

PROGRAM HANDBOOK

**Specialist in Education Degree (Ed.S.)
in Counseling and Human Systems
with a major in School Psychology**



Psychological and Counseling Services
Department of Educational Psychology and Learning Systems
College of Education, 3210 Stone Building
Tallahassee, Florida 32306

Updated August 2019

INTRODUCTION

This handbook is designed to help school psychology candidates understand program requirements, plan their programs of study, and monitor progress throughout the program. This handbook presents the philosophy, goals, objectives, and assessment methods utilized by the program. Every effort has been made to ensure that this handbook is current and accurate; however, this handbook is not a substitute for frequent, regular faculty advisement. Candidates are strongly encouraged to make use of faculty guidance throughout their graduate career. All candidates should become familiar with this handbook by reading it in its entirety no later than the second week of the first semester of enrollment.

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TABLE OF CONTENTS

OVERVIEW AND TRAINING MODEL	1
Program Context.....	1
Program Overview.....	1
Training Model.....	2
Program Goals and Objectives.....	3
THE UNIVERSITY.....	8
Vision.....	8
Mission.....	8
University Organization.....	9
Libraries	10
Research Facilities.....	10
Computers and Technology	11
ADMISSION.....	12
Minimum Admission Requirements.....	12
Application Procedures.....	13
Application Review	14
Additional Information	14
Transfer of Credits & Special Student Hours.....	15
Diversity Policies.....	16
FINANCIAL AID.....	17
Tuition Rates & Fees	17
Assistantships	18
Fellowships	18
Scholarships	19
Grants.....	20
Work-Study	20
Loans.....	20
Out-of-State and International Students.....	20
ADVISEMENT AND CANDIDATE REQUIREMENTS.....	22
Health Insurance Requirement.....	22
Academic Advisement.....	22
Admission to Educator Preparation.....	22
Course Sequence: M.S./Ed.S. School Psychology Program.....	23
Course Requirements.....	24

FL DOE Educator Preparation Area Requirements	24
Program of Study Forms	24
Liability Insurance	25
Internship in School Psychology	26
Clearance Procedures for Field Experiences	27
Comprehensive Examination	28
Thesis Option	28
Florida Teacher Certification Examinations (FTCE)	29
Professional Development	29
Student Affiliates of School Psychology (SASP)	30
Recruiting Volunteer Test Examinees	30
Optional Research Participation Opportunities	30
Admission to the Combined Ph.D. Program in Counseling Psychology and School Psychology	31
Policy on Professional Outside Work by Candidates	31
Certification and Licensure	31
Employment Opportunities	32
PERFORMANCE-BASED ASSESSMENT PLAN	33
Annual Candidate Assessment Process	34
Feedback to Candidates	34
Pre-Practicum Foundations	34
Pre-Internship	35
Program Completion.....	35
Faculty/Program Assessment	37
NASP Required Assessments.....	38
RETENTION POLICIES AND PROCEDURES.....	39
Rationale	39
Selective Retention	39
Annual Candidate Assessment	40
Advocacy	40
Ethical Standards.....	40
Academic Standards	41
Grade Appeals System.....	41
General Behavioral Expectations	41
Dress Code	41
Attendance Policy.....	42

Program Response to Problematic, Inadequate, or Impaired Candidate Performance.....	42
Readmission to the Program	43
Graduation Policies.....	44
APPROXIMATE TRAINING PROGRAM TIMELINE	45
First Year.....	45
REVISIONS TO PROGRAM HANDBOOK	48
Appendix A: Crosswalk of NASP Domains, School Psychologist Subject Area Competencies and Skills for Teacher Certification, and Florida Educator Accomplished Practices	49
Appendix B: NASP Required Assessment of Candidates	58
Appendix C: Course-Embedded Assessment of Candidate Knowledge	59
Appendix E: Interview Rubric & Scoring Guide	65
Appendix F: Professional Work Characteristics Evaluation.....	68
Appendix G: Sample Practicum & Internship Log of Hours	70
Appendix H: Practicum Field-Based Supervisor Evaluation.....	75
FSU School Psychology Program	75
Practicum Field-Based Supervisor Evaluation.....	75
Practicum Supervisor Date	80
Appendix I: Internship Field-Based Supervisor Evaluation	81
Appendix J: Comprehensive Case Study Evaluation Rubric & Scoring Protocol	87
Appendix K: Annual Candidate Assessment Review Form	98
Appendix L: Notice of Concern	100
Appendix M: Remediation Plan	101
Appendix N: Graduation Checklist.....	102
Appendix O: Candidate Exit Survey.....	104
Appendix P: Alumni Survey	113
Appendix Q: Employer Survey	117
THE FACULTY	123

OVERVIEW AND TRAINING MODEL

Program Context

The School Psychology M.S./Ed.S. Program is a part of the College of Education (COE), the Department of Educational Psychology and Learning Systems (EPLS), and the Psychological and Counseling Services (PCS) Program. FSU's COE provides more than 40 academic programs offering bachelor's, master's, and doctoral degrees, as well as specialist's certifications. The College offers a state-of-the-art environment in the newly renovated and expanded Mode L. Stone Building. Within COE, there are four broad departments: Educational Leadership and Policy Studies, School of Teacher Education, Sport Management and EPLS.

The Department of EPLS provides three unique academic program areas: Educational Psychology, Instructional Systems, and Psychological and Counseling Services. The PCS Program offers two Ed.S. degrees in Counselor Education (Career Counseling and Mental Health Counseling), along with the Psychological Services degrees, School Psychology Ed.S., and the Ph.D. for the Combined Doctoral Program in Counseling and School Psychology. The mission of the PCS program is to prepare professionals who will enable and enhance academic, social, emotional, and vocational capabilities of children, adolescents, and adults in schools, the community, and work settings. The PCS program reflects a practitioner-scholar model along with the professional experience and research interests of the faculty within the context of the mission of the COE. Faculty members in the PCS program have work experience and research interests related to the provision of: (1) school psychological services in schools and related settings, (2) mental health counseling of children and adolescents in community and school settings, and adults in community, agency, and educational settings, (3) rehabilitation counseling of children and adolescents in school settings and adults in postsecondary higher education, community, and agency settings, and (4) career counseling services for adolescents in school settings and adults in postsecondary/higher education settings.

Program Overview

The Ed.S. School Psychology Program (SPP) at Florida State University (FSU) is a three-year, 73-hour course of academic study, practicum experience, and internship leading to certification as a school psychologist. During the first year, candidates develop content knowledge and applied foundations. During the second year, candidates have the opportunity to apply skills in practicum settings. The final year is spent in a full-time internship in an approved setting. Successful graduates of the program receive BOTH a specialist (Ed.S.) and a master's degree (M.S.) in Counseling and Human Systems with a Major in School Psychology (i.e., cannot earn just a M.S. or only an Ed.S. – all completers earn both degrees on the same date). This degree meets entry-level educational requirements for the practice of school psychology in the state of Florida. The SPP is structured to meet the standards promoted by the professional organizations for school psychologists. These accrediting and professional organizations are the National Association of School Psychologists (NASP) and the Florida Department of Education (FL DOE). The SPP has been approved by the FL DOE since 1983. Additionally, the SPP was

approved by NASP from January 1, 2005 to August 1, 2012 and was reapproved on January 1, 2014.

Training Model

The SPP is grounded in the **practitioner-scholar model**, meaning that it prepares professional school psychologists with excellent applied skills who also understand and apply research in the theory and practice of school psychology. The **philosophy of the program is learner-centered**; the culminating effort is to prepare school psychology practitioners who possess the knowledge and skills necessary to promote the educational and psychological well-being of children and youth and to address the increasingly diverse needs they will ultimately serve. The SPP recognizes that children and adolescents currently face a myriad of critical issues, including poverty, violence, bullying and harassment, teen pregnancy/sexual behavior, alcohol and drug abuse, increased cultural and linguistic diversity, and mental health problems. The SPP emphasizes that school psychologists can and should play an important role in addressing the critical issues confronting children and adolescents in the 21st century. The training program embraces the idea that the roles of school psychologists must be expanded and revised in order to successfully promote the educational and psychological well-being of all children and adolescents in the face of current challenges.

The SPP was formed on the basis of the following **core beliefs**:

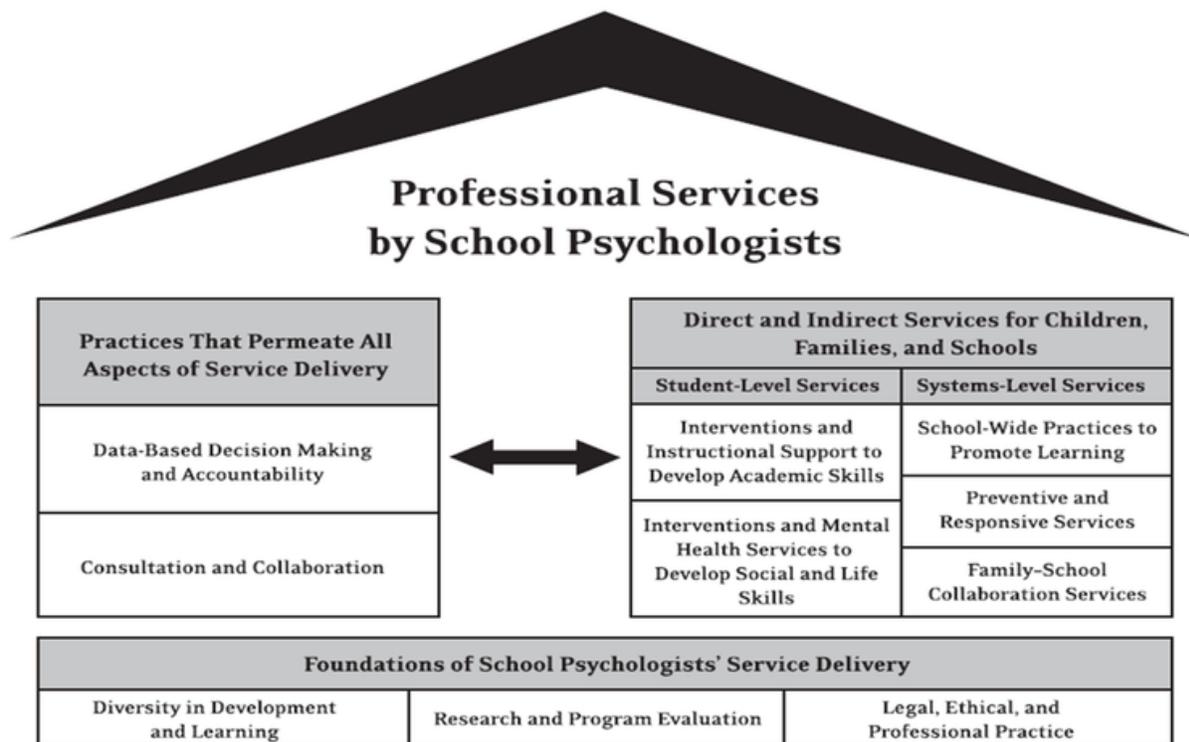
- (1) We need to ensure that the practices of all school psychologists are supported by empirical evidence of effectiveness;
- (2) A focus on prevention and early intervention services is both cost effective and beneficial to children, families, and schools;
- (3) The practice of assessment should be linked to both intervention and accountability;
- (4) School Psychologists act as change agents for children and schools and the services provided positively impact children, families, schools, and other consumers;
- (5) Collaboration across professions in education, and across specializations in psychology, is critically important to ensure the achievement of common goals;
- (6) School Psychologists must understand the impact of factors such as culture, race, gender, and social class on children's success and on families, and also must both respect and work to improve the educational opportunities for children from diverse backgrounds and cultures;
- (7) In order to act effectively in the schools, School Psychologists must understand the impact of state and federal initiatives on children and schools, including the impact of the re-authorized Individuals with Disabilities Education Improvement Act (IDEIA) and the No Child Left Behind Act (NCLB);
- (8) Advancements in technology should be viewed as an opportunity to improve both prevention and intervention services;
- (9) Effective home-school-community partnerships will be critical in re-conceptualizing the field of school psychology, as will a shift away from the role of "gatekeeper to special education" and shift toward a service delivery model that emphasizes consultation and collaborative problem-solving.

Program Goals and Objectives

FSU’s training program reflects the content and performance standards as articulated by the National Association of School Psychologists Practice Model and 10 Domains of Practice (NASP, 2010), the Florida Educator Accomplished Practices (FEAPs, 2011), and Florida’s School Psychology Subject Area Competencies and Skills (SACS, 2011). A crosswalk of all the referenced professional standards can be found in Appendix A.

The **SPP Training Goals** represent broad categories used to organize professional practices and organize evaluation, which consist of four overarching competency areas defined by NASP’s Practice Model: (1) Foundations of School Psychologists’ Service Delivery; (2) Practices that Permeate All Aspects of Service Delivery; (3) Direct and Indirect Student-Level Services for Children, Families, and Schools; and (4) Direct and Indirect System-Level Services for Children, Families and Schools. The **SPP Training Objectives**, also NASP’s 10 Domains of Practice, are the specific professional skills that comprise each goal. See the figure below for a visual of the NASP Practice Model and the integrated Domains of Practice. In addition to the goals and objectives, indicators that describe associated knowledge and skills are provided for each objective.

Figure 1. Model of comprehensive and integrated school psychological services.



Source: National Association of School Psychologists (2010). Model for comprehensive and integrated school psychological services.

Goal 1: Foundations of School Psychological Service Delivery

Prepare candidates, who have a professional identity as a school psychologist; whose skill acquisition is based upon foundational psychological sciences and is consistent with empirically-supported research; who are knowledgeable about legal, ethical, and professional laws and regulations; and who are culturally-competent and have knowledge of individual differences, abilities, disabilities, and other diverse characteristics.

Objective 1: Legal, Ethical, and Professional Practice

- a. Candidates will demonstrate knowledge of the history and future of school psychology as a profession, application of the practitioner-scholar model of comprehensive service delivery, and a commitment to the development of new professional skills via personal goal setting, professional development, and involvement with professional organizations.
- b. Candidates will demonstrate knowledge and application of relevant federal and state laws, rules, regulations, and policies and landmark court decisions pertaining to the practice of school psychology.
- c. Candidates will demonstrate knowledge and application of NASP and Florida's Education Profession ethical standards and engage in responsive ethical and professional decision-making.
- d. Candidates will demonstrate positive personal characteristics in the performance of duties, including adaptability, communication, dependability, cooperation, independence, motivation, productivity, personal stability, and professional image/appearance.

Objective 2: Research and Program Evaluation

- a. Candidates will demonstrate knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods.
- b. Candidates will display skills to evaluate and apply research as a foundation for service delivery.
- c. Candidates will demonstrate applications of fundamental measurement concepts and psychometric issues related to the use and interpretation of assessment results with individuals of varying abilities and from diverse racial/ethnic and linguistic backgrounds.
- d. Candidates will demonstrate application of evidence-based evaluation of programs and services.

Objective 3: Diversity in Development and Learning

- a. Candidates will critically explore their own cultural identity and heritage and examine how these affect psychological service delivery.
- b. Candidates will demonstrate knowledge of individual differences, abilities, disabilities, and diversity factors related to children, families, and schools and demonstrate understanding and respect for diversity.
- c. Candidates will demonstrate skills to provide effective services regarding diverse characteristics, cultures, and backgrounds across multiple contexts.

Goal 2: Practices that Permeate All Aspects of Service Delivery

Prepare school psychology practitioners with high levels of competence in a multi-factored approach to assessment within a systematic and comprehensive process of data-based decision making and problem-solving and who utilize effective consultation, collaboration, and communication skills to promote implementation of services.

Objective 1: Data-Based Decision Making and Accountability

- a. Candidates will demonstrate proficiency with administration, scoring, and interpretation of indirect and direct assessments including, cognitive, academic, and social-emotional functioning and adaptive behavior, and communication of results both orally and in writing.
- b. Candidates will demonstrate appropriate selection and integration of assessment instruments, evaluation methods, and sources of information to inform data-based decision making within a problem-solving framework
- c. Candidates will demonstrate proficiency with data-based decision making and development of meaningful recommendations to promote continuous improvement across the system, group, and individual levels

Objective 2: Consultation and Collaboration

- a. Candidates will demonstrate knowledge of varied theories and methods of consultation, collaboration, and communication utilized with families, teachers, the community, and other constituencies.
- b. Candidates will understand and apply methods of consultation and collaboration within a systematic, comprehensive process of problem-solving.
- c. Candidates will demonstrate the use of consultation and collaboration as a method to promote effective implementation of services.

Goal 3: Direct and Indirect Student-Level Services for Children, Families, and Schools

Prepare school psychologists who have knowledge of developmental theories and the varied influences that impact learning, development, and academic and behavioral skills, and demonstrate proficiency with the construction of evidence-based strategies to promote effective instruction and intervention effects at the systems, group, and individual levels.

Objective 1: Interventions and Instructional Support to Develop Academic Skills

- a. Candidates will demonstrate knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes.
- b. Candidates will demonstrate skills to use assessment and data collection methods and implement and evaluate services that support cognitive and academic skills.
- c. Candidates will demonstrate knowledge of empirically-supported curricula, instructional strategies, and interventions for instructional concerns at the individual, group, and system levels

Objective 2: Interventions and Mental Health Services to Develop Social and Life Skills

- a. Candidates will demonstrate knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills.

- b. Candidates will demonstrate knowledge of a continuum of developmentally-appropriate, empirically-supported, and evidence-based mental health services and strategies to promote social-emotional functioning at the individual, group, and system levels.
- c. Candidates will demonstrate skills to use assessment, data-collection, implementation, and evaluation methods and services that support socialization, learning, and mental health.
- d. Candidates will demonstrate the ability to use systematic decision-making to consider antecedents, consequences, functions, and potential causes of behavioral difficulties that impede learning and socialization.

Goal 4: Direct and Indirect System-Level Services for Children, Families, and Schools

Prepare school psychologists who have knowledge of school and systems structure, organization, and theory; of the importance of the family system and its influences on learning and mental health; and of principles, research, and services related to resilience and risk factors in learning, mental health, and crisis response.

Objective 1: School-Wide Practices to Promote Learning

- a. Candidates will demonstrate knowledge of school and systems structure, organization, and theory.
- b. Candidates will demonstrate understanding of policies and procedures related to the education of all students including provision of a multi-tiered continuum of services that incorporates universal screening programs and progress monitoring to ensure successful learning and school adjustment.
- c. Candidates will demonstrate knowledge and application of evidence-based school practices and technology resources that promote learning and mental health in a variety of learning environments, including regular education, special education, bilingual education, ESOL, alternative learning, and inclusion modeled classrooms.
- d. Candidates will demonstrate knowledge and application of general and special education services, referral for special education, operation of multidisciplinary teams, least restrictive environment, individual education and behavior management plans, and school discipline policies, including manifestation determination procedures.

Objective 2: Preventive and Responsive Services

- a. Candidates will demonstrate knowledge application of resilience and protective factors and identification of at-risk students in order to support learning and mental health.
- b. Candidates will demonstrate knowledge and application of empirically-supported services for 'at-risk' populations.
- c. Candidates will demonstrate knowledge and application of system-level services in schools and communities to support multi-tiered prevention.
- d. Candidates will demonstrate knowledge and application of evidence-based strategies for effective crisis responses.

Objective 3: Family-School Collaboration Services

- a. Candidates will demonstrate knowledge of principles and research related to family systems, strengths, needs, and culture.

- b. Candidates will demonstrate knowledge and application of evidence-based strategies to promote collaborative relationships between families and schools and to support family influences on child learning and mental health.
- c. Candidates will demonstrate skills to design, implement, and evaluate system-level services that respond to culture and context and facilitate family, school, and community partnerships for enhancement of academic and social-behavioral outcomes for children.

THE UNIVERSITY

As one of the nation's elite research universities, Florida State University offers a distinctive academic environment. With an enrollment of approximately 40,000 students, FSU is located in Tallahassee, FL and is currently listed 33rd among public universities by 2018 *U.S. News & World Report*, while also being recognized at the top of their list in efficiency among all highly ranked universities. *Kiplinger's Personal Finance* "Best College Value" ranks FSU as the 4th best value among public colleges for out-of-state students. FSU was also ranked 14th best value among public colleges for in-state students. FSU houses 16 colleges that offer more than 275 undergraduate, graduate, doctoral, and professional and specialist degree programs across an array of disciplines. Each year the University awards over 2,000 graduate and professional degrees.

Florida State University is one of the largest and oldest of the eleven institutions of higher learning in the State University System of Florida, and it had its beginning as early as 1823 when the Territorial Legislature began to plan a higher education system. In each succeeding decade, Florida State University has added to its academic organization. It has expanded from the original few acres and buildings to 533 buildings on nearly 1,590 acres, including the downtown Tallahassee main campus of 446 acres; a farm, which for many decades supplied the Florida State College for Women with food; the Seminole Reservation—a recreational facility; the Marine Laboratory on the Gulf Coast; the FAMU–FSU College of Engineering facility; the National High Magnetic Field Laboratory and Division of Research at Innovation Park; and the branch campus in Panama City, Florida. One hundred and sixty years after its founding, Florida State University started the 2011-2012 academic year with a student population of over 41,000 and recognition as a major graduate research institution with an established international reputation.

In Fall 2018, Florida State University had over 41,900 students from every Florida county and 132 countries. Nearly 74% of the students are undergraduates, 18.9% graduates, and 2.8% unclassified. Women account for 55% of the enrollment and 32.8% of the students are from a minority background. There are 301 degree programs for bachelor's, master's, doctoral, specialist, and professional degrees.

Vision

Florida State University will be one of the world's premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement.

Mission

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The University is dedicated to excellence in teaching,

research, creative endeavors, and service. The University strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

University Organization

The chief executive officer of Florida State University is the President. He is assisted by the Provost (who is also the Executive Vice President for Academic Affairs), the Dean of the Faculties and Deputy Provost, the Senior Vice President for Finance and Administration, the Vice President for Planning and Programs, the Vice President for Student Affairs, the Vice President for Research, the Vice President for University Relations, the Vice President for University Advancement, and the President of the Faculty Senate.

The Division of Academic Affairs is responsible for the operation of the academic program of the University. It includes the Office of the Dean of the Faculties and Deputy Provost, which interprets all faculty personnel policy, including faculty development and welfare, monitors all academic rules and regulations, including those related to academic integrity and grade appeals, and facilitates the operation of the Faculty Governance System of the University; the Graduate School, which is responsible for the graduate enrollment, general advisement, university fellowships, and special programs; and the Division of Undergraduate Studies, which is responsible for undergraduate advisement, retention, and special programs. Further support is given by associate vice presidents and directors, who are responsible for such academic matters as continuing education, international programs, computing and information resources, learning systems, libraries, the Office of the University Registrar, the Office of Financial Aid, and the Office of Admissions.

The Division of Finance and Administration maintains the physical plant, administers the personnel program, and receives and disburses nearly all University funds.

The Division of Student Affairs offers and coordinates programs that provide housing, career guidance, health care, recreation, childcare, self-governance, and enhancement of academic skills to students. It is also responsible for programs and services for international students, disabled students, and student activities and organizations.

The Division of Research coordinates all research programs and mediates between extramural sponsors and faculty conducting research, development, and training under such sponsorship. The Division of University Relations coordinates alumni affairs and the solicitation of external funds to support scholarships and loans for students, capital construction, excellence in academic programs, and intercollegiate athletics. University Relations also coordinates programs to improve understanding and support of University academic programs and activities through its units, including governmental relations.

University Communications reports to the Division of University Relations, and coordinates efforts to improve the public's understanding of the University's academic programs and activities through internal and external media, both print and electronic. It includes the Public Broadcast Center (public radio, public television, and public access channel), Publications and Media Relations.

The Faculty Senate is an elected representative body of faculty that establishes academic policy regarding admission and graduation of students, curricula, and academic standards, and advises and recommends about all matters affecting the academic program of the University.

Libraries

University Libraries provides collections, resources and services to enhance the learning, teaching, research, and service activities of the Florida State University. In support of this mission, the libraries' collection is approaching 3 million volumes. For those researchers unable to visit the libraries, the Web site offers access to hundreds of databases and more than 70,000 e-journals from anywhere in the world. Materials not available online or at the libraries may be requested through interlibrary loan or through the new statewide UBorrow system, allowing FSU faculty and students to request delivery of books from over 15 million volumes available at all state university libraries. Library faculty also offers classes and consultations to teach critical research and thinking skills. For those researchers unable to visit the libraries, online research services are available 24/7 and library staff offer outreach to dormitories and buildings across campus.

The Florida State University Libraries include eight libraries on campus: Strozier Library, Dirac Science Library, Claude and Mildred Pepper Library, College of Music Allen Music Library, School of Library and Information Studies Goldstein Library, College of Law Research Center, College of Medicine Maguire Medical Library, and the FAMU-FSU College of Engineering Library. The Special Collections and Archives division of University Libraries supports and advances research, teaching, and scholarship by acquiring, preserving, and providing access to collections of original manuscripts, rare books, and university archives for use by students, faculty, and researchers worldwide. The Claude Pepper Library and the Heritage Protocol archives are part of University Libraries' Special Collections.

Visit the FSU Libraries website for additional information, locations, and hours of operation: <http://www.lib.fsu.edu/>.

Research Facilities

Since its designation as a university in 1947, Florida State University has built a reputation as a strong center for research and creativity in the sciences, the humanities, and in the arts. During fiscal year 2018, Florida State University's faculty generated a record \$226 million in funding to supplement state funds used for research. These external funds, derived through contracts and grants from various private foundations, industries, and government agencies, are used to provide stipends for graduate students, to improve research facilities, and to support the research itself. See the Office of Research website for additional information <http://www.research.fsu.edu/>

Applicable Special Programs:

- The **Learning Systems Institute (LSI)** is a diverse, multidisciplinary program designed to bridge the gap between research and practice in education and training. Researchers in LSI combine strengths in educational leadership, instructional design, human

performance, and grants management to design, and build and implement effective learning strategies for a wide range of clients around the world.

- The **Florida Center for Reading Research**, also part of the Learning Systems Institute, was established by Gov. Jeb Bush in 2002 as the central source of research and training for Florida's initiatives in improving the reading and literacy levels of K–12 students throughout the state. The center focuses campus-based research strengths in psychology and education on science-based approaches to reading instruction and assessment that is disseminated through the Florida Department of Education.
- Florida State University's **Autism Institute**, housed in the College of Medicine, coordinates and promotes research, education, and service related to the autism spectrum disorders. The institute promotes Interdisciplinary research that advances scientific knowledge and bridges the gap between this knowledge and clinical/educational practice.

Computers and Technology

Information Technology Services provides three computer labs on campus which are available to all of the university (as opposed to departments or college labs which may/are restricted to students of the department or college). These labs [Carothers Rm 315; Strozier Library Rm 026] are open to all FSU students, faculty, and staff with a valid FSUCard. Laser printers and paper are available in the computer labs.

The College of Education offers technology services through its Office of Information and Instructional Technologies (OIIT). OIIT supports the Learning Resource Center (LRC, 1301 STB), which is a facility with two computer labs, common study areas, and two quiet study rooms that might be reserved for exams, meetings, videoconferencing, and group work. Students and faculty can use scanners, printers, checkout equipment, and reserve labs and conference rooms here. For additional information and hours of operation, visit the OIIT website at: <https://education.fsu.edu/about/faculty-staff-resources/oijt>.

CANVAS

Florida State University uses Canvas as our online learning management system. Though the SPP offers few (if any) online courses, Canvas is used for a variety of purposes to enhance the learning experience. Some faculty choose to post lecture slides, online lectures, and assignments via Canvas. Many faculty use the online gradebook feature of Canvas as well and may administer exams online. Canvas also has an assignment dropbox where papers and other assignments can be submitted electronically. For more information on learning the Canvas system, please visit: <https://support.campus.fsu.edu/kb/article/776-getting-started-student-edition/>

ADMISSION

Applicants interested in the School Psychology M.S/Ed.S. Program must complete an online application through the Florida State University's College of Education-School Psychology webpage: <https://education.fsu.edu/degrees-and-programs/school-psychology> only admits students in the fall. Complete information regarding admission deadline, material submissions, degree requirements, scholarship and aid, career opportunities, and Frequently Asked Questions is provided.

To start a new application, please click on Application Deadlines and choose Apply Now or Apply Now – International Students. The link will take you to the OFFICE OF ADMISSIONS webpage; click the Apply Now! button to begin your application or Check Application Status for updates.

Re-admission applicants previously enrolled at Florida State University as a graduate students and have been absent for two or more semesters and are not approved for leave of absence must meet the same School Psychology fall deadline (**December 1**). For re-admission, please click on Application Deadlines and choose Apply Now <https://education.fsu.edu/degrees-and-programs/school-psychology>. Scroll down the OFFICE OF ADMISSIONS webpage and click Apply Online under Quick Links. Select the option for READMISSIONS under Application Type. Do not click on the active buttons at the top of the page; these tabs will not provide you with the necessary “Readmissions” tab.

FSU's *General Bulletin - Graduate Edition* is available at: <http://registrar.fsu.edu/bulletin/>. Applicants are responsible for carefully reading those sections covering all graduate programs and the special regulations for graduate majors in education. Prospective graduate students can find general information, such as submission of Official Transcripts, on the University site: <http://admissions.fsu.edu/graduate/>.

Once an application is complete, all material is available for faculty review. The applicant is responsible for regularly checking the email provided on the application for further updates, application questions or concerns, and interview dates. The EPLS department informs candidates regarding admissions decisions.

Minimum Admission Requirements

Admission requirements are based upon the University and Departmental requirements.

1. An earned bachelor's degree from a regionally accredited U.S. institution or a comparable degree from an international institution. A degree in Education, Psychology, Sociology, Social Work, Home and Family Life, Rehabilitation Services, or another related discipline is preferred. Admitted candidates who do not have these prerequisites will be expected to make up these deficiencies early in the program.

A minimum cumulative GPA of 3.2 (on a 4.0 scale) while registered as an upper-division undergraduate student. The upper-division GPA is calculated after 60 credit hours in all

work attempted while registered as an upper-division students working toward a bachelor's degree. The GPA calculation tool can be found at the following link: <http://admissions.fsu.edu/images/pdf/gpacompworksheet.pdf>.

2. Completion of the Graduate Record Examination (GRE)
 - a. For tests taken prior to August 1, 2011: A combined GRE score of at least 1000 with a 400 minimum score for each section (verbal and quantitative) is required.
 - b. For tests taken on or after August 1, 2011: Revised GRE scores between 142-162 on the verbal section, 139-160 on the quantitative section, and 3.9 on writing have made an application more competitive. Applicants whose combined revised GRE scores fall below 300 may be required to successfully complete the FTCE General Knowledge Test (GK) prior to being considered for admission (per Florida Department of Education requirements). See the Appendix D Applicant Rubric & Scoring Guide for additional information.
 - c. These scores must be sent to FSU from ETS. The FSU Institution Code is 5219.
3. A Personal Statement (Statement of Purpose) outlining professional goals must be submitted. The personal statement should describe your purpose for pursuing a degree, qualifications, and long-term career goals. It should be no more than three pages in length.
4. Three letters of recommendation are required. Only academic and professional recommendations are accepted. No personal recommendations are accepted.
5. A Resume/Curriculum Vitae is required. This should describe the applicant's academic background, relevant work, and volunteer experience. Examples and templates can be found on the FSU Career Center website: <https://career.fsu.edu/resources/career-guides>
6. Official Test of English as a Foreign Language (TOEFL) results are required for international applicants whose native language is not English and who have not studied in an English-speaking country for at least one academic year. A minimum score of 550 on the paper-based test or 80 on the internet-based test is required.

Application Procedures

1. Complete the graduate application and pay the application fee. The graduate application is available online at <https://education.fsu.edu/degrees-and-programs/school-psychology>. The following required documents are submitted via the online application:
 - a. Personal Statement (Statement of Purpose) -
 - b. Three Letters of Recommendation
 - c. Resume/Curriculum Vitae
2. An official GRE score report must be sent directly from ETS to FSU. Unofficial score reports can be uploaded to expedite the review process; however, they will not replace the official score report requirement.

3. Official academic transcripts must be submitted to the Graduate Admissions Office directly from each college or university attended. International candidates must submit transcripts in their native language accompanied by a certified English translation. Transcripts are considered official when they bear an official seal and signature and are sent from the issuing college or university directly to FSU. Unofficial academic transcripts can be uploaded to expedite the review process; however, they will not replace the official transcript requirement.

Application Review

1. Review of applications generally begin upon receipt and continue until the final deadline of **December 1st**. The Applicant Rubric & Scoring Guide (Appendix D) is used to evaluate applicants in an objective, measurable fashion.
2. Those applicants whose rubric scores meet or exceed the selected cutoff are invited to an on-campus interview. **The interview date is usually held in the month of January.** Those applicants who cannot attend the interview day (out-of-state or country) are permitted to schedule a Skype interview, but on-site interviews are encouraged. The Interview Rubric & Scoring Guide (Appendix E) is used to evaluate interviewees in an objective, measurable fashion.
3. Applicants who meet or exceed the selected cutoff scores on both the Applicant Rubric and the Interview Rubric are offered admission to the program. Applicants are usually notified of an admissions decision within two weeks of the interview date. Applicants are given a deadline of April 15 to decline or accept the offer of admission.

Additional Information

- Applicants should be aware that the practicum and internship sites where candidates are placed require a background check and fingerprinting. If applicants have situations in their personal history that may present an obstacle to their successful completion of the program (e.g., a police record), they should discuss this with the program coordinator, prior to completing their application.
- Ed.S. candidates are typically admitted for Fall semesters, but, under very rare circumstances, applicants may be considered for Spring or Summer admission at the discretion of the SPP faculty.
- All required documents and test scores must be submitted to the online application system by the designated application deadline. Late applications are considered only at the discretion of the faculty.
- These requirements and criteria do not guarantee admission into the program. Admission depends on a variety of factors, including maximum allowable enrollment levels of the programs.

- Each year, approximately 15 Ed.S. candidates are accepted for admission into the program.
- Due to the systematic nature of the course sequence, the FSU SPP requires full-time enrollment status, which is generally 12-14 hours per semester. Most courses are taught during the daytime hours on FSU's campus and very few are offered online. Furthermore, most courses are sequenced and offered only once per year. Applicants who wish to complete the School Psychology program while continuing in a full-time job are encouraged to apply to other programs which were specifically designed with the part-time or evening/weekend student in mind. In addition, FSU SPP does not provide respecialization, retraining, or other alternative approaches to prepare candidates for credentialing as school psychologists (e.g., for candidates who hold graduate degrees in related fields and are seeking graduate preparation and credentialing as school psychologists).
- *SPEAK Test* - SPEAK (Speaking Proficiency English Assessment Kit) is a test for evaluating the English speaking ability of non-native speakers of English. It is the institutional version of the TSE (Test of Spoken English). The SPEAK test is administered by the Center for Intensive English Studies to international students who have been appointed or will be appointed as teaching assistants in an academic department at FSU: <https://cies.fsu.edu/programs/english-academic-purposes/speak-exam-information>.

If your native language is not English and you are going to be a TA, you should take the SPEAK test when you arrive at FSU. If you have scored 26 or higher on the speaking part of the IBTOEFL, you do not have to take SPEAK.

Transfer of Credits & Special Student Hours

Transfer of courses not counted toward a previous degree from another regionally accredited graduate school is limited to six semester hours and transfer of courses not counted toward a previous degree within Florida State University is limited to 12 semester hours, except when the departmental course requirement exceeds the 32-hour University-wide minimum requirement. In the latter case, additional transfer credit may be allowed to the extent of the additional required hours. In all cases, the majority of credit must be earned through Florida State University or its official consortia institutions. All transfer credit must: 1) be recommended by the major department; 2) be evaluated as graduate work by the evaluation section of the Office of Admissions of Florida State University; and 3) have been completed with grades of 3.0 ("B") or better. Forms for obtaining approval are available from OASIS, 2301 Stone Building or online at: <http://www.coe.fsu.edu/Student-Academic-Services-OASIS/For-Graduates>.

Diversity Policies

FSU is committed to a policy of non-discrimination for any member of the University's community on the basis of age, career experience, color, communication style, culture, disability, educational level or background, employee status, family status, function, gender, gender expression, gender identity, language, management style, marital status, national origin, organizational level, parental status, physical appearance, race, regional origin, religion, sex, thinking style, speed of learning, comprehension, sexual orientation. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University's policies, procedures, and processes.

The University encourages the enrollment of students with disabilities and recognizes their special needs. The Student Disability Resource Center (SDRC), the main advocate for students with disabilities, monitors environmental, social, and academic conditions affecting students with disabilities and the reasonable accommodation process. Assistance in registration and housing is also available through this office. More information on the SDRC can be found at <http://www.disabilitycenter.fsu.edu/>. For more information on FSU diversity policies, visit: <http://diversity.fsu.edu/>.

FINANCIAL AID

Florida State University recognizes the high cost of education today and makes every effort to offer financial assistance through a variety of programs to qualified graduate students. In addition to providing funds on the basis of demonstrated financial need in the form of grants, work study awards, and loans, the University offers scholarships to recognize and reward talent, academic achievement, and meritorious performance. Graduate students may apply for long-term loans and college work-study. Graduate fellowships and assistantships are awarded through the Graduate School (<http://www.gradschool.fsu.edu/Funding-Awards>) and the respective academic and selected university departments. Students should apply for these awards well in advance of the semester in which they seek to enroll.

The FSU Office of Financial Aid is committed to guiding students through the process of applying for financial aid. Help in completing financial aid forms is available from professional financial aid counselors located in the *University Center, Building A, Room 4400*. Assistance is also available by calling the Express Telephone System (ETS) from 8:00 a.m. through 6:00 p.m. (22 hours per day) at (850) 644-0539. (Hours of operation are Monday through Friday from 8:30 a.m. to 5:00 p.m.) The Information Center is open Monday through Friday from 8:30 a.m. to 5:00 p.m. Telephone counseling is available Monday through Friday 8:30 a.m. to 5:00 p.m.

Once an application for admission has been submitted, students may monitor their financial aid status by visiting <http://www.finaid.fsu.edu>. This site will also provide information on any outstanding documents required to complete the financial aid file. Upon admission and completion of the financial aid file, a student's financial aid award may also be found on this site.

Graduate students may apply for federal loans and federal work-study by completing the Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov>. Graduate fellowships and assistantships are awarded through the Graduate School and selected university departments.

All students receiving funding from the University (e.g., fellowship or assistantship) will be held to the stipulations put forth by the Council of Graduate Schools resolutions regarding accepting awards. For more information, visit: <http://gradschool.fsu.edu/Funding-Awards/Financial-Support-General-Information>.

Tuition Rates & Fees

Tuition rates for current students are available through the Student Financial Services office (<http://controller.vpfa.fsu.edu/Student-Financial-Services/>). For students receiving tuition waivers it should be noted that these waivers cover the cost of tuition, leaving the cost of student fees the responsibility of the student. Please contact David Beck at dbeck@admin.fsu.edu for more information on student fees.

Assistantships

Graduate assistants are selected by academic and related campus departments for duties connected with instruction, research, and student services which are of mutual benefit to the University and candidates. Only candidates with full-time graduate student status are eligible for graduate assistantships. Special and provisional candidates are ineligible. Stipends may vary depending on the amount of service rendered, the nature of the service, and the student's qualifications.

Graduate assistants who have at least a one-quarter (0.25 FTE) time assistantship (10 hours per week of teaching or research) or candidates on a fellowship of at least \$3,150 per term are eligible for a tuition waiver. Insofar as they are available, out-of-state tuition and matriculation fee waivers are reserved for full-time, degree-seeking graduate assistants and fellows. Graduate assistant and fellowship stipends are normally subject to federal income tax. For more income tax information, visit <http://gradschool.fsu.edu/Funding-Awards/Income-Tax-Information>. Waivers are canceled if the candidate withdraws from the University, drops below the required academic load, or terminates the assistantship. Waivers will not cover any dropped classes. The candidate will be responsible for any fees assessed. Provisional, special, and part-time graduate students are not eligible for tuition waivers. For more information, please contact David Beck at (850) 644-3501 or dbeck@admin.fsu.edu.

Select graduate assistants and fellows will be provided a health insurance subsidy towards the purchase of the University-sponsored health insurance plan. The subsidy will be disbursed by semester. For information about the health insurance subsidy for graduate assistants and fellowship holders contact the Graduate School at (850) 644-3501 or gradschool@fsu.edu.

There are a variety of assistantships available to school psychology M.S./Ed.S. students each year. The assistantships are awarded based upon the availability of funding and at the faculty's discretion. Contact the SPP Faculty for information regarding the availability of assistantships.

Fellowships

There are a variety of fellowships offered through the University. Fellowships are awarded on a competitive basis. Some require duties and some do not. Additional information and application forms may be obtained from the Graduate School Web site: <http://www.gradschool.fsu.edu/Funding-Awards/Graduate-School-Fellowships-and-Grants>.

Fellows Society Adelaide Wilson Fellowship. This fellowship provides support for up to five continuous years for newly-admitted Ph.D. students, and support for up to three continuous years for newly-admitted qualifying JD, D.N.P., and master's students. The Fellowship is \$30,000 per calendar year, and provides the university health insurance plan for the individual. Recipients of this fellowship will be expected to participate actively in The Fellows Society and serve on the Fellows Advisory Board.

Leslie N. Wilson-Delores Auzenne Assistantship for Minorities. This assistantship is available for all new or currently enrolled minority graduate students. Nomination is through the department or college, but competition for these awards is on a university-wide basis. The stipend is a minimum of \$5,000 per academic year plus tuition waivers. Assistants also receive an annual health insurance subsidy.

Scholarships

Graduate students may qualify for need-based Graduate FSU Grants by applying for aid through the Free Application for Federal Student Aid (FAFSA). This award is generally for \$500 per term, but funds are limited; therefore, early completion of FAFSA is encouraged. Graduate students can also apply for some OFA Foundation Financial Aid Scholarships, which are made possible through generous donations of private donors to the FSU Foundation. To review the list of FSU Foundation Scholarships that may be available to apply for, please see this website: http://financialaid.fsu.edu/aid/OFA_Foundation.html.

Latin American/Caribbean (LAC) Scholarship Program. Graduate students who are citizens from Latin America and Caribbean (including Puerto Rico and the U.S. Virgin Islands) who have been awarded a non-duty scholarship from the U.S. Federal Government or the State of Florida Government of a minimum of \$500 per academic year (fall and spring semesters) may be eligible to be designated as Latin American and Caribbean Scholarship recipients.

Martin Luther King, Jr. Scholarship Fund. Approximately three awards per year are given to graduate and undergraduate students. The stipend is \$350. Contact the Florida State University Center for Multicultural Affairs for more information.

College of Education Scholarships. All students who intend to be registered for the coming academic year are eligible and encouraged to apply. The College hopes to award scholarships to as many students as possible, thus you can only apply for a maximum of two scholarships (additional applications will not be accepted). When you have made a selection you must describe how you meet the specific criteria listed (e.g., financial need, grade point average, residency, career goals, major). Applications that do not meet the published criteria will not be considered. Please visit the following link for more information: <http://coe.fsu.edu/Admissions-Scholarships/Scholarships-Aid>.

OAS Scholarships. Graduate scholarships offered by the Organization of American States for study towards a Master's or Doctorate degree may be awarded to students who are citizens of Latin American and Caribbean member states of OAS for study at FSU. Florida State University is a member of the OAS Consortium of Universities. OAS Academic Scholarships may also be used by U.S. citizen students for graduate research in an OAS member state, if required by a specific academic program. Scholarships are awarded for an initial period of one academic year and may be renewed subsequently for up to one additional year if funds remain available and if the renewal is necessary to complete the program of study or research for which the scholarship was initially awarded. The OAS does not offer scholarships for studies in the medical sciences. No-interest loans are also available through the Rowe Fund. More information is at <http://www.educoas.org>.

Grants

The Teacher Education Assistance for College and Higher Education (TEACH) Grant program was created by congress as part of the College Cost Reduction and Access Act of 2007 to assist in the development and recruitment of teachers for high need programs in public and private elementary or secondary schools that serve low income families. Students who receive the TEACH Grant must agree to serve as a full-time teacher in a high need field in a public or private elementary or secondary school that serves low income students for at least four academic years within eight calendar years after completing the program of study for which they receive the assistance (http://financialaid.fsu.edu/aid/grants_grad.html).

Work-Study

Federal Work-Study is a need-based program that must be applied for by completion of FAFSA (<http://financialaid.fsu.edu/aid/workstudy/index.html>).

Loans

Federal Direct Loan Program assistance is applied for by completion of FAFSA. Students must be enrolled as a degree seeking student, at least half time (six credit hours) per term of disbursement and must maintain satisfactory progress requirements (http://financialaid.fsu.edu/aid/loans/Plus_Grad.html).

Out-of-State and International Students

Residents of 15 Southern and Mid-Atlantic states and many foreign countries may qualify for in-state tuition while pursuing a graduate degree at Florida State.

Academic Common Market. Through the Academic Common Market, residents of Alabama, Arkansas, Delaware, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia may qualify for in-state tuition rates at Florida State University. Eligibility varies by program of study and state of residence. For further information, consult the Southern Regional Education Board.

Florida Linkage Institutes. Through Florida's Linkage Institutes, citizens of numerous countries including: Albania, Antigua and Barbuda, Armenia, Azerbaijan, Bahamas, Barbados, Belarus, Belize, Benin, Belarus, Bosnia-Herzegovina, Brazil, Bulgaria, Burkina Faso, Canada, Cape Verde, China, Costa Rica, Cote D'Ivoire, Croatia, Czech Republic, Dominica, Dominican Republic, Estonia, France, Gambia, Georgia, Grenada, Guinea, Guinea-Bissau, Guyana, Haiti, Hungary, Israel, Jamaica, Japan, Kazakhstan, Kyrgyzstan, Latvia, Liberia, Lithuania, Macedonia, Maliu, Mauritania, Mexico, Moldova, Montenegro, Niger, Nigeria, Poland, Romania, Russia, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Senegal, Serbia, Sierra Leone, Slovak Republic, Slovenia, Tajikistan, Togo, Trinidad and Tobago, Turkmenistan, Ukraine, and Uzbekistan may be eligible to receive waivers of the out-of-state portion of tuition at Florida State University. For further information, consult the appropriate Linkage Institute.

Establishing In-State Residency. You must be a U.S. citizen, permanent resident alien, or a legal alien granted indefinite stay by the U.S. Immigration and Naturalization Service to be eligible to become a Florida resident. Please contact the Residency Office in the University Registrar's Office for more information, (850) 644-7115.

ADVISEMENT AND CANDIDATE REQUIREMENTS

SPP candidates are expected to be familiar with current policies and regulations of EPLS and of the College of Education's Office of Academic Services & Intern Support (OASIS), <http://coe.fsu.edu/Student-Academic-Services-OASIS>, as they may apply to a particular program. **Candidates are responsible for ensuring that all regulations involving deadlines and completion of specific requirements for each date are met.** Furthermore, it is the candidates' responsibility to initiate, through the supervisory committee chair, all of the procedures, actions, and forms required of the supervisory committee.

Health Insurance Requirement

Every full-time FSU student must show proof of comparable health insurance prior to registration once each year. Select graduate assistants and fellows will be provided a health insurance subsidy towards the purchase of the university sponsored health insurance plan. The subsidy will be disbursed by semester. For information about health insurance coverage contact the Student Health and Wellness Center's Insurance Office at (850) 644-4250. For information about the health insurance subsidy for graduate assistants and fellowship holders contact the Graduate School at (850) 644-3501 or gradschool@fsu.edu.

Academic Advisement

Initially, candidates are advised by the Program Coordinator who assists them in selecting course schedules prior to the first semester of registration. This advisor assignment is used until a supervisory committee chair is selected and approved. The initial assignment is not binding for either the faculty member or the candidates. The PCS Program Coordinator assigns each supervisory committee by the beginning of the first semester of full-time graduate study. Each supervisory committee will consist of three faculty members, one of which will serve as chair for the candidate. The role of the supervisory committee chair is to approve the candidate's program of study, chair the comprehensive examination, and provide academic advising. The supervisory committee chair and the two additional supervisory committee members must be faculty members in the PCS program. Candidates must meet with their Advisor (chair of supervisory committee) a minimum of one time per semester to discuss enrollment, policies and procedures, and any additional programmatic information that needs to be addressed. These meetings are essential to ensuring that candidates follow the prescribed course sequence of study; often important announcements and reminders are also provided.

Admission to Educator Preparation

In the state of Florida, school psychology programs fall under the "Educator Preparation" degree programs; therefore, all candidates must submit an online Graduate Application for Admission to Educator Preparation to the Office of Academic Services and Intern Support (OASIS) during the first weeks of the first semester of enrollment. See the following link to submit this application online: https://fsu.qualtrics.com/jfe/form/SV_00RfV2wNWTMD5hX

Course Sequence: M.S./Ed.S. School Psychology Program
Effective for Fall 19 Cohort

<u>Fall 1</u>	<u>Courses</u>	<u>Hours</u>
MHS 5400	Introduction to Counseling Theories and Techniques	4
*SPS 5055	Foundations of School Psychology	3
*SPS 5191	Assessment of Intelligence	4
*DEP 5068	Lifespan Development	3
Total		14
<u>Spring 1</u>	<u>Courses</u>	<u>Hours</u>
*SPS 5192	Psychoeducational Assessment and Intervention (includes a separate lab)	4
*MHS 6410	Behavior Management, Principles and Applications	3
*SPS 5945	Classroom-based Practicum	3
*MHS6938	Psychopathology Across the Lifespan	3
Total		13
<u>Summer 1</u>	<u>Courses</u>	<u>Hours</u>
*SPS 5193	Laboratory in the Assessment of Socio-Emotional Problems in Children and Adolescents	3
*SPS5205	Consultation in the Schools	3
RED 5337	Literacy Across the Content Area	3
Total		9
<u>Fall 2</u>	<u>Courses</u>	<u>Hours</u>
*SPS 5945	Practicum in School Psychology (Semester 1 of 2)	3
SPS 5176	Psychoeducational Diversity and ESOL	3
EDF 5481	Methods of Educational Research	3
*SPS 5615	Counseling Children and Adolescents	3
Total		12
<u>Spring 2</u>	<u>Courses</u>	<u>Hours</u>
*SPS 5945	Practicum in School Psychology (Semester 2 of 2)	3
*MHS 6466	Trauma & Crisis Intervention	3
MHS 5511	Group Counseling	3
EDF 5400	Descriptive and Inferential Statistics	4
Total		13
<u>Summer 2</u>	<u>Courses</u>	<u>Hours</u>
	No courses	
<u>Fall 3</u>	<u>Courses</u>	<u>Hours</u>
SPS 6948	Internship in School Psychology	6
<u>Spring 3</u>	<u>Courses</u>	<u>Hours</u>
SPS 6948	Internship in School Psychology	6
MHS 7962	Comprehensive Exams	0
Total Hours		73

*Denotes critical courses.

Course Requirements

The FSU SPP course requirements reflect an integrated, sequential program of study with supervised field experiences that are based on the program's training philosophy/mission, goals, and objectives. The above table outlines the required program of study for incoming candidates who begin the program in Fall 2014 or later. Most courses are taught during the daytime hours on FSU's campus and very few are offered online. Furthermore, most courses are sequenced and offered only once per year. As a result, the SPP requires full-time enrollment status, which is generally 12 hours or more per semester. This ensures that the program of study is consistent across all candidates. Appendix A - Crosswalk of NASP and FL DOE's SACS & FEAPs provides a crosswalk of all of the professional standards addressed in the program goals and objectives. See Appendix B – NASP Required Assessment of Candidates for an overview of course sequence alignment with NASP Domains of Practice (2010) and the program objectives.

In addition to the required program of study, the SPP requires a minimum grade point average (GPA) of 3.00 in order to maintain "good standing" in the program. Candidates must receive at least a B- in courses that been designated as "critical" in order to maintain "good standing." Critical courses are denoted in the Course Sequence with a "*".

FL DOE Educator Preparation Area Requirements

In addition to the critical courses outlined above, the Florida Department of Education (FL DOE) mandates via FL Rule 6A-5.066 Approval of Preservice Teacher Preparation Programs, that candidates enrolled in Teacher Education programs, including school psychology programs, must complete two area requirements: SPS 5176 Psychoeducational Diversity and ESOL and RED 5337 Supervision and Instruction in Secondary Schools. While these courses are required and are integrated into the table of course requirements on the previous page of this Handbook, they are not considered 'critical courses' in the school psychology sequence. Since the courses are taught outside of the PCS Program and the EPLS Department and are comprised of students from various major areas in the College of Education, the program faculty do not have direct control over the content and structure; therefore, consistent course-embedded assessments cannot be utilized. Despite this, the content of these courses is approved by the FL DOE, is structured around the FEAPs, and offers important and relevant learning experiences.

Program of Study Forms

Candidates have the responsibility, in consultation with their supervisory committees, to develop both a Master's Program of Study form and a Specialist's Program of Study form detailing their academic plans. Both forms are necessary since candidates in FSU's SPP earn both a Master of Science degree and a Specialist degree. The programs of study are to be approved by each candidate's supervisory committee and the EPLS Department Chair. It is necessary to list the semesters and years in which courses were taken in chronological order (past to present) to determine that the university, department, and college requirements will be met. The Master's Program of Study form incorporates the first 36 hours of coursework, while the Specialist's Program of Study form lists the remaining 37 hours of the program (for a total of 73 hours of

coursework). Prior to submitting the forms to OASIS, candidates must turn in a copy to the Program Coordinator for their cumulative student files. Programs of study may be modified at a later time with the approval of the supervisory committee. Each program of study will reflect the academic requirements of the student's major area. Candidates seeking a degree in Counseling and Human Systems must stipulate their Ed.S. major area of study, School Psychology, on the program of study form. There are two types of Master's degrees in the College of Education, the course track and the thesis track. Course track programs typically culminate with a Specialist Comprehensive Exam in the final semester. Thesis track programs include credited thesis hours and culminate with a thesis defense in the final semester of the MS degree. Students in MS/EDS programs who wish to complete a thesis-track degree must complete the thesis-track at the MS degree level, not at the EDS level. They must complete their thesis hours and thesis defense in the MS degree. This enrollment should be reflected on the MS program of study. Program of study templates may be found at <http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>. It is the candidate's responsibility to make sure that he/she has met all degree requirements.

Liability Insurance

Prior to beginning practicum and internship, candidates must secure professional liability insurance. Documentation verifying purchase must be provided to the Program Coordinator. Failure to do so will preclude participation in these field experiences. Candidate insurance can be obtained through professional associations (e.g., NASP, American Professional Agency) at a very reasonable cost.

Practicum Experience

During the second year of coursework, the program requires that candidates complete two semesters (3 credit hours per semester x 2 semesters = 6 credit hours) of a supervised practicum experience in order to integrate the theoretical aspects and required coursework of the SPP with practical application and to prepare them for internship. The practicum is typically completed at the FSU Multidisciplinary Center (MDC), which offers school-based settings relevant to the program objectives for development of candidate skills in school psychology. The MDC serves 20 school districts in 18 counties in northwest Florida providing school- and clinic-based assessment, consultation, and intervention services to systems and children and adolescents who present a wide range of learning, emotional, and developmental problems. Field experiences provide: exposure to a wide range of diversity/individual differences; development of information gathering skills for assessment, consultation, and intervention; proficiency in consultation skills; experience developing direct interventions for academic and behavioral concerns; experience with comprehensive psychoeducational assessment and report writing; and participation in parent/school meetings. The practicum emphasizes human diversity, as most of the 18 counties are characterized by significant proportions of low income and linguistically, racially, and ethnically diverse families living in rural counties.

Practicum requirements include: (1) a minimum of 100 clock hours each semester for a total of 200 hours [see Appendix G for a Sample Practicum & Internship Log]; (2) attendance at the weekly, one-hour didactic seminars presented by the course instructor and other relevant

professionals regarding current issues in school psychology; (3) attendance and participation in weekly, one-hour group training/supervision; (4) attendance and participation in weekly, one-hour of individual supervision with MDC interns under the supervision of licensed psychologists and/or school psychologists; and (5) complete a number of specific, required activities that are consistent with the training goals and objectives of the SPP. These activities include, but are not limited to test check-outs (ensure proficiency in administration, participation in school meetings, administration of assessments (e.g., record reviews, classroom observations, interviews, and functional behavior assessments), development of academic and behavioral interventions, and presentations covering interventions and specific cases.

The FSU SPP faculty provides oversight of the practicum experience to ensure the appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors. Close supervision is provided by the program faculty and the qualified practicum supervisors; this includes performance-based evaluation to ensure that candidates are developing professional work characteristics and designated competencies. Formative and summative performance-based evaluations of candidates are completed by both the faculty and field-based supervisors. See *Annual Candidate Assessment: Pre-Internship* section of this Handbook for additional information regarding the performance-based evaluation system and process. All coursework and practica hours must be successfully completed prior to beginning the school-based internship. For additional information about the MDC and/or the practicum experience, please contact Shannon Bennett, Ph.D., Director of Practicum Training (shannon.bennett@fsu.edu) and visit their website at mdc.fsu.edu.

Internship in School Psychology

During the third year, the program requires that candidates complete a comprehensive, supervised, and carefully evaluated internship in school psychology as a culminating experience in the SPP's course of study. The primary emphasis of the internship is to provide a broad, high quality experience to ensure attainment of comprehensive school psychologist competencies, and to integrate and apply the full range of domains of school psychology. The internship also emphasizes human diversity and the provision of professional school psychology services that result in direct, measurable, and positive impacts on children, families, schools, and/or other consumers. Formative and summative performance-based evaluations of interns are completed by both the faculty and field-based supervisors to ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists. See the *Internship Handbook* for additional information. In order to document completion of the internship requirement, candidates are required to enroll in 12 credit hours of SPS 6948 Internship in School Psychology across two semesters (6 credit hours per semester x 2 semesters = 12 total credit hours).

Candidates must complete the internship over the course of one academic year (on a full-time basis) and obtain a minimum of 1200 clock hours. See Appendix G for a Sample Practicum & Internship Log. If candidates plan to become licensed as School Psychologists in the state of Florida, 1500 clock hours are required. At least 600 of the internship hours must be in a school setting that provides a balanced exposure to both regular education and special education services and a broad range of school psychological experiences including assessment,

consultation, and intervention activities. At least two hours of direct supervision must be provided each week by a school psychologist holding the appropriate state credential for practice in a school setting. If a portion of the internship is conducted in another setting (other than a school), the supervising psychologist must hold the appropriate state psychology credential for practice in the internship setting. Under rare occasions, candidates are permitted to complete the internship across two academic years (on a half-time basis); however, this must be approved by the SPP Faculty.

Candidates are encouraged to begin researching internship opportunities during the first semester of their second year of coursework. For the last several years, the Florida Association of School Psychologists (FASP) has recommended guidelines to standardize the application, interview, and selection of school psychology interns in the state of Florida. Visit the following website for more information about FASP's internship application process:

http://www.fasp.org/Standing_Committees/School_Psychology_Students_Interns.html/.

Candidates wishing to complete an internship in another state are responsible for researching each respective state's requirements and procedures. Internship sites must be approved by the SPP faculty to ensure the appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors. See the Internship Handbook for additional information.

Many internship sites provide a salary/stipend to interns for school psychology services rendered, but, unfortunately, some do not. Thus, candidates should prepare to fund their living expenses during the internship. Historically, tuition fee waivers have been granted by the state for a maximum of 12 internship credit hours due to the critical shortage of school psychologists in Florida. The internship course instructor applies for the fee waivers for all of the interns. The fee waivers are contingent upon the internship occurring in a public school district and the candidate receiving site-based supervision from an appropriately credentialed school psychologist. It is important to note that this fee waiver policy is subject to change without notice.

See the *Internship Handbook* for additional information.

Clearance Procedures for Field Experiences

Florida schools have taken precautionary measures to ensure the security and safety of students. To gain entry into schools and to comply with the Jessica Lunsford Act all candidates involved in field experiences (practicum and internship) must:

1. Complete a Level II background screening (fingerprinting). Application forms must be obtained from OASIS in 2301 Stone Building and the screening is done at LCS. Cost of the screening and badge is \$95 and is effective for five years.
2. Secure and provide proof of medical insurance (as current FSU policy states).
3. Purchase professional liability insurance for at least \$1,000,000 (must renew annually and maintain coverage while enrolled in the College of Education).

Candidates should send all clearance documents to the Field Experience Coordinator, Stone Building 2301 M. For more information, visit: <http://www.coe.fsu.edu/Student-Academic-Services-OASIS/Classroom-Field-Experience>

Comprehensive Examination

Specialist candidates must register for and complete either the Specialist Comprehensive Exam (MHS 7962) or Specialist Thesis Defense (described below) in order to graduate. Candidates in the school psychology program complete the comprehensive school psychology examination during the internship, unless they have completed a Master's Thesis or Thesis Equivalency. Registration in MHS 7962 (0 credit hours) serves as University transcript documentation of completion of the comprehensive exam requirement. To fulfill the comprehensive examination requirement, candidates must complete and submit two case studies: one case must address academic concerns/outcomes and the other must address behavioral concerns/outcomes. The case study assessment is used for determining whether candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services that yield a positive, measurable impact. The Specialist Comprehensive Exam Results Form must be signed by the supervisory committee and turned into OASIS upon completion. The form can be found at <http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>. Copies of all documentation must be submitted to the Program Coordinator to be included in each candidate's cumulative file.

Once the case studies are completed, each candidate must submit them to his/her supervisory committee. Two of the three committee members will read the exam and assign a grade of Exemplary, Successful, Emerging, or Unsatisfactory. Candidates who receive an Emerging or Unsatisfactory rating may resubmit materials for the exam requirements one time. If the candidate fails the examination on both attempts, those failures will constitute grounds for dismissal from the program. If an appeal is desired, it must be made in writing by the student within 15 days of notification of his/her performance. All appeals will be given to the Program Coordinator. The Coordinator will present the appeal to the faculty. The faculty can overturn the decision of the supervisory committee by a vote of at least 66% in favor of passing the candidate. The Comprehensive Case Study Evaluation Rubric & Scoring Protocol can be found in Appendix J. Further information regarding the Comprehensive Case Studies can be found in the Internship Handbook.

Thesis Option

Candidates interested in applying for doctoral programs in counseling, counseling psychology, or school psychology generally increase their chances for admission by having research experience during their Ed.S. degree program. At Florida State University, candidates may elect one of two options for gaining research experience. The first option is for candidates to substitute Specialist thesis hours for elective hours in their degree programs. In consultation with their supervisory committee chair, candidates should submit a research prospectus for thesis approval to their supervisory committee.

A supervisory committee meeting is held for the purpose of approving the prospectus. The prospectus (two copies) and the Prospectus Clearance Form (four copies) are submitted to the department chair. The Prospectus Clearance Form is available at OASIS. Each candidate must complete a minimum of six semester hours of thesis credit. Candidates must register for a minimum of three semester hours of thesis credits while they are working on the thesis with their supervisory committee chair. Likewise, they must be registered for a minimum of two hours thesis credit during the semester in which they graduate. The supervisory committee chair, together with the supervisory committee, will conduct an examination in which the candidate must defend the thesis (MHS 6971). The oral thesis defense meeting is conducted in lieu of the comprehensive Ed.S. examination (MHS 7962) for candidates pursuing this option. The thesis is then submitted to the department chair for final approval. Candidates are strongly encouraged to work with their supervisory committee chair in submitting their research for publication. The order of authors for a subsequent publication must be determined before beginning the Specialist thesis research project.

Florida Teacher Certification Examinations (FTCE)

As per Florida Statutes, Section 1004.04, all candidates attending a state-approved School Psychology program, must pass three parts of the Florida Teacher Certification Examinations (FTCE): 1) General Knowledge (GK), 2) Professional Education Test (ProfEd), and 3) the Subject Area Examination (SAE) in School Psychology. Candidates are required to successfully pass the GK by September of the first semester of the first year of coursework (i.e., fall 1). In addition, candidates must obtain passing scores on the ProfEd and the SAE prior to the end of the spring semester of the second year (i.e., spring 2). Data from the SAE [NASP assessment #1 - licensure assessment], is utilized to evaluate candidate knowledge and for programmatic review. For more information about these exams visit: <http://www.fl.nesinc.com/index.asp>.

As part of the steps when registering for the GK exam, ProfEd exam, and SAE, candidates are to indicate whether they would like to share their score report with a university/institution. **The candidate must select for his/her scores to be sent to FSU.** Depending on the format of the test (e.g., multiple choice, essay, or both), it will take approximately 4-6 weeks for the examinee and university to receive the score report. Additionally, if the candidate does not receive passing scores on any parts of the FTCE, he/she is able to repeat whichever test they failed; however, the candidate must wait a minimum of 31 calendar days before he/she is able to retake it.

Professional Development

The SPP Faculty strongly encourages candidates to participate in professional development activities in the form of conventions, conferences, workshops, seminars, and colloquia sponsored by professional associations, institutions, and other organizations.

Membership in professional organizations is expected of professionals who wish to be viewed as competent and committed to their discipline. Our candidates and graduates often hold membership in one or more professional organizations, including the Florida Association of School Psychology (FASP) and the National Association of School Psychologists (NASP). Thus, candidates are encouraged to apply for student membership in one or more of these

associations and to attend and make presentations at their annual meetings. Applications for membership in relevant organizations can be obtained from their respective websites (FASP, NASP, etc.).

Participation in professional organizations offers candidates opportunities to meet members of the profession, to learn about a broad variety of skills and services the profession offers, and to keep current with the latest news, develop professional skills. FSU's Congress of Graduate Students makes available a limited amount of funds to support candidates who are conducting research and presenting at professional meetings. More information can be found at: http://sga.fsu.edu/?page_id=236

Student Affiliates of School Psychology (SASP)

The official graduate student organization for the SPP is the Student Affiliates of School Psychology (SASP). Participation in SASP is not required, but is strongly encouraged. Organizational goals are to:

1. Coordinate the orientation for incoming candidates
2. Familiarize new and prospective candidates to the field and its resources
3. Promote professional identity among school psychology candidates
4. Provide a forum for feedback between candidates and faculty
5. Conduct programs and workshops to meet candidate professional development needs
6. Provision of the new-candidate mentoring program and various social events to encourage interaction among the candidates and faculty.

Recruiting Volunteer Test Examinees

In order to develop competency in school psychology practice skills, candidates will be required to complete several practice administrations of tests covered in this Program (SPS 5191, SPS 5192, SPS 5193). The majority of practice administrations must be conducted outside of the classroom setting with volunteer examinees (PK-12). **Candidates are responsible for locating their own volunteer examinees.** Thus, candidates should attempt to identify potential volunteers as early in the Program as possible. Candidates must complete consent forms for each administration (e.g., Parent Consent Forms provided by each course instructor). Candidates must maintain test security and confidentiality and cannot share the results of the assessments with the examinees.

Optional Research Participation Opportunities

FSU's practitioner-scholar model emphasizes excellent applied skills and an understanding of the application of research to the theory and practice of school psychology. To this end, the FSU SPP faculty strives to train candidates to be critical thinkers and consumers of the literature base. Along with reviewing research in required coursework, candidates are encouraged, but not required, to participate on a research team led by a SPP faculty member in order to gain a more in-depth understanding of research design and implementation as it relates to the field of school psychology. Faculty research interests are presented at the orientation meeting for incoming

candidates, and it is the candidate's responsibility to seek out research team opportunities, if interested.

Admission to the Combined Ph.D. Program in Counseling Psychology and School Psychology

If an enrolled M.S./Ed.S. School Psychology student is interested in pursuing a Ph.D. in the FSU Combined Counseling Psychology and School Psychology Ph.D. Program, there are two points at which admission to the doctoral program are generally considered. Students should apply by the December 1 deadline in the first year of their program or while on the Ed.S. internship. Admission to the doctoral program is not guaranteed. If a student is interested in the doctoral program, they are encouraged to discuss this option with their major professor.

Policy on Professional Outside Work by Candidates

Full-time graduate study is a rigorous enterprise, and candidates should maintain realistic expectations regarding outside work relative to their progress in their program. Candidates in training *must not* represent themselves as licensed or certified counselors or psychologists by their statements, their roles, or the nature of their work. When candidates are engaged in work that is "counseling," "psychological," or "human service" in nature, they must be directly supervised on a regular basis by an appropriately licensed or certified professional.

Certification and Licensure

Completion of a degree at FSU does not guarantee subsequent certification or licensure. While FSU has the authority to grant degrees, only credentialing bodies, professional associations, and/or state government agencies have the power to grant certification and licensure. Candidates are responsible for accessing and processing applications for certification and licensure.

Obtaining certification in school psychology usually requires completing an application process that includes fingerprinting, criminal background check, passing state or national exams, and showing mastery of school psychology standards of practice. The NASP website includes a helpful list of credentialing requirements by state (http://www.nasponline.org/certification/state_info_list.aspx).

The following table contains a summary of certification and licensure options for candidates. While it only lists options in the State of Florida, other states have similar certification and licensure requirements.

Specialization	Certification, Credential, or License	Sponsoring Organization
School Psychology	PK-12 School Psychology Certification http://www.fldoe.org/edcert/rules/6A-4-0311.asp	Department of Education, State of Florida
	Licensed School Psychologist http://www.doh.state.fl.us/mqa/schoolpsych/	Department of Health, State of Florida
	Nationally Certified School Psychologist	National Association of School Psychologists

Upon successful completion of the M.S./Ed.S. School Psychology Program at FSU, candidates may apply for certification through the FL Department of Education (<http://www.fldoe.org/edcert/apply.asp>). The FL Department of Health also offers a License in School Psychology for those who wish to work in the private sector. Application requirements and procedures can be found at http://doh.state.fl.us/mqa/schoolpsych/ss_lic_req.html. Florida also requires certification as a Clinical Educator before practitioners can supervise interns and colleagues. This certification requires three years of practice and completion of a formal state-designed training course. For more information about the Clinical Educator Training Program visit <http://www.fldoe.org/profdev/clined.asp>.

Graduates of a School Psychology Program can receive national certification as a school psychologist from the National Association of School Psychologists (NASP). To obtain Nationally Certified School Psychologist (NCSP) status from NASP, applications must meet the established *Standards for Graduate Preparation of School Psychologists*, *Standards for the Credentialing of School Psychologists*, *Principles for Professional Ethics*, and the *Model for Comprehensive and Integrated School Psychological Services*. In addition, applicants must complete an application, verify supervision, and obtain a passing score on the Praxis II in School Psychology. For more information visit: <http://www.nasponline.org/certification/becomeNCSP.aspx>.

Employment Opportunities

Opportunities for employment as a school psychologist have been excellent in the past and remain that way throughout most of the country. The job outlook is very promising for school psychology nationwide. It is believed that a majority of current practitioners will be reaching retirement age within the next ten years, hence opening the door for a new generation of school psychologists. According to *US News and World Report* (2008), school psychology continues to be one of the “best careers.”

Salaries in school psychology vary regionally. School districts often have school psychologists on the same salary schedule as teachers, while others have a separate salary schedule. According to money.usnews.com the media annual salary is \$73,270 (25th percentile = \$55,050 and 75th percentile = \$95,910). In most respects, school district salaries are comparable to university salaries, and often better. They may also be comparable to or better than hospital and clinic salaries depending on the length of the contract year. However, many school systems do not make salary distinctions between doctoral and non-doctoral school psychologists. Lastly, some school psychologists also engage in private practice part-time or even full-time, providing yet another avenue for employment and income.

PERFORMANCE-BASED ASSESSMENT PLAN

In order to prepare graduates with the professional knowledge and skills required to address the increasingly diverse needs of students, schools, families, and the community, Florida State University's School Psychology Program (SPP) utilizes a comprehensive multi-source (e.g., supervisor evaluations, faculty evaluations), multi-method (e.g., case study), and multi-trait (e.g., data-based decision making, assessment, consultation) performance assessment system for data-based decision making. The faculty is committed to a developmental, learner-centered assessment philosophy that involves continual reflection, evaluation, and improvement. The goal of the assessment plan is to select, train, and graduate professional school psychologists who possess both the knowledge and the practical skills needed to work in a broad variety of school and education settings and to make programmatic adjustments if the data indicate a need for modification or change. Such periodic assessment also provides candidates with formative feedback on work products, which assists in further refinement of applied skills. A table outlining NASP required assessments can be found in Appendix B. A table of Annual Candidate Assessment timeframes and components is provided on the next page.

FSU's training program reflects the content and performance standards as articulated by the National Association of School Psychologists Practice Model and 10 Domains of Practice (NASP, 2010), the Florida Educator Accomplished Practices (FEAPs, 2011), and Florida's School Psychology Subject Area Competencies and Skills (SACS, 2011). The assessment model reflects the program's philosophy, goals, objectives, and indicators outlined in this Handbook, and four descriptors differentiate levels of performance across assessments (Unsatisfactory, Emerging, Successful, and Exemplary). FSU's training goals represent broad categories used to organize professional practices and structure evaluation criteria, while the objectives are the specific professional skills that comprise each goal. The goals and objectives of training are:

- I. Foundations of School Psychological Service Delivery
 1. Legal, Ethical, and Professional Practice
 2. Research and Program Evaluation
 3. Diversity in Development and Learning
- II. Practices that Permeate All Aspects of Service Delivery
 1. Data-Based Decision Making and Accountability
 2. Consultation and Collaboration
- III. Direct and Indirect Student Level Services for Children, Families, and Schools
 1. Interventions and Instructional Support to Develop Academic Skills
 2. Interventions and Mental Health Support to Develop Social and Life Skills
- IV. Direct and Indirect System-Level Services for Children, Families, and Schools
 1. School-Wide Practices to Promote Learning
 2. Preventive and Responsive Services
 3. Family-School Collaboration Services

Annual Candidate Assessment Process

Candidate assessment is a continuous process that begins with application to the program and continues through graduation; it occurs at specified points in the program for the purpose of evaluating the competencies and performance of school psychology candidates and graduates and to inform systematic program review and improvement. The SPP faculty meets annually to review all candidates from the first year through the completion of internship: 1) Pre-Practicum Foundations, 2) Pre-Internship, and 3) Program Completion.

Assessment Components	Annual Candidate Assessment Timeframes					
	Pre-Practicum Foundations		Pre-Internship		Program Completion	
	Mid	End	Mid	End	Mid	End
Professional Work Characteristics Evaluation	X	X	X	X		
Practicum Field-Based Supervisor Evaluation (2x/yr)			X	X		
Internship Field-Based Supervisor Evaluation (2x/yr)					X	X
FTCE (SAE)				X		
Comprehensive Case Studies					X	X

Feedback to Candidates

At each annual assessment point, candidates are provided with written feedback on their progress via the respective Annual Candidate Assessment forms. Candidates who exhibit ‘Satisfactory’ performance for an annual assessment point are permitted to progress to the next phase of the program. Candidates who do not exhibit satisfactory performance are issued a Notice of Concern (Appendix L) and must complete a Remediation Plan (Appendix M), which is collaboratively developed with program faculty. Remediation Plans must be satisfied within the timeframe agreed upon by the candidate and the program faculty in order for the Candidate to continue in the program. See the Retention Policies and Procedures section of this Handbook for additional information about the remediation process.

Pre-Practicum Foundations

Pre-Practicum Foundations assessment takes place at the end of year one in the program of study (i.e., at the conclusion of the first fall, spring, and summer semesters). At this point, candidates have completed one year of conceptual foundations and theoretical coursework. This review evaluates academic performance, knowledge, and professional dispositions. Written results (Appendix K) are provided to candidates at end of the first year (end of spring semester – April or May, depending upon the University calendar). Formative and summative assessment measures considered in the Pre-Practicum Foundations assessment timeframe include the following:

- The Professional Work Characteristics Evaluation assesses candidate development of professional dispositions and consists of faculty ratings based upon observations made throughout the year. Candidates are assessed at the middle and end of the first year, and the results are provided in writing via the Annual Candidate Assessment Review form (Appendix K). The Professional Work Characteristics Evaluation form can be found in Appendix F.

Pre-Internship

Pre-Internship assessment takes place at the end of the second year. At this point, candidates have completed all coursework and the one-year, field-based practica. This review evaluates academic performance, knowledge, professional dispositions, and candidate ability to effectively plan the professional responsibilities required of a school psychologist. At this annual assessment phase, the candidate's academic performance and knowledge, as well as, the application of that knowledge in the practicum setting are considered:

- The Practicum Field-Based Supervisor Evaluation is completed twice during the practicum experience (December and April) in order to document candidate growth and progress and professional dispositions throughout the duration of the practicum experience. The Field-Based Supervisor reviews the results of each evaluation individually with the candidates in order to provide them with formative improvement information. The results are also reported to the University-Based Faculty. The Practicum Field-Based Supervisor Evaluation is provided in Appendix H.

Program Completion

Program Completion assessment takes place at the end of the third year. At this point, candidates are ending their field-based internship experience and are being considered for recommendation for graduation from the SPP. This assessment timeframe includes the following components:

- The Internship Field-Based Supervisor Evaluation evaluates application of candidate knowledge, skills, and professional work characteristics. It is completed by the field-based supervisor twice during the third year (December and April) in order to document candidate growth and progress through the duration of the internship experience. Results of each evaluation are reviewed individually with the candidate by the Field-Based Supervisor and shared with the University-Based Faculty.
- For completion of MHS 7962 Comprehensive Exam and SPS 6948 Internship in School Psychology, two Comprehensive Case Study projects must be submitted to the University-Based Faculty advisor during the internship year as a cumulative measure of professional competency across the program training goals and objectives and to document impact on students and clients. The case study assessment is used to determine whether candidates are able to integrate domains of knowledge and apply professional skills to deliver a comprehensive range of services that yield a positive, measurable impact on the individuals served. Candidates must submit **one academic case study AND one behavioral case study**. The formative study (either academic or behavior

concern) is due at the end of the fall semester (November), while the summative case study (whichever type was not submitted in November) is due at the end of the spring semester (March). The case study rubric used by the program is adapted from NASP's rubric for reviewing applications for Nationally Certified School Psychologists (NCSP) from Non-NASP approved program graduates. The Comprehensive Case Study Evaluation Rubric & Scoring Protocol is provided in Appendix J. Detailed instructions and a case study example are available in the *Internship Handbook*.

- The School Psychologist subject area test of the Florida Teacher Certification Examination (FTCE) serves as the Ed.S. capstone exam. The subject area knowledge tested on the School Psychologist K-12 examination was identified and validated by committees of content specialists from within the state of Florida. Exam content is organized by Florida's School Psychology Subject Area Competencies and Skills (SACS, 2011):
 1. Knowledge of Measurement Theory, Test Construction, Research, and Statistics
 2. Knowledge of Data-Based Decision Making and Accountability
 3. Knowledge of Child and Adolescent Development
 4. Knowledge of Section 504 and the Rehabilitation Act of 1973 (Section 504) and Exceptional Student Education
 5. Knowledge of Curricula and Instruction
 6. Knowledge of Biological, Social, and Cultural Bases of Learning and Behavior
 7. Knowledge of Law, Rules, Regulations, and Court Decisions
 8. Knowledge of Evidence-Based Interventions
 9. Knowledge of Consultation, Collaboration, and Problem Solving
 10. Knowledge of Professional School Psychology and Ethical Decision Making

A passing score for the SAE is a scaled score of 200 or higher. The Florida Department of Education also provides a maximum percentage of correct questions needed to achieve a minimum passing score on the School Psychologist PK-12 SAE, which is 68%. This is reported as a 'maximum percentage' because other slightly more difficult forms of the examination may require a lesser percentage of correct answers in order to achieve a passing scaled score of 200. Candidate score reports indicate "PASS" (for a scaled score of 200 or higher) or "NOT PASS" (for a scaled score lower than 200), but candidates are not provided with their actual obtained scaled scores. Score reports provided to Florida State University and other designated recipients also do not provide obtained scaled scores, but indicate "PASS" or "NOT PASS" status for each candidate. In addition, Florida State University is provided with the percentage of questions each candidate answered correctly for each of the 10 competency areas tested. Candidates are required to meet the minimum passing scaled score of 200 in order to successfully complete this assessment. The percentage of questions each candidate answered correctly for each competency area is utilized for program review, but this data is not used by the Program to determine the candidate's pass/fail status. A crosswalk of how the SACS related to NASP's standards of training can be found in Appendix A. Candidates are also required to take and pass the FTCE General Knowledge Examination and the FTCE Professional Education Examination, as per requirements for certification as a School Psychologist in the state of Florida. However, the score for these two examinations are only included in

the candidate assessment process on a pass/fail basis since the content is not tied specifically to the profession of school psychology.

Faculty/Program Assessment

The SPP Faculty believes in the importance of assessing not only the quality and performance of the candidates in the program, but also the effectiveness of faculty members, field supervisors, and program outcomes. As a result, the program provides the following methods for assessment in these areas.

Assessment Components	Faculty/Program Assessment Timeframes		
	Program Completion	1-2 Years Post-Completion	Annually Obtained
Candidate Exit Survey	X		
Alumni Survey		X	
Employer Survey		X	
FL DOE Employment Outcome Data			X

Candidate Exit Survey: Upon completion of the internship, candidates are asked to complete a survey concerning the effectiveness of the training program in meeting the demands made upon them by the internship setting. Included in the survey are questions concerning the appropriateness of coursework and practicum experiences and opinions on how the program could be improved to meet the candidates’ needs. This form can be found in Appendix O. It will be administered electronically using an online survey software (e.g., Qualtrics).

Alumni Survey: After 1.5-2 years of practice in the field, graduates of the program are asked to complete surveys concerning the effectiveness of the training program in meeting the demands made upon them by the educational or other system in which they work. Included in the survey are questions concerning the appropriateness of coursework and practicum experiences, the usefulness of required courses, suggestions on courses that need revision, and opinions on how the program could be improved to meet candidates’ needs. See Appendix P.

Employer Survey: After having spent 1.5-2 years in the field, employers/supervisors of graduates are asked to complete a survey concerning the effectiveness of FSU’s School Psychology alumni in meeting the demands of the systems in which they are working. Included in this survey are questions concerning graduate’s abilities to assess skills and abilities, including data-based decision making, evidence based prevention and intervention, consultation and collaboration, and professional practice. See Appendix Q.

Florida DOE Employment Outcome Data: For those graduates who remain in the state of Florida and are employed within the public school system, the program is able to obtain annual performance data regarding their work. This data is collected by the Florida Department of Education and is used to inform areas of improvement for FSU’s school psychology program. Two types of data are collected:

- (1) *Percentage of Program Completers Employed Following the First Year of Program Completion*: includes all completers who are employed as instructional staff in Florida Public Schools in the current academic year.
- (2) *Retention Rates*: includes all completers who are employed in Florida public schools who are retained over a five-year period in an instructional position.

Review of Program Assessment Data: The SPP Faculty meet on a bi-weekly basis to discuss SPP issues, concerns, and areas for improvement. Assessment data is utilized to inform decision making.

NASP Required Assessments

In order to achieve and maintain program approval, NASP requires a minimum of six assessments as evidence for meeting NASP standards of school psychology training (NASP, 2010). Appendix B lists the measures used to satisfy the NASP required assessments.

RETENTION POLICIES AND PROCEDURES

This policy was developed to provide candidates and faculty with written guidance regarding the standards and procedures for continuation in the program and to delineate the procedures used by the program to (a) evaluate candidate performance; (b) respond to problematic, inadequate, or impaired candidate performance; and (c) to ensure that due process is accorded all parties during evaluation and review.

Candidates who have been accepted into any of the graduate degree programs offered by the PCS Program should know, prior to program entry and at the outset of training, that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, candidates' knowledge or skills may be assessed (including, but not limited to, emotional stability and wellbeing, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that candidates who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of its administrative authority, the PCS Program strives not to advance, recommend, or graduate candidates with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. For candidates interested in receiving personal therapy, FSU's [University Counseling Center](#), 201 Student Life Bldg., provides brief counseling and therapy to support candidates' growth and help them optimize their emotional, interpersonal and intellectual development. Additional community counseling resources can also be found through [Big Bend 211 Information & Referral Service](#).

Rationale

Continuance in the School Psychology Program (SPP) is contingent upon the ability of the candidates to pursue graduate study. Successful completion of the program is based on candidates' demonstration of academic, professional, and personal effectiveness related to professional objectives. The faculty has a professional responsibility to evaluate the academic, professional, and personal development of candidates in the training program. The primary purpose of assessment is to facilitate academic, professional, and personal growth, as well as, provide feedback in a timely fashion.

Selective Retention

Continuation in the program and final awarding of the degrees may be denied for unsatisfactory scholarship, on the grounds of unsatisfactory mental, moral, or emotional attributes. Means of evaluating candidates include, but are not necessarily limited to, (a) performance in coursework and grades earned, including course-embedded assessments, (b) annual candidate assessments, (c) professional work characteristics evaluations, (d) practicum and internship evaluations, (e) comprehensive case studies, and (d) Florida Teacher Certification Exam score(s).

Annual Candidate Assessment

Although unusual circumstances may require that a candidate be evaluated for continuation in the program at any time, the Annual Candidate Assessment (ACA) process serves as regular checkpoints to monitor candidate progress in the SPP. At the conclusion of each ACA, all candidates will be provided with written feedback. Candidates who have not demonstrated satisfactory progress as outlined on the summative Annual Candidate Assessment form (Appendix K) will be notified individually by the Program Coordinator via a Notice of Concern (Appendix L) and will be instructed to make an appointment to receive feedback, to identify appropriate remediation procedures, and to develop the Remediation Plan (Appendix M). If a concern arises at other points in the academic year, the candidate will be notified in writing via the Notice of Concern document. Following the notification, the candidate must meet with his/her advisor within five business days to develop a Remediation Plan.

Advocacy

As emerging professionals in school psychology, candidates are expected to be strong child/student advocates. They must have a keen interest in the learning, behavior, and emotional needs of children and students; and in addressing these needs by working in educational settings. They must desire not only to work directly with children/students but also with parents, teachers (regular and special education), administrators, staff, and outside professionals to best meet the educational and mental health needs of each client. They must be committed to following best practice in carrying out the key roles and functions of the school psychologist including consultation, education, research, assessment, and prevention and intervention.

Ethical Standards

Candidates are expected to maintain the highest possible academic, moral, and behavioral standards consistent with adherence to *Principles of Professional Ethics of the National Association of Schools Psychologists* (2010); the Florida Department of Education *Principles of Professional Conduct for the Education Profession in Florida* (1998); and Florida State University's *Academic Honor Policy (FSU General Bulletin - Graduate Edition, 2012-2013)*. Candidates may be dismissed from the program for overt violations of these ethical codes and standards of practice. Ignorance of any part of these codes is not considered an acceptable excuse for violation. Also, as a professional in training, all candidates have an obligation to carry professional liability insurance. Proof of coverage must be provided each year.

Anyone who suspects a candidate has violated ethical standards may request a review of the candidate's behavior by submitting a written description of the alleged incident to the coordinator of the SPP. Following careful review of the allegations, the SPP faculty may admonish, suspend, or remove from the program any candidate who in the judgment of the faculty has violated ethical standards (procedures followed as outlined in the *Program Response to Problematic, Inadequate, or Impaired Candidate Performance* section below).

Academic Standards

Completion of the academic requirements does not automatically assure candidates that the school psychology faculty will recommend them for a degree. A minimum grade point average (GPA) of 3.00 must be achieved in order for a candidate to maintain “good standing” in the program. Candidates must receive at least a B- in courses that been designated as “critical” in order to maintain “good standing.” Critical courses include:

- SPS 5055 Foundations of School Psychology
- SPS 5191 Assessment of Intelligence
- SPS 5105 Social-Emotional Disorders of Children and Adolescents
- SPS 5192 Psychoeducational Assessment and Intervention
- MHS 6410 Behavior Management Principles and Applications
- SPS 5205 Consultation in the Schools
- SPS 5193 Laboratory in the Assessment of Socio-Emotional Problems in Children and Adolescents
- SPS 5207 Advanced School-Based Consultation
- SPS 5615 Counseling Children and Adolescents
- DEP 5070 Child and Adolescent Development
- MHS 6466 Trauma and Crisis Intervention
- MHS 5511 Group Counseling

All incomplete grades (I's) become IE's to F's after one semester, and are computed into the candidate's GPA. Incomplete grades must be resolved the next semester that the candidate is enrolled.

Grade Appeals System

The purpose of the grade appeals system is to afford an opportunity for candidates to appeal a final course grade under certain circumstances. The Grade Appeals System is outlined on the FSU Office of the Dean of Students Website:

http://deanofstudents.fsu.edu/policy/pdf/Grade%20Appeals%20Process_0910.pdf

General Behavioral Expectations

In addition to adhering to formal ethical principles and codes of conduct, candidates are expected to behave in a professional manner at all times. Personal stability and maturity are also expected. The specific interpersonal skills and characteristics expected of candidates are listed in the *Annual Candidate Assessment Review* form in Appendix K. Candidates who are not meeting expectations may be subject to intervention, suspension, or removal from the program (procedures followed as outlined in the *Program Response to Problematic, Inadequate, or Impaired Candidate Performance* section below).

Dress Code

Candidates are required to dress in a professional manner. When visiting or working in a school, agency, and/or clinic students must adhere to any dress code in effect for that setting. In addition,

students should refrain from wearing any clothing, apparel, or jewelry that would be distracting to others in such settings.

Attendance Policy

Policies related to class attendance and tardiness are developed and enforced primarily by each course's instructor. Negligent class attendance or tardiness by a candidate, however, is unprofessional and raises serious concerns about the candidate's commitment to the SPP. When an instructor or field-based supervisor believes that excessive absences or tardiness reflect unprofessional behavior, they should notify the coordinator of the SPP in writing. Where this concern seems justified, the faculty will conduct a review of the candidate's behavior following the procedures outlined below.

Program Response to Problematic, Inadequate, or Impaired Candidate Performance

For a candidate who does not make satisfactory progress in the program, identified either during the Annual Candidate Assessment or at any other point in the training program, the following procedures are implemented:

1. The candidate is provided with a written Notice of Concern (Appendix L) identifying the problem areas noted by the faculty.
2. If insufficient progress in the program is determined and the problems are not severe enough to warrant an immediate dismissal, then tuition waivers will no longer be granted and a Remediation Plan (Appendix M) will be developed in collaboration with the candidate. This plan should behaviorally define the problem, identify the expected behavior patterns or goals, and designate a date for goal attainment or reevaluation. Development of the plan is to be completed *within five business days* of the issue date of the Notice of Concern. If the candidate chooses not to accept the remedial plan, he/she will be automatically dismissed from the program.
3. At the time of the reevaluation (timeframe determined during development of Remediation Plan), the School Psychology Faculty will review candidate progress. A faculty vote is conducted to determine one of four outcome options:
 - i. A decision that the specified concerns are no longer present a significant impairment and the candidate is allowed to continue in the program;
 - ii. Continued remediation, an updated remediation plan, and a date for another reevaluation;
 - iii. Voluntary withdrawal from the program; or
 - iv. Formal dismissal from the program via 3/4 majority vote of program faculty
4. Candidates who, for any reason, receive a notification of dismissal have appeal rights as described in the most current *FSU General Bulletin – Graduate Edition*.

Readmission to the Program

Candidates who find it necessary to interrupt their progress in the program may be readmitted according to the established readmission policy. Candidates must seek readmission if they have not registered for at least three (3) hours of credit for a period of two (2) consecutive semesters.

➤ Criteria for Readmission:

1. In academic coursework already taken in the program, the candidate applying for readmission must demonstrate at least a 3.0 GPA in courses completed, including a minimum of B- in the critical courses identified previously.
2. Readmission will be considered in light of current enrollment numbers in the specialist programs and the availability of "openings" to accommodate returning candidates. This recognizes the reality that full-time, matriculating alternates may replace non-matriculating candidates.
3. Candidates who have been absent from the program for eight (8) consecutive semesters must meet any new admission requirements. At the discretion of the supervisory committee, they may be required to take additional coursework over and above that detailed in their program of study.
4. All hardship leave petitions need to be submitted to the department chair and committee chair for appropriate action.

➤ Procedures for Readmission:

1. The candidate must submit a personal statement detailing:
 - a. Reasons for non-matriculation.
 - b. A rationale in support of his/her readiness to continue graduate study to the successful completion of the degree. This rationale must include steps taken or changes made to address the "reasons" expressed in the previous section and a detailed plan that outlines the candidate's program for a timely completion after readmission.
2. The candidate must be interviewed by program faculty.
3. After reviewing the candidate's prior academic performance, personal statement, and interview results, the program faculty for the major area will recommend to the total faculty either to allow or deny readmission to the program.
4. The total faculty must vote on the readmission recommendation. If the recommendation is to readmit, then the faculty vote must be approved by a 3/4 majority in favor of readmission in order for the motion to carry. A recommendation to deny readmission may be overturned and reversed by a 3/4 majority faculty vote against the program faculty recommendation.

Graduation Policies

FSU's SPP candidates complete a total of 73 credit hours (61 of which are exclusive of the hours earned for completed of the Internship in School Psychology) to earn both a M.S. degree and an Ed.S. degree (all candidates must earn both degrees – they cannot only earn one of the other). Successful completion of the program is based upon candidates demonstrating academic, professional, and personal effectiveness related to professional objectives.

1. Before being approved for graduation, candidates must meet all requirements for a graduate degree outlined in the *FSU General Bulletin - Graduate Edition* and complete the Graduation Checklist (Appendix N).
2. Candidates must successfully pass all required coursework with a minimum 3.00 GPA and a B- or better in courses designated as 'critical.'
3. Candidates must achieve an overall 'Successful' or 'Exemplary' evaluation rating on the Annual Candidate Review at Program Completion. This includes the following:
 - a. Pass the Comprehensive Case Studies [serves as Comprehensive Exam requirement for Ed.S. degree] within 2 attempts
 - b. Earn passing scores on the FTCE exams [GK, PEd, SAE-School Psychologist]
 - c. Demonstrate entry-level ratings by internship field-based supervisors during internship
4. Candidates must apply for graduation at <https://registrar.fsu.edu/graduation/checklist/> during the **FIRST TWO WEEKS** of the semester in which graduation is planned. If candidates intend to participate in the graduation ceremony, they must arrange for their cap and gown through the University Bookstore:
https://registrar.fsu.edu/graduation/cap_gown/
Also, all candidates must ensure that they have submitted a Program of Study signed by all of their committee members to OASIS.
5. Please note: Participation in Commencement exercises is not a guarantee of degree conferral.
6. Students should keep all copies of documents submitted to your department, The Graduate School, or OASIS.
7. Degrees generally post to transcripts in the month following Commencement. After you are cleared by both your Academic Dean and the Registrar's Office, your diploma will be mailed to you. Please allow six to eight weeks after the semester ends for your diploma to arrive. If you have additional questions, please call (850) 644-1050:
<https://registrar.fsu.edu/graduation/diplomas/>.

APPROXIMATE TRAINING PROGRAM TIMELINE

First Year

Program Milestone (Tasks)	Approximate Due Date
Attend New Student Orientation & enroll in Fall 1 classes	Mid-August (fall 1)
Begin Fall 1 classes	End of August (fall 1)
Register for and complete the FTCE-GK by August 30 (<i>send scores to FSU</i>)	End of August (fall 1)
Complete background check & fingerprinting at Leon County Fingerprinting Services (<i>will be done in SPS 5191</i>)	End of August (fall 1)
Complete & submit <i>Graduate Application for Teacher Education</i> to OASIS (<i>will be done in SPS 5055</i>)	September (fall 1)
Purchase FASP/NASP Student Memberships (<i>will be done in SPS 5055</i>)	September (fall 1)
Purchase Professional Liability Insurance (<i>will be done in SPS 5191</i>)	September (fall 1)
Register for Spring 1 classes (<i>will be done in SPS 5055</i>)	October (fall 1)
Attend FASP's Annual Conference	End of October/ Beginning of November (fall 1)
Complete & submit M.S. & Ed.S. <i>Program of Study</i> forms (<i>will be done in SPS 5055</i>)	December (fall 1)
Meet with Committee Chair for Professional Work Characteristics Evaluation	December (spring 1)
Begin Spring 1 classes	January (spring 1)
Register for Summer 1 & Fall 2 courses	March (spring 1)
Meet with Committee Chair for Annual Candidate Assessment of first year performance	August (spring 1)
Summer 1 classes begin	May (summer 1)

Second Year

Program Milestone (Tasks)	Approximate Due Date
Begin Fall 2 classes	End of August (fall 2)
Begin school-based practicum at the MDC	End of August (fall 2)
Beginning logging practicum hours using 'Log of Hours' spreadsheet	End of August (fall 2)
Renew Professional Liability Insurance	September (fall 2)
Renew FASP/NASP Student Memberships	September (fall 2)

Register for FTCE PEd exam (<i>Due Dec 1</i>)	September (fall 2)
Start researching internship sites and attend the CV/Internship workshop	September (fall 2)
Register for Spring 2 classes	October (fall 2)
Attend FASP's Annual Conference to network for potential internships	End of October/Beginning of November (fall 2)
Solicit those to write letters of recommendation for internship applications	December (fall 2)
Submit internship applications and interview for internship opportunities	Nov- Feb (fall – spring 2)
Meet with Field-Based Practicum Supervisor to review mid-year evaluation	December (fall 2)
Submit all weekly practicum logs to Field-Based Practicum Supervisor, to date	December (fall 2)
FTCE PEd to be taken & passed by Dec 1 (<i>send scores to FSU and proof of passing to program GA</i>)	December (fall 2)
Begin Spring 2 classes	January (spring 2)
Register School Psychology SAE (due by March 15)	January (spring 2)
Interviews for internship opportunities	February (spring 2)
Accept internship offer in consultation with Advisor/Program Coordinator	March (spring 2)
Register for Fall 3 internship course	March (spring 2)
School Psychology SAE to be taken and passed by March 15 (<i>send scores to FSU and proof of passing to program GA</i>)	March (spring 2)
Submit <i>all</i> weekly practicum logs to Field-Based Practicum Supervisor	April (spring 2)
Meet with Committee Chair for Annual Candidate Assessment of second year performance	May (spring 2)

Third Year

Program Milestone (Tasks)	Approximate Due Date
Obtain a signed <i>FSU School Psychology Internship Agreement</i> & submit to Program Coordinator	July/August (fall 3)
Provide proof of liability insurance & health insurance to OASIS	August (fall 3)
Begin Internship	August (fall 3)
Complete and submit <i>Internship Planning Form</i> within two weeks of beginning internship	August (fall 3)
Renew FASP & NASP Student Memberships	August (fall 3)

Attend FASP's Annual Conference (if possible)	End of October/Beginning of November (fall 3)
Register for Spring 3 courses (SPS 6948 & MHS 7962)	Mid November(fall 3)
Submit first Comprehensive Case Study to Major Professor	Mid November (fall 3)
Meet with Field-Based Internship Supervisor to review evaluation	December (fall 3)
Submit completed logs to Program Coordinator, to date	December (fall 3)
Apply for graduation at http://registrar.fsu.edu/services/graduation/	January (spring 3)
Attend NASP Conference (if possible)	February/March (spring 3)
Review NASP, FASP, and district websites for employment opportunities	March/April (spring 3)
Submit second Comprehensive Case Study to Major Professor	Mid-March (spring 3)
Meet with Field-Based Internship Supervisor to review evaluation	April (spring 3)
Submit the <i>Specialist Comprehensive Exam Results Form</i> to OASIS	April (spring 3)
Annual Candidate Assessment completed	April (spring 3)
Receive written notification from Advisor regarding Program Completion	April (spring 3)
Complete Graduation Checklist (see Appendix N of Program Handbook)	April (spring 3)
Submit all completed logs to Internship Coordinator	April/May (spring 3)
Graduate!	May (summer 3)
Seek state certification via Florida DOE website	May (summer 3)
Complete Candidate Exit Survey upon completion of internship	July (summer 3)

REVISIONS TO PROGRAM HANDBOOK

Due to ongoing changes occurring in our state, our institution, and our profession, the faculty reserves the right to make revisions and additions to this Handbook in order to better meet the needs of our candidates and the individuals we serve. Candidates are responsible for keeping up-to-date with any periodic changes that are made to the Handbook. Any questions about the Handbook should be directed to the Program Coordinator.

Appendix A: Crosswalk of NASP Domains, School Psychologist Subject Area Competencies and Skills for Teacher Certification, and Florida Educator Accomplished Practices

NASP Domains	NASP Domain Elements	School Psychologist Subject Area Competencies and Skills for Teacher Certification	Florida Educator Accomplished Practices
2.1 Data-Based Decision Making and Accountability	2.1.1 School psychologists have <u>knowledge</u> of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	1.1 Identify theories of measurement and test construction. 2.1 Identify data gathering methods (e.g., checklists, records review, assessment instruments, interviews, behavioral observations, curriculum-based measurement, and technology) in the comprehensive evaluation process. 2.2 Identify appropriate methods for progress monitoring. 2.7 Demonstrate knowledge of data-based decision making at the system, group, and individual levels. 5.4 Identify screening, prevention, and intervention methods to address academic concerns. 8.4 Identify components and techniques (e.g., positive behavior supports, functional behavior assessments, positive behavior intervention plans) of applied behavior analysis. 9.2 Demonstrate knowledge of the problem-solving process.	None
	2.1.2 As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate <u>skills</u> to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	2.3 Select appropriate psychoeducational assessment instruments based on a referral question. 2.4. Determine appropriate evaluation methods and sources of information based on a referral question. 2.5 Select appropriate instruments and methods of psychoeducational assessment that consider the needs of specialized populations (e.g., culturally, ethnically, and linguistically diverse students; students with low-incidence disabilities; preschool children). 2.6. Interpret data from multiple sources to address referral questions and make appropriate recommendations. 4.2. Interpret psychometric and other assessment data (e.g., response to intervention) related to identification of exceptionalities and disabilities. 4.3. Determine appropriate evaluation procedures or accommodations consistent with suspected or documented disabilities.	1d. Selects appropriate formative assessments to monitor learning. 1e. Uses diagnostic student data to plan lessons. 2g. Integrates current information and communication technologies. 3c. Identify gaps in students' subject matter knowledge. 3j. Utilize student feedback to monitor instructional needs and to adjust instruction. 4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process. 4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. 4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains.

2.2 Consultation and Collaboration

2.2.1 School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

2.2.2 As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

8.5 Select appropriate methods for evaluating the fidelity of implementation and response to interventions from various sources (e.g., technology, curriculum-based measurement).

9.1 Identify appropriate theories and methods of consultation and collaboration with school personnel, parents and guardians, and other specialists in the school or community.

9.2 Demonstrate knowledge of the problem-solving process.

9.3 Apply methods of consultation, collaboration, and problem solving to academic, behavioral, and social-emotional concerns

4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).

4f. Applies technology to organize and integrate assessment information.

5c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.

6c. Fulfills the expected obligations to students, the public and the education profession.

None

2b. Manages individual and class behaviors through a well-planned management system.

2e. Models clear, acceptable oral and written communication skills.

2f. Maintains a climate of openness, inquiry, fairness and support.

5c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.

5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.

6c. Fulfills the expected obligations to students, the public and the education profession.

**2.3 Interventions
and Instructional
Support to
Develop Academic
Skills**

2.3.1 School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.

2.3.2 School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

- 3.1 Identify theories of cognitive and intellectual development.
- 3.2 Identify theories and principles of language, perceptual, and sensorimotor development.
- 3.6 Relate the major theories of child and adolescent development to psychoeducational practices.
- 5.1 Identify components of curricula and effective instruction.
- 5.2 Demonstrate knowledge of reading, mathematics, and written and oral language development and instruction.
- 5.3 Identify appropriate instructional strategies for reading, mathematics, and written and oral language.
- 5.4 Identify screening, prevention, and intervention methods to address academic concerns.
- 6.3 Identify social, cultural, linguistic, and ethnic factors that influence learning and behavior.
- 6.4 Identify experiential, instructional, environmental, medical, and biological factors that influence learning and behavior.
- 6.5 Identify social, cultural, linguistic, ethnic, and instructional factors that influence language development.
- 6.6 Identify the neurological functions of the brain (e.g., brain-behavior relationships, executive functions).

- 3.4 Apply principles of learning, memory, and motivation.
- 4.2 Interpret psychometric and other assessment data (e.g., response to intervention) related to identification of exceptionalities and disabilities.
- 8.3 Select appropriate prevention activities and evidence-based interventions for academic concerns.

- 1a. Aligns instruction with state-adopted standards at the appropriate level of rigor.
- 1b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
- 1c. Designs instruction for students to achieve mastery.
- 1d. Selects appropriate formative assessments to monitor learning.
- 1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- 2h. Adapts the learning environment to accommodate the differing needs and diversity of students.
- 2i. Utilizes current and emerging assistive technologies that enable students to participate in high- quality communication interactions and achieve their educational goals.
- 3d. Modify instruction to respond to preconceptions or misconceptions.
- 3e. Relate and integrate the subject matter with other disciplines and life experiences.
- 3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
- 1e. Uses diagnostic student data to plan lessons.
- 2a. Organizes, allocates, and manages the resources of time, space, and attention.
- 2e. Models clear, acceptable oral and written communication skills.
- 3a. Deliver engaging and challenging lessons.
- 3b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
- 3c. Identify gaps in students' subject matter knowledge.
- 3f. Employ higher-order questioning techniques.
- 3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

2.4.1 School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social and emotional functioning and mental health.

3.3 Identify theories of personality and social-emotional development.

3.6 Relate the major theories of child and adolescent development to psychoeducational practices.

6.3 Identify social, cultural, linguistic, and ethnic factors that influence learning and behavior.

6.4 Identify experiential, instructional, environmental, medical, and biological factors that influence learning and behavior.

8.1 Identify theories and techniques of individual counseling.

8.2 Identify theories and techniques of group counseling.

3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement.

3j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process

4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.

4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains

4d. Modifies assessments, and testing conditions to accommodate learning styles and varying levels of knowledge

4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)

5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.

5b. Examines and uses data-informed research to improve instruction and student achievement.

5f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6c. Fulfills the expected obligations to students, the public and the education profession.

3e. Relate and integrate the subject matter with other disciplines and life experiences.

2.5 School-Wide Practices to Promote Learning

2.4.2 School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	8.4 Identify components and techniques (e.g., positive behavior supports, functional behavior assessments, positive behavior intervention plans) of applied behavior analysis.	2b. Manages individual and class behaviors through a well-planned management system.
	8.6 Identify school-wide screening, prevention, and intervention methods that address bullying, violence, and suicide.	2f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
	8.7 Identify techniques for threat and suicide assessment.	3f. Employ higher-order questioning techniques
	4.2 Interpret psychometric and other assessment data (e.g., response to intervention) related to identification of exceptionalities and disabilities.	6c. Fulfills the expected obligations to students, the public and the education profession.
	8.8 Select appropriate prevention activities and evidence-based interventions for behavioral and social-emotional concerns.	2g. Integrates current information and communication technologies.
2.5.1 School psychologists have <u>knowledge</u> of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	2.7 Demonstrate knowledge of data-based decision making at the system, group, and individual levels.	2h. Adapts the learning environment to accommodate the differing needs and diversity of students.
	4.1 Identify the characteristics of various exceptionalities and disabilities (e.g., specific learning disabilities, gifted, visual or hearing impairment).	2i. Utilizes current and emerging assistive technologies that enable students to participate in high- quality communication interactions and achieve their educational goals.
		4f. Applies technology to organize and integrate assessment information
2.5.2 School psychologists, in collaboration with others, demonstrate <u>skills</u> to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	8.5 Select appropriate methods for evaluating the fidelity of implementation and response to interventions from various sources (e.g., technology, curriculum-based measurement).	2a. Organizes, allocates, and manages the resources of time, space, and attention.
		2b. Manages individual and class behaviors through a well-planned management system.
		2c. Conveys high expectations to all students.
		2d. Respects students' cultural, linguistic and family background.
		2e. Models clear, acceptable oral and written communication skills.
		2f. Maintains a climate of openness, inquiry, fairness and support.
		6c. Fulfills the expected obligations to students, the public and the education profession.

2.6 Preventive and Responsive Services	<p>2.6.1 School psychologists have <u>knowledge</u> of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.</p>	<p>6.1 Identify the signs, symptoms, and impact of substance abuse.</p> <p>6.2 Identify the signs, symptoms, and impact of child abuse and other traumatic events.</p> <p>8.6 Identify school-wide screening, prevention, and intervention methods that address bullying, violence, and suicide.</p> <p>8.7 Identify techniques for threat and suicide assessment.</p> <p>8.9 Identify techniques for crisis intervention.</p>	<p>None</p>
	<p>2.6.2 School psychologists, in collaboration with others, demonstrate <u>skills</u> to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</p>	<p>8.3 Select appropriate prevention activities and evidence-based interventions for academic concerns.</p> <p>8.8 Select appropriate prevention activities and evidence-based interventions for behavioral and social-emotional concerns.</p>	<p>2f. Maintains a climate of openness, inquiry, fairness and support.</p> <p>6c. Fulfills the expected obligations to students, the public and the education profession.</p>
2.7 Family and School Collaboration Services	<p>2.7.1 School psychologists have <u>knowledge</u> of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.</p>	<p>9.1 Identify appropriate theories and methods of consultation and collaboration with school personnel, parents and guardians, and other specialists in the school or community.</p>	<p>None</p>
	<p>2.7.2 School psychologists, in collaboration with others, demonstrate <u>skills</u> to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic, social, and behavioral outcomes for children.</p>	<p>9.3 Apply methods of consultation, collaboration, and problem solving to academic, behavioral, and social-emotional concerns.</p>	<p>2c. Conveys high expectations to all students</p> <p>2d. Respects students’ cultural, linguistic and family background.</p> <p>2f. Maintains a climate of openness, inquiry, fairness and support.</p> <p>4e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s).</p> <p>5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</p> <p>6c. Fulfills the expected obligations to students, the public and the education profession.</p>

2.8 Diversity in Development and Learning

2.8.1 School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.8.2 School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 Research and Program Evaluation

2.9.1 School psychologists have 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.

- 3.1 Identify theories of cognitive and intellectual development.
- 3.2 Identify theories and principles of language, perceptual, and sensorimotor development.
- 3.3 Identify theories of personality and social-emotional development.
- 3.5 Identify developmental patterns of disorders in childhood and adolescence.
- 3.6 Relate the major theories of child and adolescent development to psychoeducational practices.
- 4.1 Identify the characteristics of various exceptionalities and disabilities (e.g., specific learning disabilities, gifted, visual or hearing impairment).
- 6.3 Identify social, cultural, linguistic, and ethnic factors that influence learning and behavior.
- 6.4 Identify experiential, instructional, environmental, medical, and biological factors that influence learning and behavior.
- 6.5 Identify social, cultural, linguistic, ethnic, and instructional factors that influence language development.

- 2.5 Select appropriate instruments and methods of psychoeducational assessment that consider the needs of specialized populations (e.g., culturally, ethnically, and linguistically diverse students; students with low-incidence disabilities; preschool children).
- 4.2 Interpret psychometric and other assessment data (e.g., response to intervention) related to identification of exceptionalities and disabilities.
- 4.3 Determine appropriate evaluation procedures or accommodations consistent with suspected or documented disabilities.

- 1.1 Identify theories of measurement and test construction.
- 1.2 Demonstrate knowledge of statistical concepts and terms.
- 1.3 Identify principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).
- 2.1 Identify data gathering methods (e.g., checklists, records review, assessment instruments, interviews, behavioral observations, curriculum-based measurement, technology) in the comprehensive evaluation process.

2h. Adapts the learning environment to accommodate the differing needs and diversity of students.

2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.

2d. Respects students' cultural, linguistic and family background.

2f. Maintains a climate of openness, inquiry, fairness and support.

4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

6c. Fulfills the expected obligations to students, the public and the education profession.

None

2.10 Legal, Ethical, and Professional Practice

2.9.2 School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10.1 School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

2.10.2 School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate

1.4 Interpret research findings from psychoeducational studies.
2.6 Interpret data from multiple sources (e.g., checklists, records review, graphs, instructional software, assessment instruments and software, interviews, behavioral observations, curriculum-based measurement) to address referral questions and make appropriate recommendations.

.4 Identify federally mandated procedures in the development of an Individual Educational Plan (IEP) and a Section 504 accommodation plan.

4.5 Identify federally required disciplinary policies and procedures (e.g., manifestation determination, suspension) for students with an IEP or Section 504 accommodation plan.

7.1 Demonstrate knowledge of legislation (e.g., Health Insurance Portability and Accountability Act; No Child Left Behind Act; Individuals with Disabilities Education Improvement Act; Section 490, Florida Statutes) related to the practice of school psychology and public education.

7.2 Identify federal and state rules, regulations, and policies related to the practice of school psychology and public education.

7.3 Identify the implications of landmark court decisions related to the practice of school psychology.

10.1 Identify elements of the organizational and operational structures of public schools.

10.2 Identify important milestones in the development of the profession of school psychology.

10.3 Identify professional standards of practice in school psychology.

10.4 Identify the guidelines of for professional conduct as stated in the ethical codes of FASP, NASP, and APA, and in the Code of Ethics of the Education Profession in Florida.

10.5 Apply appropriate decision making to standards of practice and ethical dilemmas.

4f. Applies technology to organize and integrate assessment information.

5b. Examines and uses data-informed research to improve instruction and student achievement.

5c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.

6c. Fulfills the expected obligations to students, the public and the education profession.

6a. Understanding that educators are held to a high moral standard in a community.

6b. Knowledgeable of, and have an understanding that the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C.

2g. Integrates current information and communication technologies.

with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills

3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for understanding:

4f. Applies technology to organize and integrate assessment information.

5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.

5e. Engages in targeted professional growth opportunities and reflective practices.

5f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6c. Fulfills the expected obligations to students, the public and the education profession.

Appendix B: NASP Required Assessment of Candidates

This table displays the relationship between the components of FSU SPP’s performance-based assessment plan and their alignment with the NASP Domains of Practice (2010). A **shaded box** indicates that the assessment is critical to evaluation of the associated domain.

NASP Required Assessment	FSU SPP Assessment Component	When Administered	NASP Domain Assessed									
			2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
Licensure Assessment	FTCE: School Psychology Subject Area	Prior to 3 rd spring										
Course-Embedded Assessment of Candidate Knowledge	Course-Embedded Assessments administered and graded in each respective course	Variable, throughout course sequence										
Assessment of Candidate Ability to Plan	Practicum Field-Based Supervisor Evaluations	Twice: fall & spring of 2 nd year										
Assessment of Clinical Practice	Internship Field-Based Supervisor Evaluations	Twice: fall & spring of 3 rd year										
Assessment of Candidate Effect on Student Learning	Comprehensive Case Studies: Behavior & Academic	Twice: fall & spring of 3 rd year										
Assessment of Ability to Deliver a Comprehensive Range of Services												

Appendix C: Course-Embedded Assessment of Candidate Knowledge

This table displays the relationship between the NASP Domains of Practice (2010) and FSU SPP’s systematic and sequential program of study (i.e., course sequence). Specifically, the table is a map of the curriculum, displaying the courses that includes domain-relevant material. In every case, more than one course addresses information associated with a particular NASP standard, thereby ensuring that candidates complete the program with a wide range of career-relevant skills (i.e., competency with NASP standards). **Shaded boxes** denote courses that include domain-relevant content. Several shaded boxes include names of the course-embedded assessments of candidate knowledge (components of NASP Required Assessment #2), which are **bolded**. Assessment names in *italics* represent other NASP required assessments that are completed within the respective course/field experience.

Year One-Fall		
Courses	Course Embedded Assessments	NASP Domains of Practice
MHS 5400 Intro to Counseling Theories & Techniques	Demonstration of Counseling Skills Video Project	NASP 2.10 Legal, Ethical, and Professional Practice
SPS 5055 Foundations of School Psychology	Interview with Practicing School Psychologist	NASP 2.5 School-Wide Practices to Promote Learning NASP 2.10 Legal, Ethical, and Professional Practice
	Synthesis of the Literature	NASP 2.9 Research and Program Evaluation
	Ethics Autobiography	NASP 2.10 Legal, Ethical, and Professional Practice
SPS 5191 Assessment of Intelligence	Culminating Intellectual Assessment Report	NASP 2.3 Interventions and Instructional Support to Develop Academic Skills
DEP 5070 Child and Adolescent Development	Development Literature Review	NASP 2.8 Diversity in Development and Learning
Year One-Spring		
Courses	Course Embedded Assessments	NASP Domains of Practice
SPS 5192 Psychoeducational Assessment and Intervention	Psychoeducational Assessment Report	NASP 2.3 Interventions and Instructional Support to Develop Academic Skills
	Academic Intervention Project	NASP 2.3 Interventions and Instructional Support to Develop Academic Skills
SPS 5105 Social-Emotional Disorders of Children & Adolescents	Clinical Presentation on the Biological Etiology of Childhood Disorders	NASP 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
	Clinical Presentation on School-Wide Practices for Childhood Disorders	NASP 2.5 School-Wide Practices to Promote Learning
MHS 6410 Behavior Management, Principals & Applications	Behavior Intervention Plan Project	NASP 2.2 Consultation and Collaboration
	Functional Behavior Assessment Project	NASP 2.2 Consultation and Collaboration

SPS 5205 Consultation in the Schools	Comprehensive Consultation Case Study	NASP 2.2 Consultation and Collaboration
	Family-School Collaboration Project	NASP 2.2 Consultation and Collaboration
Year One-Summer		
Courses	Course Embedded Assessments	NASP Domains of Practice
SPS 5193 Assessment of Social-Emotional Problems	Integrated Socio-Emotional Assessment Report	NASP 2.1 Data-Based Decision Making and Accountability
SPS 5207 Advanced School-Based Consultation	RTI Critique and Consultation Report	NASP 2.7 Family and School Collaboration Services
RED 5337 Literacy Across the Content Area	Midterm Project	
	Literacy Notebook	
	Content Area Literacy Lesson and Unit Plan	
Year Two-Fall		
Courses	Course Embedded Assessments	NASP Domains of Practice
SPS 5176 Psychoeducational Diversity and ESOL	Cultural Awareness Paper	NASP 2.8 Diversity in Development and Learning
	TESOL Curriculum Consultation Project	NASP 2.8 Diversity in Development and Learning
SPS 5615 Counseling Children & Adolescents	Treatment Literature Review	NASP 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
EDF 5841 Methods of Educational Research	Comprehensive Research Proposal	NASP 2.9 Research and Program Evaluation
SPS 5945 Practicum in School Psychology	Formative Practicum Evaluation	All
Year Two-Spring		
Courses	Course Embedded Assessments	NASP Domains of Practice
MHS 6466 Trauma and Crisis Intervention	Annotated Bibliography of Evidence-Based Trauma Interventions	NASP 2.6 Preventive and Responsive Services
	Prevention, Response, Recovery Presentation	NASP 2.6 Preventive and Responsive Services
	Trauma/Crisis Case Conceptualization & Treatment Plan	NASP 2.6 Preventive and Responsive Services
EDF 5400 Descriptive & Inferential Statistics	Culminating Data Analysis Project	NASP 2.9 Research and Program Evaluation
MHS 5511 Group Counseling	Group Counseling Curriculum	NASP 2.4 Interventions and Mental Health Services to Develop Social and Life Skills

SPS 5945 Practicum in School Psychology	Summative Practicum Evaluation	All
Year Three-Fall		
Courses	Course Embedded Assessments	NASP Domains of Practice
SPS 6948 Internship in School Psychology	Internship Evaluation	All
	Case Study #1	
Year Three-Spring		
Courses	Course Embedded Assessments	NASP Domains of Practice
SPS 6948 Internship in School Psychology	Internship Evaluation	All
MHS 7692 Comprehensive Exams	Case Study #2	

Appendix D: Applicant Rubric & Scoring Guide

Applicant Name: _____ Date: _____

This rubric is designed to give comparable, relative assessment of admissions materials submitted by potential candidates to the school psychology program. All final decisions are reached by the faculty admissions committee via discussion and consensus.

	Unsatisfactory Rating=1	Emerging Rating=2	Successful Rating=3	Exemplary Rating=4	Assigned Rating (highest possible score)
Statement of Purpose (content)	Unclear intent, poor writing quality, no clear understanding of the field of school psychology.	Weak statement but with some goals and/or connection to school psychology.	Strong Statement with several goals and/or connection to school psychology, and some leadership and work experiences defined.	Excellent statement with clear statement of goals. Explicit understanding of school psychology as a profession and of the program at FSU. Applicant gives clear evidence of relevant leadership and work experiences.	(4)
Statement of Purpose (writing style) An applicant's low TOEFL score would likely be reflected on this item	Poor writing style with many errors in spelling and grammar and very poor vocabulary skill. Lacks organization and structure.	Weak writing style with errors in spelling and grammar. Below average vocabulary skills.	Strong writing style including correct spelling, grammar, and organization. Vocabulary skills are average.	Excellent writing style, including correct spelling, grammar, and organization. Evidence of creativity/originality and advanced vocabulary skills.	(4)
Letters of Reference <i>*rate each letter individually</i>	Poor letter with explicit and significant reservations about applicant.	Weak letter with some minor reservations about applicant, but no major strengths reported.	Strong letter with clear supporting evidence.	Excellent letter with specific references to pertinent competencies, aptitudes, and experiences, applicant defined as "top 10%," "excellent potential," "someone I would hire to work with my child," etc.	Letter 1 (4) Letter 2 (4) Letter 3 (4)
Educational History: Relevant coursework/major	Irrelevant coursework and	Semi-relevant major with	Relevant major with several	A score of 4 is not possible for this item	(3)

	undergraduate major.	1-2 relevant courses	relevant courses		
CV/Resume: Experience in Research & Applied Settings	No relevant experience reported.	1-2 limited experiences with some relevance	Several extensive experiences in relevant settings	Experience in multiple settings (3 or more) with students with a variety of needs; has worked with, shadowed, or interviewed a school psychologist prior to applying to the program.	(4)

	Unsatisfactory Rating=1	Emerging Rating=2	Successful Rating=3	Exemplary Rating=4	Assigned Rating
Experience with children or adolescents	None	Limited to a single setting or time.	Two or more settings or times.	A score of 4 is not possible for this item	(3)
GPA	GPA 3.1 & below	GPA 3.2-3.4	GPA 3.5-3.7	GPA 3.8-4.0	(4)
GRE Quant. Score	131 scaled score and lower	132-142 scaled score	143+ scaled score OR passing score on FTCE-GK	A score of 4 is not possible for this item	(3)
GRE Verbal Score	132 scaled score and lower	133-143 scaled score	144+ scaled score OR passing score on FTCE-GK	A score of 4 is not possible for this item	(3)
GRE Writing Score	Below 3.0	3.0-4.4	4.5 and above OR passing score on FTCE-GK	A score of 4 is not possible for this item	(3)
Likelihood of enrolling	Out of state undergraduate degree and residency	Florida undergraduate at school other than FSU or a Florida resident	FSU undergraduate	A score of 4 is not possible for this item	(3)
Minority Status	Minority status (e.g., being male)	A score of 2 is not possible for this item	A score of 3 is not possible for this item	A score of 4 is not possible for this item	(1)
Total Rating (47 points possible)					

35-47 Points: Strong consideration for interview and/or admission

25-34 Points: Likely consideration for interview and/or admission

20-24 Points: Possible consideration for interview and/or admission

Below 20 Points: Unlikely consideration for interview and/or admission

NOTE: In addition to review with this rubric, all applicants must meet all admission requirements of the FSU Graduate College, the College of Education, and the FSU SPP. See Admission Requirements in the *Program Handbook* for more information about these requirements. *Under rare exceptions only*, applicants who exhibit *possible* or *unlikely* potential for the successful completion of the FSU SPP may be considered for admission via an exception. Possible exceptions are considered on a case-by-case basis by the faculty admissions committee. Candidate ‘potential’ is determined by faculty ratings using this rubric & the Interview Rubric & Scoring Guide (Appendix E).

Appendix E: Interview Rubric & Scoring Guide

Applicant Name: _____

Date: _____

This rubric is designed to give comparable, relative assessment of interviews for candidates to the school psychology program. All final admissions decisions are reached by the faculty admissions committee via discussion and consensus.

	Unsatisfactory Rating=1	Emerging Rating=2	Successful Rating=3	Exemplary Rating=4	Assigned Rating
Interpersonal Skills	Little to no enthusiasm, appears apathetic OR overly dominates conversation; off-putting; extremely uncomfortable in conversation	Superficial/fake enthusiasm; may have dominated the conversation for a bit; may have appeared uncomfortable in conversation, at times	Enthusiastic; comfortable interactions with both candidates and faculty	Enthusiastic, upbeat, positive; personable; very comfortable interactions with others	
Verbal Communication	Unresponsive to some questions even when repeated or rephrased OR many responses were confusing, vague, lacked detail, and/or irrelevant; Many errors in grammar and syntax, pervasive use of slang; Lacked use of professional language	Responses were OK but questions often had to be restated or rephrased; Use of many ‘ums’ and/or ‘like’; may exhibit some errors in grammar and syntax	Responses were appropriate with little use of slang; mastery of grammar and syntax; spoke audibly	Responses were appropriate, engaging, and unique; mastery of grammar and syntax with integrated professional language	
Nonverbal Communication	Many noticeable nonverbal issues - fidgeted, lacked eye contact, slouched, facial expressions, mismatch between verbal and nonverbal communication, etc.	Few noticeable nonverbal issues; and/or nonverbal communication does not align with verbal, at times	Nonverbal communication appropriate to interview setting and verbal responses	Nonverbal communication appropriate and is an engaged listener	
Professionalism	Dress is inappropriate or unkempt (e.g., clothing torn, unclean, wrinkled, revealing, etc.) AND/OR Unprofessional demeanor (e.g., came late w/o notification;	Dress is somewhat appropriate but lacking in professionalism AND/OR Demeanor is somewhat	Professional dress (clean and neat); AND Professional demeanor (e.g., arrived on time, respectful	Professional dress AND professional demeanor/maturity – allowed other candidates to participate in interview while making	

chewed gum;
argumentative or
disrespectful of
others)

professional but
some issues noted
(e.g., came late,
chewed gum,
interrupted other
candidates)

and tactful of
other)

appropriate
contributions

	Unsatisfactory Rating=1	Emerging Rating=2	Successful Rating=3	Exemplary Rating=4	Assigned Rating
Knowledge of the Field & FSU's Program	Answers lack any knowledge of field and/or FSU's program	Answers exhibit superficial knowledge of field, may reflect some confusion about roles, functions, etc.	Answers reflect an adequate understanding of school psychology	Answers exhibit an advanced knowledge of the field of school psychology and FSU's school psychology program; understands and related current issues in field	

Total Score on Interview Rubric (out of 20)

Total Score on Applicant Rubric (out of 47)

GRAND TOTAL (out of 67)

*Admission decisions are based upon scores on the Applicant Rubric and the Interview Rubric and the discretion of the faculty admissions committee.

RECOMMENDATION: (Circle choice)

Taken together, the faculty admission committee:

1. Recommends the applicant as an EXCELLENT candidate.
2. Recommends the applicant as a GOOD candidate
3. Has some reservations but the applicant MAY BE a good candidate
4. Has SUBSTANTIAL DOUBTS about the applicant's suitability for this program
5. The applicant is UNSUITED for this program

NOTE: In addition to review with this rubric, all applicants must meet all admission requirements of the FSU Graduate College, the College of Education, and the FSU SPP. See Admission Requirements in the *Program Handbook* for more information about these requirements. *Under rare exceptions only*, applicants who the faculty have *substantial doubts* about or who seem *unsuited* for the program may be considered for admission via an exception. Possible exceptions are considered on a case-by-case basis by the faculty admissions committee. Candidate 'potential' is determined by faculty ratings using this rubric & the Applicant Rubric & Scoring Guide (Appendix D).

Appendix F: Professional Work Characteristics Evaluation

Candidate: _____ Date: _____

Faculty Rater(s): _____ Assessment Timeframe: _____

NOTE: This assessment is completed by SPP faculty and is only one component of the Annual Candidate Assessment plan for the Pre-Practicum Foundations timeframe (1st year candidates only).

Please rate the candidate on each item using the scale below. Base your ratings on behavior expected by the end of the academic year

1 = Unsatisfactory	2 = Emerging	3 = Successful	4 = Exemplary
Unsatisfactory; Needs substantial improvement	Emerging Skill; Needs some improvement to be at level for end of year	Successful; Exhibits level appropriate for level of end of year	Mastery; Well Above average, skills above that expected for end of year
*NO= No opportunity to observe			

Characteristic	Rating (Circle One)
Initiative – initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task <u>Evidence:</u>	1 2 3 4 NO
Dependability – can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner <u>Evidence:</u>	1 2 3 4 NO
Time Management/Work Organization – organizes work and manages time effectively <u>Evidence:</u>	1 2 3 4 NO
Problem-Solving/Critical Thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions <u>Evidence:</u>	1 2 3 4 NO
Respect for Human Diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations <u>Evidence:</u>	1 2 3 4 NO
Oral Communication – expresses self orally in an organized and clear manner <u>Evidence:</u>	1 2 3 4 NO
Written Communication – writes in an organized, clear manner <u>Evidence:</u>	1 2 3 4 NO
Attending/Listening Skills – attends to important communications; listens attentively <u>Evidence:</u>	1 2 3 4 NO
Effective Interpersonal Relations – relates effectively to colleagues, faculty, supervisors, & clients <u>Evidence:</u>	1 2 3 4 NO
Teamwork – works well with others; collaborates effectively with others on assignments/projects <u>Evidence:</u>	1 2 3 4 NO

Adaptability/Flexibility – adapts effectively to the demands of a situation; is sufficiently flexible to deal with change 1 2 3 4 NO

Evidence:

Responsiveness to Supervision/Feedback – is open to supervision/feedback and responds to such appropriately 1 2 3 4 NO

Evidence:

Self-Awareness - shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others 1 2 3 4 NO

Evidence:

Professional Identity/Development – appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth 1 2 3 4 NO

Evidence:

Relevant Law & Policy– demonstrates knowledge and application of relevant federal and state laws, regulations, policies and landmark court decision pertaining to the practice of school psychology. 1 2 3 4 NO

Evidence:

Professional Ethics – demonstrates knowledge and application of relevant federal laws, rules, regulations, policies, and landmark court decisions pertaining to the practice of school psychology 1 2 3 4 NO

Evidence:

Based upon the ratings above, circle the appropriate Overall Evaluation Rating in the table:

Overall Evaluation			
Unsatisfactory	Emerging	Successful	Exemplary
More than two areas rated as 'Unsatisfactory'	More than five areas rated as 'Emerging'; No more than two areas rated as 'Unsatisfactory'	Less than nine areas rated as 'Exemplary'; No more than five areas rated as 'Emerging'; No areas rated as 'Unsatisfactory'	Nine or more areas rated as 'Exemplary' and all other areas rated as 'Successful'; No areas rated as 'Unsatisfactory' or 'Emerging'

By signing, I certify that I have read, reviewed, and understand the results of this assessment.

Candidate Signature

Date

Supervisor Signature

Date

*This assessment was adapted from Winthrop University School Psychology Program.

Appendix G: Sample Practicum & Internship Log of Hours

Name:

Supervisor:

Field Experience Site:

Circle One: SPS 6948 Internship in School Psychology or SPS 5945 Practicum

Log for the Week of: (put inclusive dates)

Assessment (NASP 2.1)		
<i>Academic Achievement</i>	<i>Additional Info/ Client ID(s)</i>	<i>Time Spent</i>
CBA/CBM		0
WIAT-III		0
WJ III ACH		0
Other:		0
Other:		0
<i>Adaptive Behavior</i>	<i>Additional Info/ Client ID(s)</i>	<i>Time Spent</i>
Vineland II-Parent		0
Vineland II-Teacher		0
Other:		0
<i>Behavioral/Social/Emotional</i>	<i>Additional Info/ Client ID(s)</i>	<i>Time Spent</i>
CBCL		0
TRF		0
YSR		0
BASC Parent		0
BASC Teacher		0
BASC Self-Report		0
FBA		0
Other:		0
Other:		0
Other:		0
<i>Intellectual/Cognitive</i>	<i>Additional Info/ Client ID(s)</i>	<i>Time Spent</i>
WPPSI-IV		0
WISC-IV		0
WAIS-IV		0
WNV		0
WJ COG III		0
DAS II		0
SB5		0
Beery VMI		0
Other:		0
Other:		0
Other:		0
<i>Indirect Assessment</i>	<i>Additional Info/ Client ID(s)</i>	<i>Time Spent</i>
Cumulative File Review		0

Behavioral Observation		0
Parent Interview		0
Teacher Interview		0
Student Interview		0
Other:		0
Other:		0
<i>Planning/Report Writing</i>	<i>Additional Info/ Client ID(s)</i>	<i>Time Spent</i>
Preparation/Planning		0
Scoring/Interpretation		0
Report Writing		0
Review/synthesis of research to inform practice		0
Review of assessment validity/reliability/norming		0
Other:		0
Total Assessment Hours		0
Consultation & Collaboration (NASP 2.2, 2.7)		
<i>System-Level (district- or school-wide)</i>	<i>Nature of Concern/ Client ID(s)</i>	<i>Time Spent</i>
Eval/Review of System-Level Policies/Programs		0
Team-Based Problem-Solving for system issues		0
Inservice Training, workshop, etc. (given by you)		0
Cons & Collab w/ Community-Based Orgs		0
Instructional Consultation - system level		0
Behavioral Consultation - system level		0
Other:		0
<i>Group-Level (grade-, class-, or group-wide)</i>	<i>Nature of Concern/ Client ID(s)</i>	<i>Time Spent</i>
Evaluation/Review of Group-Level Policies/Programs		0
Team-Based Problem-Solving for group/class		0
Cons & Collab w/ Community-Based Orgs		0
Instructional Consultation		0
Behavioral Consultation		0
Other:		0
<i>Individual-Level (1 client)</i>	<i>Nature of Concern/ Client ID(s)</i>	<i>Time Spent</i>
Team-Based Problem-Solving		0
IEP Meeting		0

Cons & Collab w/ Community-Based Orgs		0
Instructional Consultation		0
Behavioral Consultation		0
Other:		0
<i>Family-Level</i>	<i>Nature of Concern/ Client ID(s)</i>	<i>Time Spent</i>
Eval/Review of Family-School Collab Programs		0
Development of Family-School Collab Programs		0
Parent-Family Collaboration for student needs		0
Cons & Collab w/ Community-Based Orgs		0
Other:		0
<i>Planning/Report Writing</i>	<i>Additional Info/ Client ID(s)</i>	<i>Time Spent</i>
Consultation Report Writing or Case Notes		0
Graphing of data		0
Preparation/Planning		0
Review/synthesis of research to inform practice		0
Additional data collection & organization		0
Other:		0
Total Consultation & Collaboration Hours		0
<u>Prevention & Intervention</u> (NASP 2.3, 2.4, 2.5, 2.6)		
<i>Primary Level</i>	<i>Nature of Concern Addressed/ Client ID(s)</i>	<i>Time Spent</i>
School-Wide Screening		0
Tier I Data Analysis		0
Tier I Program/Intervention Development		0
Tier I Implementation		0
Tier I Goal Setting		0
Tier I Progress Monitoring		0
Tier I Program Evaluation		0
School Improvement Planning		0
Transition Planning		0
Other:		0
Other:		0
<i>Secondary & Tertiary Levels</i>	<i>Nature of Concern Addressed/ Client ID(s)</i>	<i>Time Spent</i>
Tier II & III Data Analysis		0
Tier II & III Intervention Development		0

Tier II & III Intervention Implementation		0
Tier II & III Goal Setting		0
Tier II & III Progress Monitoring		0
Tier II & III Program Evaluation		0
Individual Counseling		0
Group Counseling		0
Crisis Response & Intervention		0
Other:		0
<i>Planning/Report Writing</i>	<i>Additional Info/ Client ID(s)</i>	<i>Time Spent</i>
Report Writing/Case Notes		0
Preparation/Planning		0
Review/synthesis of research to inform practice		0
Other:		0
Total Prevention & Intervention Hours		0
Supervision & Professional Development (NASP 2.10)		
<i>Supervision</i>	<i>Supervisor Name & Credential</i>	<i>Time Spent</i>
Individual Supervision		0
Group Supervision		0
Total Supervision Hours		0
<i>Activity</i>	<i>Description & Additional Info</i>	<i>Time Spent</i>
Inservice Training		0
Didactic Training		0
State Conference (FASP, etc.)		0
National Conference (NASP, etc.)		0
Professional Organization Involvement		0
Diversity Training		0
Technology Training		0
Ethics Training		0
Self-Assessment Documentation (portfolio, logs)		0
Other:		0
Other:		0
Total Professional Development Hours		0

Summary of Hours		
<i>Activity</i>	<i>Weekly Total</i>	<i>Total to Date</i>
Assessment	0	
Consultation & Collaboration	0	
Prevention & Intervention	0	
Supervision	0	

Professional Development	0
TOTAL HOURS	0

FSU School Psychology Program
Practicum Field-Based Supervisor Evaluation

Candidate: _____

Field-Based Supervisor(s): _____

District Placement: _____

Please take a moment to formally evaluate the practicum student’s skill development, competencies, and professional work characteristics by completing the Practicum Field-Based Supervisor Evaluation. The evaluation reflects FSU’s training program content and performance standards as articulated by the National Association of School Psychologists Practice Model and 10 Domains of Practice (NASP, 2010), the Florida Educator Accomplished Practices (FEAPs, 2011), and Florida’s School Psychology Subject Area Competencies and Skills (SACS, 2011). The results of the survey will be used to determine whether the overall training program at FSU has been satisfactory in that the candidate. For detailed descriptions of the goals and competencies, see the *Program Handbook*.

For each item, indicate whether development is:

- 1 = Unsatisfactory The student is deficient in the competency or skill and needs significant further training and effort in order to bring the competency/skill up to an acceptable standard.
- 2 = Emerging Skill The student has shown some evidence of the competency or skill, but performance is inconsistent; may be the result of level of training or there may be examples of poor motivation or minor irresponsibility. It is anticipated that this rating will improve with some further training, supervision, and student effort.
- 3 = Successful The student has displayed adequate mastery of the competency or skill.
- 4 = Exemplary The student has exceeded basic mastery of the competency or skill and is performing at an advanced level.
- NO = Not Observed The student did not have the opportunity to demonstrate this competency or skill either because of training level or system variables.

Directions to Field-Based Supervisor: On the following items, please rate the candidate’s professional work characteristics and competency areas based upon professional standards required for *end-of-practica (readiness for day one of internship)* performance.

1. Indirect Assessment (NASP 2.1) – selects, administers, and scores/interprets indirect assessments, such as cumulative file reviews; interviews with teachers, parents, and students; etc., as appropriate	1	2	3	4	NO
2. Direct Assessment (NASP 2.1) – selects, administers, scores/interprets direct assessments, such as structured observations and curriculum-based assessment.	1	2	3	4	NO
3. Norm-Referenced Assessment (NASP 2.1) – selects, administers, and scores/interprets standardized assessments of intellectual ability (e.g., WISC-IV), cognitive processing (e.g., WJ III COG), and academic skills (e.g., WJ III ACH); and measures of behavioral and adaptive functioning.	1	2	3	4	NO

4. Multi-Method Assessment (NASP 2.1) – uses multiple methods of assessment across multiple informants and multiple settings for psychoeducational evaluations, and as a part of multi-tiered problem solving.	1	2	3	4	NO
5. Data-Based Decision Making (NASP 2.1) – integrates and interprets assessment data; uses data to guide intervention/instruction and recommendations that are realistic, developmentally appropriate, and comprehensive.	1	2	3	4	NO
6. Problem-Solving (NASP 2.1) – understands and utilizes the problem-solving model; uses the dual discrepancy model of data-based decision making to guide problem-solving process.	1	2	3	4	NO
7. Visual Display of Data (NASP 2.1) – understands how to use computer software to produce charts and/or graphs of data that assist in communication, analysis, and interpretation of student progress and response to intervention; graphs accurately represent data and are appropriately labeled.	1	2	3	4	NO
8. Individual & Group Consultation (NASP 2.2) – effectively applies understanding of consultation models to individuals, families, groups, and systems.	1	2	3	4	NO
9. Teamwork (NASP 2.2) – works well with others; collaborates effectively with others on assignments/projects.	1	2	3	4	NO
10. Consultation & Collaboration (NASP 2.2) – understands the role of consultative and collaborative relationships within a problem-solving framework; promotes treatment fidelity; provides support to school personnel, as needed.	1	2	3	4	NO
11. Supporting Academic Skills (NASP 2.3) – demonstrates understanding of various influences that impact learning, cognitive, and developmental processes, and considers these influences in practice settings (especially when designing interventions, selecting assessments etc.).	1	2	3	4	NO
12. Evidence-based Interventions (NASP 2.3) – demonstrates understanding of how to develop appropriate intervention plans that are evidence-based for academic problems.	1	2	3	4	NO
13. Academic Interventions (NASP 2.3) – understands how to create instructional interventions that are linked to assessment data and effectively prioritizes intervention targets; plans are realistic for the setting and resources, are based on the characteristics of the student(s), and emphasize mastery.	1	2	3	4	NO
14. Supporting Social & Life Skills (NASP 2.4) – demonstrates understanding of various influences that impact life skills, social-emotional function, and mental health, and considers these influences in practice.	1	2	3	4	NO
15. Behavioral Intervention (NASP 2.4) – demonstrates knowledge and application of appropriate intervention plans that are evidence-based for behavioral/emotional/social problems.	1	2	3	4	NO
16. Problem-solving process (NASP 2.4) – develops direct interventions based upon an individualized problem-solving process for mental health problems.	1	2	3	4	NO
17. School Environment (NASP 2.5) – understands school and systems structure, organization, and theory; has knowledge of effective instructional and behavior management practices.	1	2	3	4	NO

18. School-Wide Screening (NASP 2.5) – demonstrates understanding of school-wide screening for academic and behavioral concerns; utilized tier I data in problem-solving process.	1	2	3	4	NO
19. Multi-Tiered Student Supports (NASP 2.6) – demonstrates knowledge of multi-tiered systems of student support and its relationship to the problem-solving process.	1	2	3	4	NO
20. Suicide Risk (NASP 2.6) – demonstrates knowledge of suicide risk assessment and appropriate follow-up procedures.	1	2	3	4	NO
21. Systemic Problems (NASP 2.6) – promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, and/or school violence.	1	2	3	4	NO
22. Interventions (NASP 2.6) – demonstrates an understanding of direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	1	2	3	4	NO
23. Resources (NASP 2.6) – understands how to access resources to address a wide variety of behavioral, learning, mental, and physical needs.	1	2	3	4	NO
24. Communication (NASP 2.7) – can effectively communicate assessment and intervention results to parents and service providers.	1	2	3	4	NO
25. Safe Parenting (NASP 2.7) – demonstrates understanding of strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.	1	2	3	4	NO
26. Family School Links (NASP 2.7) – demonstrates understanding of how to create linkages between schools, families, and community providers, and helps coordinate services when programming for children involves multiple agencies.	1	2	3	4	NO
27. Parental Involvement (NASP 2.7) – understands importance of parental involvement across all areas of services delivery.	1	2	3	4	NO
28. Family Systems (NASP 2.7) – understands how family characteristics and practices affect attitudes, feelings, and behaviors.	1	2	3	4	NO
29. Respect for Human Diversity (NASP 2.8) – respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	1	2	3	4	NO
30. Self-Awareness (NASP 2.8) – shows realistic awareness of personal strengths and weaknesses, and that impact this has on professional functioning and relationships with others.	1	2	3	4	NO
31. Diversity in Development (NASP 2.8) – demonstrates knowledge of individual differences, abilities, disabilities, and diversity factors; understands normal and abnormal development, developmental milestones and timeframes; considers this information throughout all aspects of service delivery.	1	2	3	4	NO
32. Assessment & Diversity (NASP 2.8) – selects nonbiased assessment instruments; modifies assessment and testing conditions to accommodate diversity; considers issues related to diversity and culture when interpreting.	1	2	3	4	NO
33. Diversity in Interventions (NASP 2.8) – proficient in using biological, cultural, and social information to design and implement academic and behavioral interventions.	1	2	3	4	NO

34. Cultural Considerations (NASP 2.8) – when working with individuals, groups, and/or systems, is able to consider cultural factors and context when making decision on evidence-based practices.	1	2	3	4	NO
35. Research into Practice (NASP 2.9) – understands how to integrate research findings into practice appropriately.	1	2	3	4	NO
36. Empirical Foundations (NASP 2.9) – demonstrates understanding of how to provide assistance in schools and other settings with analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or system levels.	1	2	3	4	NO
37. Measurement & Testing (NASP 2.9) – demonstrates understanding of psychometric issues related to measurement & testing.	1	2	3	4	NO
38. Evidence-Based Practice (NASP 2.9) – demonstrates understanding that research is a foundation of service delivery.	1	2	3	4	NO
39. Intervention & Program Evaluation (NASP 2.9) – is able to design, implement, and evaluate effectiveness of interventions or programs to ensure that they promote evidence-based service delivery.	1	2	3	4	NO
40. Responsiveness to Supervision/Feedback (NASP 2.10) – is open to supervision/feedback and responds to such appropriately.	1	2	3	4	NO
41. Dependability/Time Management (NASP 2.10) – can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner; punctual.	1	2	3	4	NO
42. Critical Thinking (NASP 2.10) – effectively analyzes problem situations and conceptualizes alternative approaches and solutions; applies critical thinking skills when learning concepts & skills and when evaluating issues.	1	2	3	4	NO
43. Adaptability/Flexibility & Emotional Stability (NASP 2.10) – adapts effectively to the demands of a situation; is sufficiently flexible to deal with change; demonstrates stable social/emotional functioning with regard to professional practice.	1	2	3	4	NO
44. Professional Identity/Development (NASP 2.10) – appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth.	1	2	3	4	NO
45. Professional Appearance (NASP 2.10) – demonstrates overall professional presence and respect shown through dress, manner, voice, affect and behavior that are appropriate for the profession and the setting.	1	2	3	4	NO
46. Knowledge of Relevant Law & Policy (NASP 2.10) – demonstrates knowledge of and adheres to education policy & law (e.g., FAPE, LRE in IDEA; NCLB).	1	2	3	4	NO
47. Ethical Knowledge & Practice (NASP 2.10) – understands and adheres to school psychology professional ethics and standards (e.g., maintains confidentiality, uses informed consent).	1	2	3	4	NO
48. Effective Interpersonal Relations (NASP 2.10) – relates effectively to colleagues, faculty, supervisors, and clients.	1	2	3	4	NO
49. Oral Communication (NASP 2.10) – understands the role of effective communication skills in indirect service delivery; expresses self orally in an organized and clear manner, including appropriate language level for person/situation & avoidance of jargon.	1	2	3	4	NO
50. Written Communication (NASP 2.10) – writes in an organized, clear manner; generates integrated and easily comprehensible reports.	1	2	3	4	NO
51. Attending/Listening Skills (NASP 2.10) – attends to important communications; listens attentively.	1	2	3	4	NO

Comments:

Overall Candidate Appraisal – Consider the candidate’s overall performance in comparison to the level of performance required for end-of-year competency. Choose one of the following that best describes him/her for this evaluation timeframe:

_____ **Unsatisfactory:** Candidate is deficient in most competency areas

_____ **Emerging:** Candidate has shown evidence of competence but performance is inconsistent

_____ **Successful:** Candidate has displayed basic mastery of all or most competencies

_____ **Exemplary:** Candidate has exceeded basic mastery across all or most competencies

For formative (December) evaluation:

_____ There are concerns which need to be addressed prior to the next evaluation period.

_____ Overall, progress is adequate for this evaluation period.

If this is the **final evaluation** (April) of this student, please complete the following:

_____ This student has successfully completed all Internship requirements up to the present time.

_____ This student needs to remediate some work, noted above, before the Internship can be considered successfully completed.

_____ I have serious ethical and/or practice skill reservations noted above, regarding this student and would recommend that they repeat the Internship.

Signature indicates that the evaluation was discussed with the practicum student. If area(s) of concern are noted, a remediation has been developed.

Practicum Student

Date

Practicum Supervisor

Date

Florida State University – MS/EdS School Psychology Program Internship Field-Based Supervisor Evaluation

Student _____

Date _____

Supervisor _____

Site _____

The goals and objectives of the School Psychology Program at Florida State University are adapted from the National Association of School Psychologists Practice Model and 10 Domains of Practice (NASP, 2010), the Florida Educator Accomplished Practices (FEAP, 2011), and Florida's School Psychology Specific Area Competencies and Skills required for certification (SACS, 2011). The goals and objectives are organized according to four overarching competency areas defined by NASP:

- *Foundations of School Psychological Service Delivery*
- *Practices that Permeate All Aspects of Service Delivery*
- *Direct and Indirect Student-Level Services for Children, Families, and Schools*
- *Direct and Indirect System-Level Services for Children, Families, and Schools*

In order to capture formative and summative measures of performance during internship experience, please evaluate the intern's skills on a continuum from unsatisfactory to exemplary levels of competence to be successful on day one as a professional school psychologist (thus after graduation). Please feel free to use the comment areas provided to list the evidence your ratings are based upon, describe strengths, and/or indicate growth areas targeted for the next evaluation period. Also, please comment on whether you feel skill strengths/deficiencies are related to the individual student, the training program, or both.

For each item, indicate whether development is:

- | | |
|--------------------|--|
| 1 = Unsatisfactory | The intern is deficient in the competency or skill and needs significant further training and effort in order to bring the competency/skill up to an acceptable standard. |
| 2 = Emerging Skill | The intern has shown some evidence of the competency or skill, but performance is inconsistent; may be the result of level of training <u>or</u> there may be examples of poor motivation or minor irresponsibility. It is anticipated that this rating will improve with some further training, supervision, and student effort. |
| 3 = Successful | The intern has displayed adequate mastery of the competency or skill as needed to be successful on day one as a professional school psychologist. |
| 4 = Exemplary | The intern has exceeded basic mastery of the competency or skill and is performing at an advanced level. |
| NO = Not Observed | The intern did not have the opportunity to demonstrate this competency or skill either because of training level or system variables. <i>Please note, as a NASP approved program, all interns are expected to have had the opportunity to demonstrate competency in each of the following areas. Please contact the University Internship Director if there are concerns re: the ability for the student to demonstrate competency within each domain area assessed.</i> |

Directions to Field-Based Supervisor: On the following items, please rate the candidate's professional work characteristics and competency areas based upon professional standards required for <i>end-of-internship</i> (<i>day one of practicing school psychologist</i>) performance.					
1. Indirect Assessment (NASP 2.1) – selects, administers, and scores/interprets indirect assessments, such as cumulative file reviews; interviews with teachers, parents, and students; etc., as appropriate	1	2	3	4	NO
2. Direct Assessment (NASP 2.1) – selects, administers, scores/interprets direct assessments, such as structured observations and curriculum-based assessment.	1	2	3	4	NO
3. Norm-Referenced Assessment (NASP 2.1) – selects, administers, and scores/interprets standardized assessments of intellectual ability (e.g., WISC-IV), cognitive processing (e.g., WJ III COG), and academic skills (e.g., WJ III ACH); and measures of behavioral and adaptive functioning.	1	2	3	4	NO
4. Multi-Method Assessment (NASP 2.1) – uses multiple methods of assessment across multiple informants and multiple settings for psychoeducational evaluations, and as a part of multi-tiered problem solving.	1	2	3	4	NO
5. Data-Based Decision Making (NASP 2.1) – integrates and interprets assessment data; uses data to guide intervention/instruction and recommendations that are realistic, developmentally appropriate, and comprehensive.	1	2	3	4	NO
6. Problem-Solving (NASP 2.1) – understands and utilizes the problem-solving model; uses the dual discrepancy model of data-based decision making to guide problem-solving process.	1	2	3	4	NO
7. Visual Display of Data (NASP 2.1) – understands how to use computer software to produce charts and/or graphs of data that assist in communication, analysis, and interpretation of student progress and response to intervention; graphs accurately represent data and are appropriately labeled.	1	2	3	4	NO
8. Individual & Group Consultation (NASP 2.2) – effectively applies understanding of consultation models to individuals, families, groups, and systems.	1	2	3	4	NO
9. Teamwork (NASP 2.2) – works well with others; collaborates effectively with others on assignments/projects.	1	2	3	4	NO
10. Consultation & Collaboration (NASP 2.2) – understands the role of consultative and collaborative relationships within a problem-solving framework; promotes treatment fidelity; provides support to school personnel, as needed.	1	2	3	4	NO
11. Supporting Academic Skills (NASP 2.3) – demonstrates understanding of various influences that impact learning, cognitive, and developmental processes, and considers these influences in practice settings (especially when designing interventions, selecting assessments, etc.).	1	2	3	4	NO
12. Evidence-based Interventions (NASP 2.3) – demonstrates understanding of how to develop appropriate intervention plans that are evidence-based for academic problems.	1	2	3	4	NO
13. Academic Interventions (NASP 2.3) – understands how to create instructional interventions that are linked to assessment data and effectively prioritizes intervention targets; plans are realistic for the setting and	1	2	3	4	NO

resources, are based on the characteristics of the student(s), and emphasize mastery.					
14. Supporting Social & Life Skills (NASP 2.4) – demonstrates understanding of various influences that impact life skills, social-emotional function, and mental health, and considers these influences in practice.	1	2	3	4	NO
15. Behavioral Intervention (NASP 2.4) – demonstrates knowledge and application of appropriate intervention plans that are evidence-based for behavioral/emotional/social problems.	1	2	3	4	NO
16. Problem-solving process (NASP 2.4) – develops direct interventions based upon an individualized problem-solving process for mental health problems.	1	2	3	4	NO
17. School Environment (NASP 2.5) – understands school and systems structure, organization, and theory; has knowledge of effective instructional and behavior management practices.	1	2	3	4	NO
18. School-Wide Screening (NASP 2.5) – demonstrates understanding of school-wide screening for academic and behavioral concerns; utilized tier I data in problem-solving process.	1	2	3	4	NO
19. Multi-Tiered Student Supports (NASP 2.6) – demonstrates knowledge of multi-tiered systems of student support and its relationship to the problem-solving process.	1	2	3	4	NO
20. Suicide Risk (NASP 2.6) – demonstrates knowledge of suicide risk assessment and appropriate follow-up procedures.	1	2	3	4	NO
21. Systemic Problems (NASP 2.6) – promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, and/or school violence.	1	2	3	4	NO
22. Interventions (NASP 2.6) – demonstrates an understanding of direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	1	2	3	4	NO
23. Resources (NASP 2.6) – understands how to access resources to address a wide variety of behavioral, learning, mental, and physical needs.	1	2	3	4	NO
24. Communication (NASP 2.7) – can effectively communicate assessment and intervention results to parents and service providers.	1	2	3	4	NO
25. Safe Parenting (NASP 2.7) – demonstrates understanding of strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.	1	2	3	4	NO
26. Family School Links (NASP 2.7) – demonstrates understanding of how to create linkages between schools, families, and community providers, and helps coordinate services when programming for children involves multiple agencies.	1	2	3	4	NO
27. Parental Involvement (NASP 2.7) – understands importance of parental involvement across all areas of services delivery.	1	2	3	4	NO
28. Family Systems (NASP 2.7) – understands how family characteristics and practices affect attitudes, feelings, and behaviors.	1	2	3	4	NO
29. Respect for Human Diversity (NASP 2.8) – respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	1	2	3	4	NO

30. Self-Awareness (NASP 2.8) – shows realistic awareness of personal strengths and weaknesses, and that impact this has on professional functioning and relationships with others.	1	2	3	4	NO
31. Diversity in Development (NASP 2.8) – demonstrates knowledge of individual differences, abilities, disabilities, and diversity factors; understands normal and abnormal development, developmental milestones and timeframes; considers this information throughout all aspects of service delivery.	1	2	3	4	NO
32. Assessment & Diversity (NASP 2.8) – selects nonbiased assessment instruments; modifies assessment and testing conditions to accommodate diversity; considers issues related to diversity and culture when interpreting.	1	2	3	4	NO
33. Diversity in Interventions (NASP 2.8) – proficient in using biological, cultural, and social information to design and implement academic and behavioral interventions.	1	2	3	4	NO
34. Cultural Considerations (NASP 2.8) – when working with individuals, groups, and/or systems, is able to consider cultural factors and context when making decision on evidence-based practices.	1	2	3	4	NO
35. Research into Practice (NASP 2.9) – understands how to integrate research findings into practice appropriately.	1	2	3	4	NO
36. Empirical Foundations (NASP 2.9) – demonstrates understanding of how to provide assistance in schools and other settings with analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or system levels.	1	2	3	4	NO
37. Measurement & Testing (NASP 2.9) – demonstrates understanding of psychometric issues related to measurement & testing.	1	2	3	4	NO
38. Evidence-Based Practice (NASP 2.9) – demonstrates understanding that research is a foundation of service delivery.	1	2	3	4	NO
39. Intervention & Program Evaluation (NASP 2.9) – is able to design, implement, and evaluate effectiveness of interventions or programs to ensure that they promote evidence-based service delivery.	1	2	3	4	NO
40. Responsiveness to Supervision/Feedback (NASP 2.10) – is open to supervision/feedback and responds to such appropriately.	1	2	3	4	NO
41. Dependability/Time Management (NASP 2.10) – can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner; punctual.	1	2	3	4	NO
42. Critical Thinking (NASP 2.10) – effectively analyzes problem situations and conceptualizes alternative approaches and solutions; applies critical thinking skills when learning concepts & skills and when evaluating issues.	1	2	3	4	NO
43. Adaptability/Flexibility & Emotional Stability (NASP 2.10) – adapts effectively to the demands of a situation; is sufficiently flexible to deal with change; demonstrates stable social/emotional functioning with regard to professional practice.	1	2	3	4	NO
44. Professional Identity/Development (NASP 2.10) – appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth.	1	2	3	4	NO
45. Professional Appearance (NASP 2.10) – demonstrates overall professional presence and respect shown through dress, manner, voice, affect and behavior that are appropriate for the profession and the setting.	1	2	3	4	NO

46. Knowledge of Relevant Law & Policy (NASP 2.10) – demonstrates knowledge of and adheres to education policy & law (e.g., FAPE, LRE in IDEA; NCLB).	1	2	3	4	NO
47. Ethical Knowledge & Practice (NASP 2.10) – understands and adheres to school psychology professional ethics and standards (e.g., maintains confidentiality, uses informed consent).	1	2	3	4	NO
48. Effective Interpersonal Relations (NASP 2.10) – relates effectively to colleagues, faculty, supervisors, and clients.	1	2	3	4	NO
49. Oral Communication (NASP 2.10) – understands the role of effective communication skills in indirect service delivery; expresses self orally in an organized and clear manner, including appropriate language level for person/situation & avoidance of jargon.	1	2	3	4	NO
50. Written Communication (NASP 2.10) – writes in an organized, clear manner; generates integrated and easily comprehensible reports.	1	2	3	4	NO
51. Attending/Listening Skills (NASP 2.10) – attends to important communications; listens attentively.	1	2	3	4	NO

Comments:

Overall Candidate Appraisal – Consider the candidate’s overall performance in comparison to the level of performance required for end-of-year competency. Choose one of the following that best describes him/her for this evaluation timeframe:

_____ **Unsatisfactory:** Candidate is deficient in most competency areas

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For formative (December) evaluation:

_____ There are concerns which need to be addressed prior to the next evaluation period.

_____ Overall, progress is adequate for this evaluation period.

If this is the **final evaluation** (April) of this student, please complete the following:

_____ This student has successfully completed all Internship requirements up to the present time.

_____ This student needs to remediate some work, noted above, before the Internship can be considered successfully completed.

_____ I have serious ethical and/or practice skill reservations noted above, regarding this student and would recommend that they repeat the Internship.

Signature indicates that the evaluation was discussed with the intern. If area(s) of concern are noted, a remediation has been developed.

Internship Supervisor

Date

Intern

Date

Appendix J: Comprehensive Case Study Evaluation Rubric & Scoring Protocol

Use this rubric to rate each component of the comprehensive case study and record ratings on the Scoring Protocol portion of this document.

				Exemplary (rating = 4)	Successful (rating = 3)	Emerging (rating = 2)	Unsatisfactory (rating = 1)
<i>I</i>	<i>NASP</i>	<i>SACS</i>	<i>FEAP</i>	<i>Problem Identification: What is the discrepancy between what is expected and what is occurring?</i>			
1.1	2.1, 2.2, 2.7	2.1- 2.7, 8.4, 8.5, 9.1-9.3	1e, 2a, 2d-2g, 3c, 3e, 3j, 4a, 4c, 4e, 5c, 5d	Collected multiple forms (RIOT) of data from multiple sources (ICEL) in order to collaboratively define the problem (e.g., include parent, school staff, teacher, student). Integration of data demonstrates <u>superior</u> case conceptualization skills.	Collected multiple forms (RIOT) of data from multiple sources (ICEL) in order to collaboratively define the problem (e.g., include parent, school staff, teacher, student)	Data was collected from multiple sources but across in a limited number of forms <u>or</u> data was collected in multiple forms but from a limited number of sources	Sufficient data was not collected
1.2	2.5, 2.6	3.6, 5.1- 5.4, 6.1, 6.2, 8.6, 8.9	2a, 2b, 2e, 2g, 2i, 3b, 3d, 3e, 3h, 3j, 4a, 5a, 5d, 5f	Discussion of previous intervention/instructional efforts is provided, including descriptions of tier I, and tier II or III if appropriate.	Discussion of previous intervention/instructional efforts is provided.	Partial discussion of previous/instructional efforts is provided, but is not thorough and lacks clarity	Discussion of previous intervention/instructional efforts is not provided.
1.3	2.2, 2.3	3.1, 3.2, 3.4, 5.1- 5.3, 8.3, 9.1-9.3	1a-1c, 1e, 1f, 2c, 2e, 2h, 3a, 3c, 3d, 3h, 3i, 4a, 4d, 5a, 5f	Appropriate target skill/behavior is defined in observable, measurable terms and is validated in the context of grade level expectations and the student's instructional level.	Appropriate target skill/behavior is identified and defined in observable, measurable terms.	Appropriate skill was identified, but was not successfully defined in observable, measurable terms	The appropriate skill/behavior was not identified or defined
1.4	2.3, 2.4	3.1- 3.4, 5.1- 5.3, 8.1- 8.4, 8.7, 8.8	1a-c, 1e, 1f, 2c, 2g, 2h, 3c, 3d, 3h, 4a, 4c, 4f	A gap analysis illustrating the student's performance, performance of his/her peers, and what is expected is included and organized in a very clear manner (i.e., in graph format with relevant descriptors and written description, as needed).	A gap analysis illustrating the student's performance, performance of his/her peers, and what is expected is included.	A gap analysis is included, but includes only one of the following: student's performance vs. performance of peers OR student's performance vs. what is expected	A gap analysis is not presented or is not appropriate for the identified problem.

1.5	2.1, 2.8	2.1-2.7, 3.5, 4.1-4.3, 6.3-6.6, 8.4, 8.5	1a-1c, 1e, 2h, 2i, 3c, 3d, 3g, 3h, 4a, 4c, 4d	<p><i>For Academic Concerns:</i> Skill analysis was conducted and included an error analysis, direct observation of skill, and CBA/CBM.</p> <p><i>For Behavior Concerns:</i> Skill analysis conducted and included all of the following: direct observations in a variety of settings, interviews, and ecological or situational analysis of concern (e.g., routines, expectation-skill match, relationships, cultural issues)</p>	<p><i>For Academic Concerns:</i> Skill analysis was conducted and included 2 of the following elements: error analysis, direct observation of skill, or CBA/CBM</p> <p><i>For Behavior Concerns:</i> Skill analysis conducted and included 2 of the following: direct observations in a variety of settings, interviews, ecological or situational analysis of concern (e.g., routines, expectation-skill match, relationships, cultural issues)</p>	<p><i>For Academic Concerns</i> Skill analysis was conducted and included only 1 of the following elements: error analysis, direct observation of skill, or CBA/CBM</p> <p><i>For Behavior Concerns:</i> Skill analysis conducted and included 1 of the following: direct observations in a variety of settings, interviews, ecological or situational analysis of concern (e.g., routines, expectation-skill match, relationships, cultural issues)</p>	<p><i>For Academic Concerns</i> A skill analysis was not conducted or analysis was inappropriate for the identified concern(s)</p> <p><i>For Behavior Concerns:</i> Skill analysis was not conducted or was inappropriate for the identified concern(s)</p>
1.6	2.1, 2.7	2.1-2.7, 8.4, 8.5, 9.1, 9.3	1a-1c, 1e, 2h, 3c, 3d, 3g, 3h, 4a, 4c, 4d	Performance Analysis was conducted and included a record review, student interview, ecological or situational analysis of concern (e.g., routines, expectation-skill match, relationships, cultural issues), direct observation, and parent interview	Performance Analysis was conducted and included 3-4 of the following: record review(s), student interview, ecological or situational analysis of concern (e.g., routines, expectation-skill match, relationships, cultural issues), direct observation, and parent interview	Performance Analysis was conducted and included 1 or 2 of the following: a record review, student interview, ecological or situational analysis of concern (e.g., routines, expectation-skill match, relationships, cultural issues), direct observation, and parent interview	A performance analysis was not conducted or analysis was inappropriate for the identified concern(s)
1.7	2.9	1.1-1.4	1e, 4a, 4c	Baseline data is collected and includes the student behavior and peer/grade norms/expectations with three or more data points that show a stable trend.	Baseline data is collected with three or more data points that show a stable trend.	Sufficient baseline data for the target behavior is collected, but does not include a stable trend.	A baseline for the target behavior is not established and/or data collected does not match the identified problem.

2	NASP	SACS	FEAP	Problem Analysis: What is the problem occurring?			
2.1	2.1, 2.2	2.1-2.7, 8.4, 8.5, 9.1-9.3	2a, 2b, 2f, 3c, 3d, 3f, 4a	<p>Hypotheses are developed via a functional assessment and in collaboration with teacher and/or parent.</p> <p><i>If behavior concern:</i> One or more hypotheses are developed to identify the functions of the behavior and/or the conditions under which the behavior is occurring and being maintained in 2 or more of the following areas: child factors, curriculum, peers, teacher, classroom, home.</p> <p><i>If academic concern:</i> One or hypotheses are developed to identify why the problem is occurring, including a skill vs. performance deficit and/or the instructional hierarchy.</p>	<p>Hypotheses are developed via a functional assessment.</p> <p><i>If behavior concern:</i> One or more hypotheses are developed to identify the functions of the behavior and/or the conditions under which the behavior is occurring and being maintained in 2 or more of the following areas: child factors, curriculum, peers, teacher, classroom, home.</p> <p><i>If academic concern:</i> One or hypotheses are developed to identify why the problem is occurring, including a skill vs. performance deficit and/or the instructional hierarchy.</p>	<p>Hypotheses are developed but functional assessment was improperly utilized and resulted in some error. The following criteria were attempted but minimally met:+-</p> <p><i>If behavior concern:</i> One or more hypotheses are developed to identify the functions of the behavior and/or the conditions under which the behavior is occurring and being maintained in 1 or more of the following areas: child factors, curriculum, peers, teacher, classroom, home.</p> <p><i>If academic concern:</i> One or hypotheses are developed to identify why the problem is occurring, including a skill vs. performance deficit and/or the instructional hierarchy.</p>	Hypotheses are not developed or are inappropriate
2.2	2.8, 2.10	3.5, 4.1-4.5, 6.3-6.6, 7.1-7.3, 10.1-10.5	2d, 2h, 2i, 3h, 5e	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural).		Hypotheses do NOT reflect an awareness of issues related to diversity.	
2.3	2.9	1.1-1.4	2b, 3c, 3d, 3f, 4a, 6	Hypotheses are tested to confirm the cause or source of the problem using 2 or more of the following methods: direct observation, assessment, self-monitoring, other (state) and were either confirmed or rejected. The validated hypothesis with the most convergent data and that is the most alterable and realistic, was utilized for intervention planning	Hypotheses were tested to confirm the cause or source of the problem using 1 or more of the following methods: direct observation, assessment, self-monitoring, other (state). The validated hypothesis with the most convergent data and that is the most alterable and realistic, was utilized for intervention planning	There is evidence that multiple sources of appropriate data (RIOT, ICEL) are collected to confirm or reject the proposed hypotheses, but a hypothesis is not validated.	Appropriate data are not collected to confirm or reject hypotheses.

3	NASP	SACS	FEAP	Implement the Plan: What are we going to do about the problem?			
3.1	2.1, 2.8	2.1-2.7, 3.5, 4.1-4.3, 6.3-6.6, 8.4, 8.5	1a-1c, 1e, 2b, 2h, 3a, 3c, 3d, 3h, 3j, 4a, 4d, 4b, 5d	Intervention(s) selection is based on data from problem analysis and functional analysis, and is linked to hypotheses testing.	Intervention(s) selection is based on data from problem identification and problem analysis.	There is evidence that the intervention choice could be feasible but is not supported by sufficient data from problem ID and problem analysis.	Intervention(s) selection is not based on data from problem analysis.
3.2	2.9	1.1-1.4	1a-1c, 1e, 1f, 2b, 2c, 3c, 3e, 3h, 3i, 4a, 4d, 5b	Intervention is linked to observable, measurable short AND long term goal statements that are realistic and attainable. In addition, the goal statement includes a timeframe for when it is to be accomplished, the specific circumstances under which the behavior is to occur, the specific behavioral description of the task to be performed, and the standard of how well the behavior is to be performed.	Intervention is linked to an observable, measurable goal statement(s) that is realistic and attainable. In addition, the goal statement includes a timeframe for when it is to be accomplished, the specific circumstances under which the behavior is to occur, the specific behavioral description of the task to be performed, and the standard of how well the behavior is to be performed.	Intervention is linked to a goal statement, but the goal statement is not observable and/or measurable and/or does not include the criteria listed as 'Successful'	Intervention(s) is not linked a goal statement(s).
3.3	2.3, 2.4, 2.6	3.1-3.4, 5.1-5.3, 6.1, 6.2, 8.1-8.4, 8.6-8.9	1a-1c, 1f, 2b, 2i, 3a, 3b, 3f-3i, 5b, 5e, 5f, 6	Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis – cite sources).		Attempts to establish evidence for the intervention were made, but were not successful (inappropriate sources, etc.)	Intervention is not evidence-based.
3.4	2.2, 2.7	9.1-9.3	1d, 2a, 2d, 2f, 3j, 4e, 5b-5d, 5f, 6	Intervention(s) is developed and monitored collaboratively.	Intervention(s) is only developed collaboratively or is only monitored collaboratively.	Intervention(s) is neither developed collaboratively nor monitored collaboratively.	

3.5	2.5, 2.8	3.5, 3.6, 4.1- 4.3, 5.1- 5.4, 6.3- 6.6	2a, 2c- 2g, 2i, 3i, 3j, 4f, 5a- 5e, 6	Documentation of ongoing support (e.g., modeling, providing performance feedback) to interventionist is provided, and the intervention is socially valid and acceptable.	Intervention(s) reflect sensitivity to individual differences, resources, classroom practices, and other system issues and acceptability is verified, but documentation of on-going support is not provided	Intervention(s) reflect sensitivity to individual differences, resources, classroom practices, and other system issues but acceptability is not verified.	Intervention(s) designed is too burdensome for the setting demands and is unable to be provided given the current level of support
3.6	2.5, 2.6	3.6, 5.1- 5.4, 6.1, 6.2, 8.6, 8.9	2a- 2c, 2e-2i, 3a, 3b, 3g, 4f	A detailed intervention plan that passes the 'stranger test' is developed. Logistics of setting, time, resources, personnel, and intervention steps are included in the intervention plan.	A detailed intervention plan that passes the 'stranger test' is developed, but logistics of setting, time, resources, personnel, and/or intervention steps are not included.	The intervention plan does not pass the 'stranger test' and does not specify the logistics of setting, time, resources, and personnel.	No intervention plan was included.
3.7	2.1, 2.9	1.1- 1.4, 2.1- 2.7, 8.4, 8.5	1d, 2i, 3h, 4a- 4d, 5c	Intervention is progress monitored frequently (at least weekly for tier III and at least biweekly for tier II) and the progress monitoring tool measures the identified target skill in the same manner as the baseline measure. If data produced from intervention is different from progress monitoring data, intervention data is also included.	Intervention is progress monitored frequently (at least weekly for tier III and at least biweekly for tier II) and the progress monitoring tool measures the identified target skill in the same manner as the baseline measure. However, intervention data was collected (apart from progress monitoring data) but was not reported.	Intervention is progress monitored in the same manner as baseline was measured; however, the frequency of progress monitoring is inappropriate (less than weekly for tier III, less than biweekly for tier II)	Baseline and progress monitoring data do not represent the same skill and are not measured in the same manner. OR Intervention is not progress monitored
3.8	2.3, 2.4, 2.6	3.1- 3.4, 5.1- 5.3, 6.1, 6.2, 8.1- 8.4, 8.6- 8.9	1a, 1c, 1d, 2b, 3a, 3i, 4a, 4b, 5c, 5d	Meets criteria for 'Successful' but a high level of treatment integrity is documented and reported (80% and above across time)	Treatment integrity is monitored and data are provided and considered for decision making	Treatment integrity is monitored by lacks sufficient data for decision making	Treatment integrity is not monitored.

4	NASP	SACS	FEAP	Evaluate the Plan: Is it working?			
4.1	2.3, 2.4, 2.6	3.1- 3.4, 5.1- 5.3, 6.1, 6.2, 8.1- 8.4, 8.6- 8.9	1d, 2b, 2e, 2g, 2i, 3g, 3i, 4a- 4c, 4e, 4f, 5c	Meets requirements for “Successful” but is clearly organized in a superior manner, reflective of a more in-depth understanding of how to communicate data to others in an effective visual manner	Progress monitoring data are demonstrated on a line graph that includes baseline data, progress monitoring/intervention data, goal line, trend and/or aim line, title, and appropriately labeled axes.	Baseline and progress monitoring data are demonstrated on a line graph that includes a goal line, but other elements are missing (e.g., trend and/or aim line, title, and appropriately labeled axes.)	Graph does not represent the progressing monitoring data in a clear way and/or lacks several necessary components (e.g., goal line, trend and/or aim line, title, and appropriately labeled axes) or no graph is given
4.2	2.1, 2.9	1.1- 1.4, 2.1- 2.7, 8.4, 8.5	2b, 3e, 3g, 3i, 3j, 4a- 4c, 4e, 5b, 5c	Progress monitoring data are demonstrated to be effective when compared to baseline data and data generated from multiple sources/settings (other classrooms, teacher report of improvement, etc.) including baseline data	Progress monitoring data yields questionable effectiveness when compared to baseline data and data generated from multiple sources/settings (other classrooms, teacher report of improvement, etc.)	Progress monitoring data yields questionable effectiveness when compared to baseline data; other available data from multiple sources/settings not considered/discussed	Limited to insufficient discussion of progress monitoring data and judgment on effectiveness
4.3	2.1	2.1- 2.7, 8.4, 8.5	1d, 2h, 3c, 3d, 3f-3h, 3j, 4a- 4d, 5c	In addition to the requirements for “Successful,” response to intervention data were presented and utilized to show student progress (dual discrepancy, i.e., new gap analysis, rating scale, peer comparison, etc.) and single case design is specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, new intervention)	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, new intervention), but the decisions made were not appropriate (e.g., treatment integrity low but intervention deemed ineffective, insufficient data collected prior to decision making)	Data are not used to inform further problem solving and decision making.
4.4	2.3, 2.4, 2.5, 2.6	3.1- 3.4, 3.6, 5.1- 5.4, 6.1, 6.2, 8.1- 8.4, 8.6- 8.9	1a, 1b, 1d, 1f, 2c, 2g, 2i, 3a, 3b, 3e, 3g, 3i, 3j, 4a- 4c, 4e, 4f, 5a- 5c	Impact on Student Learning: Both an effect size and a GAS were accurately calculated and provided. Results demonstrated a positive, measurable outcome.	Impact on Student Learning: Both an effect size and Goal Attainment Scale (GAS) was accurately calculated, but results did not demonstrate a positive, measurable outcome with the outcome at or above the expected level.		Neither an effect size nor a GAS was presented. Failure to present effect size data results in an <u>automatic failure</u> on comps.
4.5	2.9	1.1- 1.4	1c, 1f, 2h, 2i, 3b, 3e-	Strategies for maintaining and transferring/generalizing outcomes to other settings are documented as	Strategies for maintaining and transferring/generalizing outcomes to other settings are	Strategies for maintaining and transferring/generalizing	Strategies for transferring/generalizing

			3j, 4a, 4b, 4d, 5a-5e	effective via data collection and measures of effectiveness.	addressed but data were not collected to measure effectiveness	outcomes to other settings are addressed, but are vague, unclear	outcomes to other settings are not addressed.
4.6	2.2, 2.7	9.1-9.3	1b, 1e, 1f, 2a, 2c, 2d, 2f, 4b, 4d, 4e, 5a, 5d, 5e, 6	Effectiveness of intervention and modifications for future interventions are considered based upon collaborative examination of effectiveness data.	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel.	Effectiveness of intervention is shared but in a limited context (e.g., only with teacher or only with parent)	Effectiveness of intervention is not shared or communicated.
4.7	2.10	4.4, 4.5, 7.1-7.3, 10.1-10.5	2a, 2c, 2f, 3f, 3i, 4a, 4b, 4e, 5a-5f	Strategies for follow-up are developed and implemented.	Suggestions for follow-up are developed (e.g., recommendations, continued progress monitoring, transition planning)	Some strategies for follow-up are developed but are limited, lack clarity, etc.	Suggestions for follow-up are not developed.

5	NASP	SACS	FEAP	<i>Scholarly Writing</i>			
5.1	2.10	4.4, 4.5, 7.1-7.3, 10.1-10.5	2e, 2g, 4f, 5e, 5f, 6	Meets criteria for 'Successful' but demonstrates superior organization and comprehensibility	Organization of paper is focused and clearly outlines the major components related to the topic; information is logically arranged	Organization of paper is somewhat to mostly logical, but readability is compromised due to lack of clarity	Organization of paper is illogical and makes it difficult to read and understand.
5.2	2.10	4.4, 4.5, 7.1-7.3, 10.1-10.5	2e, 5e, 5f, 6	In addition to meeting the requirements for 'Successful.' That paper is error free in terms of grammar and spelling	While there are minor errors in grammar and spelling, the paper follows acceptable conventions of grammar and spelling throughout	Grammatical conventions and proper spelling are generally used, but inconsistency and/or errors in their use result in issues with readability	Contains numerous errors in grammar and/or spelling

*Adapted from NASP Case Study Rubric & University of Dayton with permission

Comprehensive Case Study Scoring Protocol

Use the Comprehensive Case Study Rubric and input ratings below. This form is expandable and faculty should include all necessary comments and justification for ratings. Ratings are computed for each problem-solving step and for the total case study.

Name: _____ Faculty Rater: _____

Beh/Aca?: _____ Date of Rating: _____

<i>Problem Identification: What is the discrepancy?</i>		
Case Study Component	Rating Assigned (1, 2, 3, or 4)	Comments, Justification for Rating
1.1		
1.2		
1.3		
1.4		
1.5		
1.6		
1.7		
TOTAL for AREA 1		<i>Exemplary (value of 4) = 4 or more components rated as 'Exemplary'; No components rated as 'Emerging' or 'Unsatisfactory'</i> <i>Successful (value of 3) = Less than 4 components rated as 'Exemplary'; No more than 3 components rated as 'Emerging'; No components rated as 'Unsatisfactory'</i> <i>Emerging (value of 2) = 4 or more components rated as 'Emerging'; No more than 1 component rated as 'Unsatisfactory'</i> <i>Unsatisfactory (value of 1) = More than 1 component rated as 'Unsatisfactory'</i>

<i>Problem Analysis: Why is the problem occurring?</i>		
Case Study Component	Rating Assigned (1, 2, 3 or 4)	Comments, Justification for Rating
2.1		
2.2		
2.3		
TOTAL for AREA 2		<i>Exemplary (value of 4) = 2 or more components rated as 'Exemplary'; No components rated as 'Emerging' or 'Unsatisfactory'</i> <i>Successful (value of 3) = Less than 2 components rated as 'Exemplary'; No more than 1 components rated as 'Emerging'; No components rated as 'Unsatisfactory'</i> <i>Emerging (value of 2) = 2 or more components rated as 'Emerging' and no more than 1 component rated as 'Unsatisfactory'</i> <i>Unsatisfactory (value of 1) = More than 1 component rated as 'Unsatisfactory'</i>

Implement the Plan: What are we going to do about the problem?

Case Study Component	Rating Assigned (1, 2, 3, or 4)	Comments, Justification for Rating
3.1		
3.2		
3.3		
3.4		
3.5		
3.6		
3.7		
3.8		
TOTAL for AREA 3		<i>Exemplary (value of 4)</i> = 4 or more components rated as ‘Exemplary’; No components rated as ‘Emerging’ or ‘Unsatisfactory’ <i>Successful (value of 3)</i> = Less than 4 components rated as ‘Exemplary’; No more than 3 components rated as ‘Emerging’; No components rated as ‘Unsatisfactory’ <i>Emerging (value of 2)</i> = 4 or more components rated as ‘Emerging’; No more than 1 component rated as ‘Unsatisfactory’ <i>Unsatisfactory (value of 1)</i> = More than 1 component rated as ‘Unsatisfactory’

Evaluate the Plan: Is it working?		
Case Study Component	Rating Assigned (1, 2,3, or 4)	Comments, Justification for Rating
4.1		
4.2		
4.3		
4.4		If effect size calculation and GAS is not included, the comps exam is an automatic fail; effect size/GAS does not have to be significant or even show improvement – just must be accurately calculated as a measure of intern’s ability to demonstrate how they would determine positive impact for PK-12 students
4.5		
4.6		
4.7		
TOTAL for AREA 4		<i>Exemplary (value of 4)</i> = 4 or more components rated as ‘Exemplary’; No components rated as ‘Emerging’ or ‘Unsatisfactory’ <i>Successful (value of 3)</i> = Less than 4 components rated as ‘Exemplary’; No more than 3 components rated as ‘Emerging’; No components rated as ‘Unsatisfactory’ <i>Emerging (value of 2)</i> = 4 or more components rated as ‘Emerging’; No more than 1 component rated as ‘Unsatisfactory’ <i>Unsatisfactory (value of 1)</i> = More than 1 component rated as ‘Unsatisfactory’

Scholarly Writing

Case Study Component	Rating Assigned (1, 2,3, or 4)	Comments, Justification for Rating
5.1		
5.2		
TOTAL for AREA 5		<i>Exemplary (value of 4) = 2 components rated as 'Exemplary'</i> <i>Successful (value of 3) = Less than 2 components rated as 'Exemplary'; No components rated as 'Emerging' or 'Unsatisfactory'</i> <i>Emerging (value of 2) = 1 or more components rated as 'Emerging' and no components rated as 'Unsatisfactory'</i> <i>Unsatisfactory (value of 1) = 1 or more components rated as 'Unsatisfactory'</i>

SUMMARY SCORES

Fill in scores as appropriate. Use the **Overall Case Study Evaluation** table below to determine the **Total Case Study** rating. Candidates must earn a Total Case Study Rating of **'Successful'** or **'Exemplary'** on **BOTH** the academic & behavioral case studies in order to pass the Comprehensive Case Study assessment [MHS 7962 & NASP Assessments 5 and 6]. Should a candidate NOT pass either case study; whether academic, behavioral, or both; he/she may resubmit materials for the exam requirement(s) *one* time each (one time for academic; one time for behavior). If the candidate fails the examination on both attempts, those failures will constitute grounds for dismissal from the program. If an appeal is desired, it must be made in writing by the student within 15 days of notification of his/her performance. All appeals will be given to the Program Coordinator. The Coordinator will present the appeal to the faculty. The faculty can overturn the decision of the supervisory committee by a vote of at least 66% in favor of passing the candidate.

Area	Candidate's Overall Rating*	Overall Case Study Evaluation			
		Unsatisfactory (Value of 1)	Emerging (Value of 2)	Successful (Value of 3)	Exemplary (Value of 4)
1. Problem Identification		2 or more areas rated as 'Unsatisfactory'	3 or more areas rated as 'Emerging' and/or 1 area rated as 'Unsatisfactory'	Less than 3 areas rated as 'Exemplary'; No more than 2 areas rated as 'Emerging'; No areas rated as 'Unsatisfactory'	3 or more areas rated as 'Exemplary'; No areas rated as 'Emerging' or 'Unsatisfactory'
2. Problem Analysis					
3. Implement the Plan					
4. Evaluate the Plan					
5. Scholarly Writing					
Total Case Study					

Appendix K: Annual Candidate Assessment Review Form

CANDIDATE NAME:

YEAR IN PROGRAM:

DATE OF REVIEW:

ASSESSMENT POINT:

Answer the following questions by circling **Y** (yes) or **N** (no) & provide comments/evidence as appropriate.

Is the candidate exhibiting acceptable academic progress?

Y

N

- Refer to copy of candidate transcripts
- Candidates must maintain an overall minimum GPA of 3.00
- Candidates must earn a “B-” or higher for all courses designated as “critical”
- *For 2nd year candidates* – refer to requirements for practicum, including logs of hours
- *For 3rd year candidates* – refer to requirements for internship, including logs of hours and FTCE results

Comments:

Is the candidate adhering to the required FSU SPP program of study?

Y

N

- Refer to candidate transcripts & the program of study outlined in Handbook

Comments:

Is the candidate exhibiting satisfactory professional work characteristics?

Y

N

- *For 1st year candidates* – refer to Professional Work Characteristics Evaluation results
- *For 2nd year candidates* – refer to Professional Work Characteristics Evaluation results & respective section of the Practicum Field-Based Supervisor Evaluation
- *For 3rd year candidates* – refer to the respective section of the Internship Field-Based Supervisor Evaluation

Comments:

Is the candidate exhibiting satisfactory application of professional skills?

Y

N

- *1st year candidates* – candidates must show evidence of scholarly engagement
- *2nd year candidates* – candidates must show evidence of scholarly engagement & refer to results of Practicum Field-Based Supervisor Evaluation
- *3rd year candidates* – refer to results of Internship Field-Based Supervisor Evaluation & Comprehensive Case Studies

Comments:

OVERALL ACTIONS/RECOMMENDATIONS

_____ Candidate progress is Satisfactory; therefore, he/she may continue to the next point in the program.

_____ Candidate has *not* made Satisfactory progress. A Notice of Concern has been issued. Candidate may not proceed to the next point of the program until concerns are appropriately remediated.

Signature of Supervisory Committee Chair

Date

Signature of Supervisory Committee Member

Date

Signature of Supervisory Committee Member

Date

NOTE: Results provided to candidate in writing. Attach copies of all relevant review documents. Original copies remain in candidate file.

Appendix L: Notice of Concern

Candidate Name: _____ Year in Program: _____

Date: _____

Concerns have been raised by the School Psychology Faculty in the following areas (check all that apply):

Foundations of School Psychological Service Delivery	Comments/Justification
Legal, Ethical, & Professional Practice <i>NASP 2.10; SACS 4.4, 4.5, 7.1-7.3, 10.1-10.5; FEAP 5a, 5e, 5f, 6</i>	
Research & Program Evaluation <i>NASP 2.9; SACS 1.1-1.4; FEAP 5b</i>	
Diversity in Development & Learning <i>NASP 2.8; SACS 3.5, 4.1-4.3, 6.3-6.6; FEAP 2d, 2f</i>	
Practices that Permeate All Aspects of Service Delivery	Comments/Justification
Data-Based Decision Making & Accountability <i>NASP 2.1; SACS 2.1-2.7, 8.4, 8.5; FEAP 1e, 3c, 4a-4f, 5b, 5c</i>	
Consultation & Collaboration <i>NASP 2.2; SACS 9.1-9.3; FEAP 2e, 2f, 5c, 5d</i>	
Direct and Indirect Student-Level Services for Children, Families, and Schools	Comments/Justification
Interventions & Instructional Support to Develop Academic Skills <i>NASP 2.3; SACS 3.1, 3.2, 3.4, 5.1-5.3, 8.3; FEAP 1a-1f, 2b, 2c, 3a-3j</i>	
Interventions & Mental Health Services to Develop Social & Life Skills <i>NASP 2.4; SACS 3.3, 8.1, 8.2, 8.4, 8.7, 8.8; FEAP 1a-1f; 2b, 2c; 3a-j</i>	
Direct and Indirect System-Level Services for Children, Families, and Schools	Comments/Justification
School-Wide Practices to Promote Learning <i>NASP 2.5; SACS 3.6, 5.1-5.4; FEAP 2a-2i</i>	
Preventive & Responsive Services <i>NASP 2.6; SACS 6.1, 6.2, 8.6, 8.9; FEAP 3a-3g, 3i-3j</i>	
Family-School Collaboration Services <i>NASP 2.7; SACS 9.1, 9.3; FEAP 2d, 2f, 4e, 5d</i>	

Other/Additional Comments:

By signing, I, the Candidate, acknowledge the receipt of this Notice of Concern. I realize that I am responsible for scheduling an appointment with my Faculty Supervisor and/or Program Coordinator *within five business days* of the below signed date in order to develop a Remediation Plan for the areas described above or I risk dismissal from the Program.

Candidate

Date

Faculty Supervisor/Coordinator

Date

Appendix M: Remediation Plan

Complete a Remediation Plan for each identified area outlined on the Notice of Concern.

Definition of Area of Concern:

Goal Statement: *Must be observable & measurable*

Objective(s) for Improvement:

Criteria for Success:

Planned Formative Review Dates

Planned Completion Date

By signing, I acknowledge the development of this Remediation Plan. I understand that if I do not comply with the terms of this Plan, I will be automatically dismissed from the Program.

Candidate Signature

Date

Advisor/Program Coordinator Signature

Date

*Attach any additional information/materials necessary to the completion of this plan, if appropriate

Appendix N: Graduation Checklist

FSU’s SPP candidates earn both a M.S. degree and an Ed.S. degree. Successful completion of the program is based upon candidate demonstration of academic, professional, and personal effectiveness related to professional objectives. Prior to recommendation for graduation, candidates must meet all requirements for a graduate degree outlined in the *FSU General Bulletin - Graduate Edition*. In addition, candidates must (Fill in appropriate information indicated in the table below):

Requirement	Candidate Data	Meet Requirement? (Y or N)
3.00 GPA or higher		
B- or higher in all critical courses		
Meet all program requirements and be in ‘good standing’*		
Pass FTCE General Knowledge Exam		
Pass FTCE Professional Education Exam		
Pass FTCE School Psychologist Exam		
Minimum 1200-1500 internship hours		

Average of 2 hrs/week of internship supervision

Pass Annual Candidate Assessment at Program Completion

**Good standing* – all concerns, if any, successfully remediated; no ethical/professional concerns regarding candidates’ readiness for entry-level practice as a school psychologist.

Candidate is recommended for graduation (circle one): YES or NO

All requirements must be answered ‘Yes’ in order for the candidate to be recommended for graduation.

By signing, I certify that the candidate is recommended for graduation from the FSU Ed.S. School Psychology Program.

Signature of Candidate

Date

Signature of Supervisory Committee Chair

Date

Signature of Supervisory Committee Member

Date

Signature of Supervisory Committee Member

Date

Appendix O: Candidate Exit Survey

In an effort to continually monitor and improve upon our School Psychology Ed.S. Program we are asking you, as a recent graduate, to provide essential feedback by completing this Exit Survey. As you respond to this survey please keep in mind both the quality and content of the learning experiences you encountered throughout the program. These experiences should include, but are not be limited to: coursework, pre-practicum assignments, practicum and internship experiences, supervision, and formal and informal contact with professors and peers. We appreciate your thoughtful consideration of this survey in the certainty that your responses will assist us in training competent and knowledgeable school psychologists.

Section I: School Psychology Standards

Please indicate your level of agreement for each of the following statements which concern your preparation as a school psychologist by the School Psychology Ed.S. Program at FSU:

Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

Data-Based Decision Making and Accountability

NASP 2.1; SACS 2.1-2.7, 8.4, 8.5; FEAP 1e, 3c, 4a-4f, 5b, 5c

SA A N D SD

The program has prepared me to...

...identify data gathering methods (e.g., checklists, record review, assessment instruments, interviews, observations, CBM, technology) in the comprehensive evaluation process.

...identify appropriate methods for progress monitoring.

...select appropriate psychoeducational assessment instruments based on a referral question.

...determine appropriate evaluation methods and sources of information based on a referral question.

...select appropriate instruments and methods of psychoeducational assessment that consider the needs of specialized populations (e.g., culturally, ethnically, and linguistically diverse students; students with low-incidence disabilities; preschool children).

...interpret data from multiple sources (e.g., checklists, record review, graphs, instructional software, assessment instruments and software, interviews, observations, CBM) to address referral questions and make appropriate recommendations.

...systematically collect data from multiple sources as a foundation for decision-making.

...consider ecological factors (e.g., classroom, family, community characteristics) as a context for assessment and intervention in general and special education.

...use psychological and educational assessment, data collection strategies, and technology resources within a problem-solving framework.

...conduct assessments to identify students' eligibility for special education and other educational services.

...use valid and reliable assessment techniques to assess progress toward academic and behavioral goals, to measure response to interventions, and to revise interventions as necessary.

...apply assessment results to design, implement, and evaluate response to services and programs.

...assist with design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented (i.e., treatment fidelity).

...use information and technology resources to enhance data collection and decision making.

Consultation and Collaboration

NASP 2.2; SACS 9.1-9.3; FEAP 2e,2f, 5c, 5d

SA A N D SD

The program has prepared me to...

...identify appropriate theories and methods of consultation and collaboration with school personnel, parents and guardians, and other specialists in the school or community.

...demonstrate knowledge of the problem-solving process.

...apply methods of consultation, collaboration, and problem solving to academic, behavioral, and social emotional concerns.

...use consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.

...effectively communicate information for diverse audiences, such as parents, teachers, and other school personnel, policy makers, community leaders, and others.

...consult and collaborate at the individual, family, group, and system levels.

...participate in multidisciplinary teams/case conferences.

...function as a change agent: using skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district levels.

Interventions and Instructional Support to Develop Academic Skills

NASP 2.3; SACS 3.1, 3.2, 3.4, 5.1-5.3, 8.3; FEAP 1a-1f, 2b, 2c, 3a-3j

SA A N D SD

The program has prepared me to...

...identify theories of cognitive and intellectual development.

...identify theories and principles of language, perceptual, and sensorimotor development.

...apply principles of learning, memory, and motivation.

...identify components of curricula and effective instruction.

...demonstrate knowledge of reading, mathematics, and written and oral language development and instruction.

...select appropriate prevention activities and evidence-based interventions for academic concerns.

...use assessment data to develop and implement evidence-based instructional strategies that are intended to improve student performance.

...promote the principles of student-centered learning to help students to develop their individual ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.

...work with other school personnel to ensure the attainment of state and local academic benchmarks by all students.

...apply current empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, groups, and systems level.

...design and deliver curriculum and instructional strategies that promote children's academic achievement, including, for example, literacy instruction, teacher-directed instruction, peer tutoring, interventions for self-regulation, etc.

...address intervention acceptability and fidelity during development, implementation, and evaluation of instructional interventions.

...use information and assistive technology resources to enhance students' cognitive and academic skills.

Interventions & Mental Health Services to Develop Social and Life Skills

SA A N D SD

The program has prepared me to...

- ...identify theories of personality and social-emotional development.
- ...identify theories and techniques of individual counseling.
- ...identify theories and techniques of group counseling.
- ...identify components and techniques of applied behavior analysis (e.g., positive behavior supports, functional behavior assessments, etc.).
- ...identify techniques for threat and suicide assessment.
- ...select appropriate prevention activities and evidence-based interventions for behavioral and social-emotional concerns.
- ...apply evidence-based strategies to promote social-emotional functioning and mental health.
- ...facilitate design and delivery of curricula to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/organization, empathy, and healthy decision-making.
- ...develop and implement behavior change programs at the individual, group, classroom, and school-wide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) to student discipline and classroom management.
- ...use systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.
- ...address intervention acceptability and fidelity during development, implementation, and evaluation of behavioral and mental health interventions.
- ...provide a continuum of developmentally appropriate mental health services, including individual and group counseling, positive behavioral support, etc.

School-Wide Practices to Promote Learning

NASP 2.5; SACS 3.6, 5.1-5.4; FEAP 2a-2i

SA A N D SD

The program has prepared me to...

- ...understand school and systems structure, organization, and theory.
- ...understand the structure and organization of both general education and special education.
- ...relate the major theories of child and adolescent development to psychoeducational practices.
- ...incorporate evidence-based strategies and effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, and more.
- ...use knowledge of organizational development and systems theory to promote a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services.
- ...be actively involved in the development of school improvement plans that impact the programs and services available to children, youth, and families, and the manner in which school psychologists deliver their services.
- ...incorporate evidence-based strategies to facilitate successful transitions of students from one environment to another environment (e.g., program to program, school to school, age-level changes, and school to work transitions).
- ...promote the development and maintenance of learning environments that support resilience and academic growth, promote high rates of academic engaged time, and reduce negative influences on learning and behavior.

...participate in designing and implementing universal screening programs to identify students in need of additional instructional or behavioral support services, as well as progress monitoring systems to ensure successful learning and school adjustment.
 ...work collaboratively with other school personnel to create and maintain a multitiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals.
 ...apply the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior; the evaluation of outcomes of classroom, building, and system initiatives; and the implementation of decision-making practices designed to meet general public accountability responsibilities.

Preventive and Responsive Services

NASP 2.6; SACS 6.1, 6.2, 8.6, 8.9; FEAP 3a-3g, 3i-3j

SA A N D SD

The program has prepared me to...

- ...identify the signs, symptoms, and impact of substance abuse.
- ...identify the signs, symptoms, and impact of child abuse and other traumatic events.
- ...identify school-wide screening, prevention, and intervention methods that address bullying, violence, and suicide.
- ...identify techniques for crisis intervention.
- ...promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as, school failure, truancy, dropout, bullying, youth suicide, or school violence.
- ...participate in school crisis teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery.
- ...provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.
- ...develop, implement, and evaluate prevention and intervention programs based on risk and protective factors that are precursors to severe learning and behavioral problems.
- ...collaborate with school personnel, parents, students, and community resources to provide competent mental health support during and after crisis situations.
- ...promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to good health for children, (b) facilitating environmental changes conducive to good health and adjustment of children, (c) accessing resources to address a wide variety of behavioral, Learning, mental, and physical needs.
- ...participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities.

Family-School Collaboration Services

NASP 2.7; SACS 9.1, 9.3; FEAP 2d, 2f, 4e, 5d

SA A N D SD

The program has prepared me to...

- ...use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote effective policies, and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for students.
- ...identify diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships and interactions with community providers, and address these factors when developing and providing services for families.

- ...promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.
- ...advocate for families and support parents in their involvement in school activities, for both addressing individual students’ needs and participating in classroom and school events.
- ...educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement.
- ...help create linkages between schools, families, and community providers, and help coordinate services when programming for children involves multiple agencies.

Diversity in Development and Learning

NASP 2.8; SACS 3.5, 4.1-4.3, 6.3-6.6; FEAP 2d, 2f

SA A N D SD

The program has prepared me to...

- ...identify the characteristics of various exceptionalities and disabilities (e.g., SLD, gifted, visual or hearing impairment).
- ...interpret psychometric and other assessment data (e.g., response to intervention) related to identification of exceptionalities and disabilities.
- ...determine appropriate evaluation procedures or accommodations consistent with suspected or documented disabilities.
- ...identify developmental patterns of disorders in childhood and adolescence.
- ...identify the social, cultural, linguistic, and ethnic factors that influence learning and behavior.
- ...identify experiential, instructional, environmental, medical, and biological factors that influence learning and behavior.
- ...identify social, cultural, linguistic, ethnic, and instructional factors that influence language development.
- ...identify the neurological functions of the brain (e.g., brain-behavior relationships, executive functions).
- ...apply understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.
- ...address individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts.
- ...provide culturally competent and effective practices in all areas of school psychology service delivery.
- ...work collaboratively with cultural brokers or community liaisons to understand and address the needs of diverse learners.
- ...utilize a problem solving framework to address the needs of English language learners.
- ...recognize in yourself and others the subtle racial, class, gender, cultural and other biases you/they might bring to work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.
- ...promote fairness and social justice in educational programs and services.

Research and Program Evaluation

NASP 2.9; SACS 1.1-1.4; FEAP 5b

SA A N D SD

The program has prepared me to...

- ...identify theories of measurement and test construction.
- ...demonstrate knowledge of statistical concepts and terms.
- ...identify principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).

...evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.

...incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels.

...school psychologists, in collaboration with others, collect, analyze, and interpret program evaluation data in applied settings.

...provide support for classroom teachers in collecting and analyzing progress monitoring data.

...apply knowledge of evidence-based intervention and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans.

...provide assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.

...incorporate various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice

NASP 2.10; SACS 4.4, 4.5, 7.1-7.3, 10.1-10.5; FEAP 5a, 5e, 5f, 6

SA A N D SD

The program has prepared me to...

- ...identify important milestones in the development of the profession of school psychology.
- ...identify professional standards of practice in school psychology.
- ...practice in ways that are consistent with ethical, professional, and legal standards and regulations (FASP, NASP, APA, Code of Ethics of the Education Profession in FL).
- ...engage in effective, collaborative, and ethical professional relationships.
- ...use supervision and mentoring for effective practice.
- ...assess, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.
- ...demonstrate knowledge of legislation (e.g., HIPAA, NCLB, IDEIA, FL statutes) related to the practice of school psychology and public education.
- ...identify federal and state rules, regulations, and policies related to the practice of school psychology and public education.
- ...identify the implications of landmark court decisions related to the practice of school psychology.
- ...assist administrators, teachers, other school personnel, and parents in understanding and adhering to legislation and regulations relevant to regular education and special education.
- ...identify federally mandated procedures in the development of Individual Educational Plan (IEP) and a Section 504 accommodation plan.
- ...identify federally required disciplinary policies and procedures (e.g., manifestation determination, suspension) for students with an IEP or Section 504 accommodation plan.
- ...advocate for professional roles as providers of effective services that enhance the learning and mental health of all children and youth.
- ...engage in lifelong learning and formulate personal plans for ongoing professional growth.
- ...participate in continuing education activities at the level consistent with maintenance of the NCSP credential (i.e., a minimum of 25 hours of professional development per year).

Section II: Support

Please indicate your level of agreement with each of the following statements which concern your *support* in the School Psychology Program at FSU.

SA A N D SD

- I feel well prepared to enter the schools as a beginning school psychologist.
- The quality of instruction in my major courses was excellent.
- My program held me to high academic standards.
- My advisement has supported my progress through the program.
- I felt supported by my graduate faculty.
- I felt supported by my peers.
- I feel the library resources supported my scholastic endeavors.
- I was able to obtain courses as needed to complete my program in a timely fashion.
- I had adequate assessment materials to support my development of assessment skills.
- I received adequate supervision in my skills courses.

I received adequate supervision in my practicum experience and from my field supervisor.

I received adequate supervision in my internship experience from my field supervisor.

My program fostered my identity as a school psychologist.

I would recommend this program to another student considering school psychology.

What do you feel was the *strongest* feature of your program?

What *suggestions* do you have for program improvement?

Additional comments: Please make any comments that will give us additional feedback concerning your experience in the program which you feel will assist us in evaluating the program.

Please provide us with a primary and secondary email address: We will be contacting you regularly in order to maintain an accurate email address, as you will need to complete an Alumni Survey 1.5-2 years post-graduation.

Primary email:

Secondary email:

Do you plan on applying for a position in Florida? YES or NO

Have you already accepted a position in Florida? If so, please list your site and the contact information of your supervisor:

Are you applying for a position outside the state of Florida? YES or NO

Have you already accepted a position outside the state of Florida? If so, please provide us with this site information and the contact information of your supervisor:

Do you intend on applying to a school psychology doctoral program? YES or NO

If so, please indicate which program(s) you are applying to:

Thank you for your time and thoughtful input!

Appendix P: Alumni Survey

The purpose of this survey is to gather information about our school psychology alumni. The data we obtain will help us understand what candidates do after graduating from the Ed.S. School Psychology Program. In addition, the results will be used to assess and improve the School Psychology Program. Thank you for taking the time to complete this survey.

Year of Internship Completion: _____ Degree Currently Held: _____

Section I: Professional Accomplishments

Current Primary Employment Setting:

_____ Public School System
_____ Other: _____

Please indicate if you hold any of the following:

_____ State school psychology certification [State(s): _____)]
_____ State psychology licensure [State(s): _____)]
_____ NCSP
_____ Other: _____

Please indicate all of the following organizations of which you are a member:

_____ State School Psychology Association
_____ NASP
_____ APA Division 16
_____ Other Professional Organization If yes, list: _____

Since graduating from the FSU Ed.S. School Psychology Program, approximately how many of the following have you attended:

_____ National Conferences
_____ State Conferences
_____ Local Conferences/Workshops

Since graduating from the FSU Ed.S. School Psychology Program, have you:

- Y N Published an article in a professional journal?
If yes, how many: _____
- Y N Published a chapter in a professional book?
If yes, how many: _____
- Y N Presented at a national professional organization?
If yes, how many: _____
- Y N Presented at a state or regional professional organization?
If yes, how many: _____
- Y N Provided professional training (workshops, in-service, etc.) to others?
If yes, how many: _____

Please describe any professional involvement that you consider to be notable (e.g., professional leadership, grants obtained, etc.).

Section II: Feedback on FSU School Psychology Program

Please use the following 5-point scale to response to all the items in this section:

Strongly Agree (SA) **Agree (A)** **Neutral (N)** **Disagree (D)** **Strongly Disagree (SD)**

Data-Based Decision Making & Accountability

NASP 2.1; SACS 2.1-2.7, 8.4, 8.5; FEAP 1e, 3c, 4a-4f, 5b, 5c

SA A N D SD

The FSU School Program prepared me with knowledge of varied models and methods of assessment and data collection for identifying strengths and needs of individuals, groups, and systems....
 ...and for developing effective services and programs to address strengths and needs.
 The FSU School Program prepared me to use psychological and educational assessment, data collection strategies, and technology resources...
 ...and apply results to design, implement, and evaluate response to services and programs.

Consultation & Collaboration

NASP 2.2; SACS 9.1-9.3; FEAP 2e,2f, 5c, 5d

SA A N D SD

The FSU School Program prepared me with knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems...
 ...and methods to promote effective implementation of services.
 The FSU School Program prepared me to demonstrate skills to consult, collaborate, and communicate effectively with others.

Interventions & Instructional Support to Develop Academic Skills

NASP 2.3; SACS 3.1, 3.2, 3.4, 5.1-5.3, 8.3; FEAP 1a-1f, 2b, 2c, 3a-3j

SA A N D SD

The FSU School Program prepared me with sufficient knowledge of biological, cultural, and social influences on academic skills...
 ...learning, cognitive, and developmental processes...
 ...and evidence-based curricula and instructional strategies.
 The FSU School Program prepared me to use assessment and data collection methods to *implement* services that support cognitive and academic skills.
 The FSU School Program prepared me to use assessment and data collection methods to *evaluate* services that support cognitive and academic skills.

Interventions & Mental Health Services to Develop Social and Life Skills

NASP 2.4; SACS 3.3, 8.1, 8.2, 8.4, 8.7, 8.8; FEAP 1a-1f; 2b, 2c; 3a-j

SA A N D SD

The FSU School Program prepared me with knowledge of biological, cultural, development, and social influence on behavior and mental health...
 ...behavioral and emotional impacts on learning and life skills...
 ...and evidence-based strategies to promote social-emotional functioning and mental health.
 The FSU School Program prepared me to use assessment and data collection methods to *implement* services that support socialization, learning, and mental health.
 The FSU School Program prepared me to use assessment and data collection methods to *evaluate* services that support socialization, learning, and mental health.

School-Wide Practices to Promote Learning

NASP 2.5; SACS 3.6, 5.1-5.4; FEAP 2a-2i

SA A N D SD

The FSU School Program prepared me with sufficient knowledge of school and systems structure, organization, and theory. ...
...general and special education...
...and evidence-based school practices that promote learning and mental health.
The FSU School Program prepared me to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Preventive & Responsive Services

NASP 2.6; SACS 6.1, 6.2, 8.6, 8.9; FEAP 3a-3g, 3i-3j

SA A N D SD

The FSU School Program prepared me with sufficient knowledge of principles and research related to resilience and risk factors in learning and mental health...
...services in schools and communities to support multi-tiered prevention...
...and evidence-based practices for effective crisis response.
The FSU School Program prepared me to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors.
The FSU School Program prepared me to implement effective crisis preparation, response, and recovery.

Family-School Collaboration Services

NASP 2.7; SACS 9.1, 9.3; FEAP 2d, 2f, 4e, 5d

SA A N D SD

The FSU School Program prepared me with sufficient knowledge of principles and research related to family systems, strengths, needs, and culture...
... evidence-based strategies to support family influences on children’s learning and mental health...
... and strategies to develop collaboration between families and schools.
The FSU School Program prepared me to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships...
.. and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Diversity in Development and Learning

NASP 2.8; SACS 3.5, 4.1-4.3, 6.3-6.6; FEAP 2d, 2f

SA A N D SD

The FSU School Program prepared me with sufficient knowledge of individual differences, abilities, disabilities, and other diverse characteristics...
...principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences...
...and evidence-based strategies to enhance services and address potential influences related to diversity.
The FSU School Program prepared me to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.
The FSU School Program prepared me to provide effective professional services across multiple contexts with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Research & Program Evaluation

NASP 2.9; SACS 1.1-1.4; FEAP 5b

SA A N D SD

The FSU School Program prepared me with sufficient knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation.

The FSU School Program prepared me to evaluate and apply research as a foundation of service delivery.

The FSU School Program prepared me to use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice

NASP 2.10; SACS 4.4, 4.5, 7.1-7.3, 10.1-10.5; FEAP 5a, 5e, 5f, 6

SA A N D SD

The FSU School Program prepared me with sufficient knowledge of the history and foundations of school psychology multiple service models and methods.

The FSU School Program prepared me to provide services consistent with ethical, legal, and professional standards...

...to engage in response ethical and professional decision-making...

... and to collaborate with others and apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Overall evaluation: The Program’s **curriculum** (coursework, practicum, internship, etc.) sufficiently prepared me as a professional school psychologist.

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Items adapted from NASP’s (2010) *Model for Comprehensive and Integrated School Psychological Services*.

Thank you for your time and thoughtful input!

Appendix Q: Employer Survey

Dear (insert site/supervisor name),

Our records indicate that a school psychologist you are supervising, (insert name here), is a graduate of the School Psychology Ed.S. Program at Florida State University. The FSU School Psychology Program is approved by the Florida Department of Education. In order to meet requirements and to provide relevant information for improvement of our program, we have designed a survey to evaluate graduates who have recently begun their careers in school psychology. One of the most critical aspects of the program is evaluation, and your estimate of adequacy of training entering their career is important.

Please take a moment to complete the following online survey (link provided below) for the school psychologist relative to other persons at his/her level of training. The survey reflects FSU's training program content and performance standards as articulated by the National Association of School Psychologists Practice Model and 10 Domains of Practice (NASP, 2010), the Florida Educator Accomplished Practices (FEAPs, 2011), and Florida's School Psychology Subject Area Competencies and Skills (SACS, 2011). The survey is a tool for the university to ensure that candidates are developing mastery of appropriate professional competencies during their time at FSU. The results of the survey will be used to determine whether the overall training program at FSU has been satisfactory in that the school psychologist is able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services that result in measurable positive changes regarding the educational needs of children and youth.

Please complete the survey by (insert date). Thank you for your time and thoughtful input. Please do not hesitate to contact me with any questions or concerns.

(insert link here)

Sincerely,

(Insert Program Coordinator's Info)

Employer Survey

Name of School Psychologist being evaluated: _____

Person Completing Evaluation Form:

Name: _____ Title: _____

Phone: _____ E-mail: _____

For each item, indicate whether development is:

1 = Unsatisfactory	The school psychologist is deficient in the competency or skill and needs significant further training and effort in order to bring the competency/skill up to an acceptable standard.
2 = Emerging	The school psychologist has shown some evidence of the competency or skill, but performance is inconsistent.
3 = Successful	The school psychologist has displayed adequate mastery of the competency or skill.
4 = Exemplary	The school psychologist has exceeded expected mastery of the competency or skill and is performing at an advanced level.
NO = No Opportunity	The school psychologist has not had the opportunity to demonstrate this competency or skill.

Competency Areas

Legal, Ethical, and Professional Practice

NASP 2.10; SACS 4.4, 4.5, 7.1-7.3, 10.1-10.5; FEAP 5a, 5e, 5f, 6 **1 2 3 4 NO**

- Seeks out professional development in order to develop new skills
- Accepts feedback about own performance positively and follows through on suggestions from supervisor about professional practice
- Works effectively as a member of a team of professional specialists, understanding professional roles and constraints of other team members.
- Stays abreast of current research and demonstrates knowledge of current issues and trends in school psychology
- Writes and speaks in an understandable and professional style with appropriate grammar
- Demonstrates organization, planning, and time management
- Demonstrates leadership skills within the district/agency, community, and/or profession
- Is aware of own personal biases and effects on professional identity and service delivery.
- Engages in responsive ethical and professional decision making
- Practices within areas of competence and seeks appropriate training and supervised experience for new skills
- Shows willingness to work within agency guidelines/limitations which do not violate legal/ethical guidelines.
- Adheres to federal, state and local guidelines in the most ethical manner which focuses on the best interest of the client.

Demonstrates knowledge of education policy and law (IDEA, NCLB) and applies that knowledge in the practice setting (e.g., LRE, FAPE)

Research & Program Evaluation

NASP 2.9; SACS 1.1-1.4; FEAP 5b

1 2 3 4 NO

Demonstrates sufficient knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation.

Demonstrates skills to evaluate and apply research

Demonstrates understanding that research is a foundation of service delivery

Demonstrates use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Diversity in Development & Learning

NASP 2.8; SACS 3.5, 4.1-4.3, 6.3-6.6; FEAP 2d, 2f

1 2 3 4 NO

Demonstrates knowledge of individual differences, abilities, disabilities, and diversity factors related to children, families, and schools & the skills to provide effective services to diverse individuals and groups

Is aware of and considers cultural differences regarding health care, communication styles, etc.

Considers issues related to diversity and culture when interpreting data.

Demonstrates knowledge and understanding of emerging assistive technologies that enable students to participate in achieving their goals.

Selects nonbiased assessment instruments, considering cultural and other factors.

Data-Based Decision Making & Accountability

NASP 2.1; SACS 2.1-2.7, 8.4, 8.5; FEAP 1e, 3c, 4a-4f, 5b, 5c

1 2 3 4 NO

Has an expanded repertoire of valid psychological instruments to better assess a variety of concerns.

Accurately completes both direct (observations, CBM, standardized assessments, etc.) and indirect assessment (interviews, record reviews, etc.)

Demonstrates understanding of the psychometric issues related to tests and is able to communicate these to others (i.e. during feedbacks, IEP meetings, MTSS meetings)

Demonstrates thorough, understandable oral interpretation of assessment results in team and individual meetings, including strengths, as well as, weaknesses, with a focus on intervention planning.

Demonstrates the ability to write integrated and easily understood reports, including all assessment information used in the decision-making process.

Uses data-based decision making in every aspect professional practice

Demonstrates the ability to use results for decision making that fosters positive outcomes for students

Displays understanding and application of the problem-solving process at each tier of support (tier I: core curriculum, tier II: targeted intervention, tier III: intensive intervention).

Demonstrates and applies knowledge of data-based decision making to program evaluation.

Effectively monitors progress and effectiveness of instruction/interventions and makes adjustments to help students attain their goals

Consultation & Collaboration*NASP 2.2; SACS 9.1-9.3; FEAP 2e,2f, 5c, 5d***1 2 3 4 NO**

Collaborates effectively with others in planning and decision-making processes at the individual, group and system levels

Understands the role of effective communication skills in indirect service delivery and demonstrates good overall communication, including listening skills, nonverbal communication, appropriate language level for person/situation, and avoidance of jargon.

Demonstrates effective interpersonal skills necessary to build consultative and collaborative relationships.

Effectively participates in building-level intervention teams

Effectively participates in multidisciplinary team functioning at the referral, ongoing evaluation, and decision-making stages.

Effectively participates in parent conferences, teacher or team meetings where concerns are discussed and decisions made.

Effectively provides support for teachers and other school personnel and assists teachers in linking classroom assessment to intervention.

Interventions & Instructional Support to Develop Academic Skills*NASP 2.3; SACS 3.1, 3.2, 3.4, 5.1-5.3, 8.3; FEAP 1a-1f, 2b, 2c, 3a-3j***1 2 3 4 NO**

Demonstrates knowledge of biological, cultural, and social influences on academic skills.

Demonstrates understanding of various influences that impact learning, cognitive, and developmental processes and considers these influences in practice settings (especially when designing interventions, selecting assessments, etc.)

Demonstrates knowledge of various learning theories

Demonstrates knowledge of evidence-based curricula and instruction.

Demonstrates use of data collection methods to implement and evaluate services that support cognitive and academic skills.

Effectively plans and implements academic interventions to improve students' functioning that foster positive outcomes for students

Interventions & Mental Health Services to Develop Social and Life Skills*NASP 2.4; SACS 3.3, 8.1, 8.2, 8.4, 8.7, 8.8; FEAP 1a-1f; 2b, 2c; 3a-j***1 2 3 4 NO**

Demonstrates understanding of various influences that impact life skills, social-emotional functioning, and mental health and considers these influences in practice settings (especially when designing interventions, selecting assessments, etc.)

Effectively plans and implements behavioral interventions to improve students' functioning that foster positive outcomes for students

Demonstrates the knowledge and ability needed to plan and implement psychotherapeutic/counseling techniques that foster positive outcomes for students

Demonstrates use data collection methods to implement and evaluate services that support socialization, learning, and mental health.

Demonstrates knowledge and application computer software to graph data for visual analysis (i.e. constructs organized graphs of intervention data that include baseline data, intervention data, a trend line, a goal, an aim line, etc.)

School-Wide Practices to Promote Learning*NASP 2.5; SACS 3.6, 5.1-5.4; FEAP 2a-2i***1 2 3 4 NO**

Understands the systems structure of the school and learning environment and collaborates to generate strategies for improvement.

Utilizes evidence-based practices that promote learning and mental health.

Understands and applies knowledge regarding coordination and integration of services with other agencies and practitioners.

Develops and implements practices and strategies to create and maintain effective and supportive learning environments for children and others.

Preventive & Responsive Services*NASP 2.6; SACS 6.1, 6.2, 8.6, 8.9; FEAP 3a-3g, 3i-3j***1 2 3 4 NO**

Demonstrates understanding of and participation in support for multitiered prevention and intervention efforts.

Participates in and improves effectiveness of building-level intervention teams.

Demonstrates knowledge and application of school/district-wide screening programs for a variety of domains (e.g. academic skills, behavior, etc.).

Displays knowledge and application of system-level problem solving based upon school-wide screening data.

Demonstrates knowledge and skills with prevention programs, such as guidance, drug prevention, prevention of teen pregnancy, school dropout prevention, and peer mediation.

Demonstrates knowledge and skills with theories and evidence-based intervention strategies for crises, including crisis preparation, response, and recovery.

Family-School Collaboration Services*NASP 2.7; SACS 9.1, 9.3; FEAP 2d, 2f, 4e, 5d***1 2 3 4 NO**

Demonstrates understanding of the importance of parental involvement across all areas of service delivery.

Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture.

Utilizes evidence-based strategies to support family influences on children's learning and mental health, and strategies to develop collaboration between families and schools.

Designs, implements, and evaluates services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Outcomes of Employee Activities

Please rate the employee's effectiveness in creating positive outcomes for children, families, school personnel, etc. in the following areas:

1 2 3 4 NO

Instructional interventions and/or consultations

Behavioral Interventions and/or consultations

Psychoeducational Evaluations

Crisis Prevention/intervention and/or mental health needs

Socialization and development of life skills

Individual and Group Counseling

Family-School Collaboration

Future Endeavors

For the following questions, rate your answers using the following scale:

1-Definitely Not 2-Probably Not 3-Probably 4-Definitely DK-Don't Know **1 2 3 4 DK**

Based on your experience, what would your tendency be to hire other FSU School Psychology Program graduates or recommend them to colleagues?

Did FSU appear to provide the training needed for graduates to provide quality services that positively impact children and other clients?

Would you recommend the FSU School Psychology Program to a well-motivated person who wanted to become a school psychologist?

What strengths, if any, do you perceive in the FSU School Psychology Program and its preparation of entry-level professionals?

What suggestions, if any, do you have for ways in which FSU might better prepare its students for entry-level positions as psychologists/school psychologists?

Thank you for your time and thoughtful input!

THE FACULTY

School Psychology Program Core Faculty



Lyndsay Jenkins, Ph.D.

Assistant Professor

Education: Ph.D., Northern Illinois University, School Psychology, 2012.

Professional Qualifications: Nationally Certified School Psychologist.

Membership in Professional Organizations: American Psychological Association, American Educational Research Association, National Association of School Psychologists, Florida Association of School Psychologists.

Areas of Interest: Bullying and peer victimization, role of bystanders in preventing bullying, victimization, and harassment, mental health, prevention and intervention in schools



S. Kathleen Krach, Ph.D., NCSP

Assistant Professor

Education: Ph.D., Texas A&M University, 2003; Ed.S., University of Georgia, 1999

Professional Qualifications: Licensed Psychologist, FL, NV, AL;

Certified School Psychologist, AL, GA; Nationally Certified School Psychologist

Areas of Interest: Developing computer-based assessments tools, as well as working with children for whom English is not their first language.



Steve I. Pfeiffer, Ph.D.

Professor – Retired 2019

Director of Clinical Training, Ph.D. Combined Program in Counseling/School Psychology. *Education:* University of North Carolina at Chapel Hill, School Psychology, 1977.

Professional Qualifications: Fellow, APA; Diplomate, American Board of Professional Psychology; Licensed Psychologist, FL, NC;

Membership in Professional Organizations: APA (Child, Youth & Family; Counseling Psychology; Psychotherapy; School Psychology Divisions); National Association for Gifted Children; Florida Psychological Association.

Areas of Interest: Gifted, talent development, social-emotional difficulties among high ability children, youth leadership, character strengths/virtues.

Psychological and Counseling Services Contributing Faculty



Martin Swanbrow Becker, Ph.D.

Assistant Professor

Education: Ph.D., The University of Texas at Austin, 2013. *Membership in Professional Organizations:* American Psychological Association, The Society of Counseling Psychology. *Areas of Interest:* Suicide prevention, wellness-supporting programming, student development, cultural influences on help-seeking, stress and coping.



Deborah J. Ebener, Ph.D.

Professor

Coordinator, Mental Health Counseling Program. *Education:* Ph.D., University of Wisconsin-Madison, Rehabilitation Psychologist, 1989. *Professional Qualifications:* Licensed Psychologist, FL; Certified Rehabilitation Counselor, National Certified Counselor. *Membership in Professional Organizations:* American Psychological Association, American Counseling Association, American Rehabilitation Counseling Association. *Areas of Interest:* Rehabilitation psychology; psychosocial aspects of disability across the lifespan; substance abuse; humor and coping; diversity; aging.



Deb Osborn, Ph.D.

Associate Professor

Education: Ph.D., Florida State University, Counseling Psychology, 1998. *Professional Qualifications:* Master Career Counselor, National Certified Career Counselor. *Membership in Professional Organizations:* American Counseling Association; Florida Counseling Association; Florida Career Development Association; Association for Counselor Education & Supervision. *Areas of Interest:* Correlates, predictors, and interventions that impact career readiness, choice, satisfaction, and career indecision of individuals; training of career development practitioners.

School Psychology Program Supporting/Adjunct Faculty

Shannon Bennett, Ph.D.

Clinical Supervisor, FSU Multidisciplinary Center

Director of School Psychology Practicum Training; Coordinator, Supervision Rotation of APA-Accredited Pre-Doctoral Internship. *Education:* Ph.D., University of North Carolina at Chapel Hill, School Psychology. *Professional Qualifications:* Licensed School Psychologist, FL; Licensed Psychologist, FL.

Taylor Thompson, Ph.D.

Clinical Supervisor, FSU Adult Learning Evaluation Center

Clinical Director, ALEC. *Education:* Ph.D., Florida State University, Combined Counseling and School Psychology. *Professional Qualifications:* Licensed School Psychologist, FL.; *Areas of Interest:* Anxiety, ADHD, learning disabilities, autism spectrum disorders, mood disorders and behavioral disorders

Simone May, Ph.D.

Teaching Specialist. Education: Ph.D. in Counselor Education and Supervision, Auburn University.

Professional Qualifications: Nationally Certified Counselor. *Areas of Interest:* Minority and underrepresented populations with an emphasis on higher education preparation, success, recruitment, and retention.

Tristen Hyatt, Ph.D.

Teaching Specialist. Education: Ph.D. in Counselor Education and Supervision, Auburn University.

Professional Qualifications: Nationally Certified Counselor. *Areas of Interest:* Counselor preparedness and self-efficacy as it relates to working with specific populations, career counseling, and the intersection of career and mental health.

Megan Nichols, Ph.D.

Adjunct Faculty. Education: Ph.D., Florida State University, Combined Counseling and School Psychology.

Professional Qualifications: Certified teacher, elementary education (K-6) and Exceptional student education (K-12), FL.

Melanie Watson, Ph.D.

Adjunct Faculty. Education: Ph.D., University of Florida, School Psychology. *Professional Qualifications:* Certified School Psychologist, GA. Licensed Psychologist, FL.

Psychological and Counseling Services Retired Faculty



James P. Sampson, Jr., Ph.D.

Mode L. Stone Distinguished Professor of Counseling and Career Development
Associate Dean for Faculty Development and Administration, College of Education; Co-Director, Center for the Study of Technology in Counseling and Career Development. *Education:* Ph.D., University of Florida, Counselor Education, 1977. *Professional Qualifications:* National Certified Counselor; National Certified Career Counselor; Licensed Psychologist, FL. *Membership in Professional Organizations:* American Psychological Association (Society of Counseling Psychology, Psychologists Interested in Religious Issues); American Counseling Association; Association for Assessment in Counseling; Association for Counselor Education and Supervision; National Career Development

Association. *Areas of Interest:* Computer applications in counseling and human services; career decision making; delivery of career services.



Frances Prevatt, Ph.D.

Professor

Coordinator, Psychological and Counseling Services Program; Executive Director, Adult Learning Evaluation Center. *Education:* Ph.D., University of Virginia, Combined Clinical and School Psychology, 1985. *Professional Qualifications:* Licensed Psychologist, FL; Licensed Specialist in School Psychology (TX, 1998-2010). *Membership in Professional Organizations:* Children and Adolescents with Attention Deficit Hyperactivity Disorder (CHADD), Association of ADHD and Related Disorders. *Areas of Interest:* Assessment and intervention for ADHD in college students; academic success in college students, with an emphasis on motivational theories.



Janet G. Lenz, Ph.D.

Assistant Clinical Professor

Coordinator, Career Counseling Program; Co-Director, Center for the Study of Technology in Counseling and Career Development. *Education:* Ph.D., Florida State University, Counselor Education, 1990. *Professional Qualifications:* National Certified Counselor, National Certified Career Counselor, Master Career Counselor, Career Development Facilitator Instructor. *Membership in Professional Organizations:* American Counseling Association; National Career Development Association; American College Personnel Association. *Areas of Interest:* Design and delivery of career services in higher education and organizations; intersection of career and mental health issues; application of cognitive information processing theory and Holland-based theory in career services.



F. Donald Kelly, Ph.D.

Professor Emeritus

Education: Ph.D., University of Florida, 1970. *Professional Qualifications:* Licensed Psychologist, FL and NE; Licensed Marriage and Family Therapist, FL; Clinical Member and Approved Supervisor, American Association for Marriage and Family Therapy. *Membership in Professional Organizations:* American Psychological Association; North American Society of Adlerian Psychology; American Association of Marriage and Family Therapy.



Gary W. Peterson, Ph.D.

Professor Emeritus

Senior Research Associate, Center for the Study of Technology in Counseling and Career Development. *Education:* Ph.D., Duke University, Counseling, 1970.

Professional Qualifications: Licensed Psychologist, FL. *Membership in*

Professional Organizations: American Psychological Association; American Educational Research Association; National Council on Measurement in Education; Southeastern Psychological Association.



Robert C. Reardon, Ph.D.

Professor Emeritus

Senior Research Associate, Center for the Study of Technology in Counseling and Career Development. *Education:* Ph. D., Florida State University, Counselor Education, 1968. *Professional Qualifications:* National Certified Counselor;

National Certified Career Counselor. *Membership in Professional Organizations:* American Psychological Association (Counseling Psychology);

American Counseling Association; National Career Development Association; American College Counseling Association.