr>
</tbody>
</table>

Evidence:
### Domain 8: Diversity in Development and Learning

<table>
<thead>
<tr>
<th>Rating</th>
<th>Domain 8: Diversity in Development and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 3 2 1 NO</td>
<td>a) Understands potential impacts of own racial, class, gender, religious, political, ethnic, cultural and other biases on decision making, instruction, behavior, and long-term outcomes for students.</td>
</tr>
<tr>
<td>4 3 2 1 NO</td>
<td>b) Understands the effects of individual differences, abilities, disabilities and the influences of biological, social, cultural, ethnic, experiential, racial, socioeconomic, religious, political, sexual identity, gender, and linguistic factors on children’s development and learning.</td>
</tr>
<tr>
<td>4 3 2 1 NO</td>
<td>c) Advocates for social justice.</td>
</tr>
</tbody>
</table>

**Evidence:**

### Domain 9: Research and Program Evaluation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Domain 9: Research and Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 3 2 1 NO</td>
<td>a) Uses research critically to identify and support interventions; aware of how a lack of literature influences decision-making.</td>
</tr>
<tr>
<td>4 3 2 1 NO</td>
<td>b) In collaboration with others, participates in research and/or program evaluation.</td>
</tr>
<tr>
<td>4 3 2 1 NO</td>
<td>c) Uses sound research to develop and evaluate service delivery improvements at the universal, targeted, and intensive levels.</td>
</tr>
</tbody>
</table>

**Evidence:**

### Domain 10: Legal, Ethical, and Professional School Psychology Practice

<table>
<thead>
<tr>
<th>Rating</th>
<th>Domain 10: Legal, Ethical, and Professional School Psychology Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 3 2 1 NO</td>
<td>a) Practices according to the ethical, professional, and legal standards in school psychology.</td>
</tr>
<tr>
<td>4 3 2 1 NO</td>
<td>b) Uses knowledge of professional and legal/ethical standards to advocate for the rights and welfare of children and families to advance social justice.</td>
</tr>
<tr>
<td>4 3 2 1 NO</td>
<td>c) Engages in professional development and participates in professional organizations.</td>
</tr>
</tbody>
</table>

**Evidence:**

---

4 = Exemplary  3 = Proficient  2 = Developing  1 = Unsatisfactory
III. Professional Work Characteristics and Supervision

4 – Exemplary (A+ or A): Student demonstrates professional level skill. The student is mature, dependable, and highly competent.

3 – Proficient (A- or B+): The student demonstrates entry-level skill. The student is professional, mature, and dependable.

2 – Developing (B or B-): The student demonstrates beginning competency in this skill and requires continued additional experience and close supervision.

1 – Unsatisfactory (C+ or below): The intern demonstrates insufficient competency in this skill.

N.O.: The intern has had no opportunity to practice or develop competence in this activity.

For the following, rate the student on the above criteria.

1) Writing Skills: 4 3 2 1 NO
2) Oral Communication Skills: 4 3 2 1 NO
3) Adaptability: 4 3 2 1 NO
4) Initiative: 4 3 2 1 NO
5) Dependability: 4 3 2 1 NO
6) Punctuality and Attendance: 4 3 2 1 NO

Supervision:

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.

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
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 _______________

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

4 = Exemplary  3 = Proficient  2 = Developing  1 = Unsatisfactory  NO = No Opportunity

For the following, rate the student on the above criteria.

1) Writing Skills: 4 3 2 1 NO
2) Oral Communication Skills: 4 3 2 1 NO
3) Adaptability: 4 3 2 1 NO
4) Initiative: 4 3 2 1 NO
5) Dependability: 4 3 2 1 NO
6) Punctuality and Attendance: 4 3 2 1 NO
To: Supervising Practitioners  
Subject: Spring Semester Grade

Please use the scale below to evaluate your third year internship student for the spring semester in Education 258. We must have your grade by the last class meeting of the spring semester in order to meet the University deadline. Fax (617-627-3901) or mail completed form to:

Tufts University, Department of Education  
Attn: Internship Supervisor  
Paige Hall  
Medford, MA 02155

Thank you for your cooperation

Using the following criteria, please enter your grade below:

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A+ or A)</td>
<td>(A- or B+)</td>
<td>(B or B-)</td>
<td>(C+ or below)</td>
</tr>
</tbody>
</table>

Grade

Intern Name

Supervising Practitioner Name

Supervising Practitioner Signature    Date