



## *School Psychology*

### *Master of Arts and Certificate of Advanced Study Program*

### *Guidelines for Practicum I and II for Field Supervisors*

*(August 2021)  
COVID-19*

**Faculty**

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*Due to the impact of the COVID-19 pandemic we recognize that our practicum candidates may be working in a full or partial virtual setting. While there are standards we must meet for accreditation, we will make every effort to collaborate with practicum settings to assist our candidates in completing a comprehensive practicum experience. There is a lot of room for flexibility. Each setting has its unique footprint. We welcome your ideas. We thank you for supporting our program.*

\*References to terms such as "onsite", "field", "school setting", etc. in this document can refer to face-to-face; hybrid; or virtual settings.

We expect our candidates to be mindful of social justice issues and engage in culturally responsive practice as much as reasonably possible.

### *\*NASP Recommendations for Field Practica*

#### Program Standard 3: Supervised Field Experiences in School Psychology

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives.

Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in Program Standard 2.

3.1. The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. Supervised field experiences must include the following:

- Settings relevant to program objectives and the development of candidate competencies.
- Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and practicum/internship supervisors.
- Collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies.
- Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for understanding of human diversity and social justice.
- Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.

**3.2. The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social-emotional learning). The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.**

**[\\*NASP 2020 Professional Standards Adopted \(nasponline.org\)](https://www.nasponline.org) p.21**

## **PRACTICA**

Practicum (SPSY 607 & 608) is the first opportunity for School Psychology candidates to apply the knowledge and skills they have learned in their course work. It consists of school psychology field experiences with students and the integration and application of the school psychologist’s competencies. Practicum provides the school psychology candidate with the opportunity to practice skills in real situations under direct supervision. Following the two-semester practicum sequence (and successful completion of coursework identified in the program of study), a 1200 clock hour professional internship (SPSY 805 & 807) is required.

Because the practica experience is viewed as the initial “hands-on” experience, the school psychology candidate is not expected to be proficient in skill development required to practice independently at first. By the conclusion of the practicum year, however, it is assumed that the school psychology candidate will have developed the prerequisite skills necessary to begin their comprehensive internship training for the upcoming year.

| <b>COMPETENCIES GAINED UPON COMPLETION OF PRACTICA</b>   | <b>NASP Standard/Domain</b>                      |
|--|--|
| <ul style="list-style-type: none"> <li>Gain a fuller understanding of the roles of school psychologists in practice, including some of the day-to-day issues that school psychologists face.</li> </ul>  | Standard 3<br>3.1, 3.2                           |
| <ul style="list-style-type: none"> <li>Integrate skills and knowledge obtained through formal coursework into practice in a school setting under appropriate supervision.</li> </ul>   | Standard 3<br>3.1, 3.2                           |
| <ul style="list-style-type: none"> <li>Demonstrate an understanding of the roles and functions of school intervention and special education teams.</li> </ul>  | Standard 3<br>3.1, 3.2<br>Standard 2<br>Domain 5 |
| <ul style="list-style-type: none"> <li>Demonstrate knowledge about and skill in using a variety of tools for psycho-educational, and social/emotional/behavioral assessments, including standardized assessment, informal assessment, curriculum-based assessment, interview, observation, and record review.</li> </ul> | Standard 2<br>Domains 1                          |

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| <ul style="list-style-type: none"> <li>• Demonstrate beginning level skills in providing consultative services to educational personnel and families.</li> </ul>   | Standard 2<br>Domain 2                                     |
| <ul style="list-style-type: none"> <li>• Demonstrate the importance of linking empirically supported interventions to data collection/assessment outcomes and designing monitoring procedures to determine the effectiveness of interventions.</li> </ul>                                  | Standard 2<br>Domain 1<br>Domain 3<br>Domain 4<br>Domain 9 |
| <ul style="list-style-type: none"> <li>• Develop a basic understanding of school safety policies/procedures as well as strategies helpful in managing school crises.</li> </ul>  | Standard 2<br>Domain 6                                     |
| <ul style="list-style-type: none"> <li>• Develop an appreciation for the culture of schools; an awareness of how cultures differ from district to district or school to school; and the types of professional behaviors that facilitate the provision of high-quality services.</li> </ul> | Standard 2<br>Domain 5<br>Domain 8                         |
| <ul style="list-style-type: none"> <li>• Demonstrate an understanding of school systems and regulations that govern general and special education (e.g., COMAR, IDEIA, NCLB, ESSA, FERPA and Section 504).</li> </ul>  | Standard 2<br>Domain 5                                     |
| <ul style="list-style-type: none"> <li>• Develop an understanding and use of NASP/ APA ethical guidelines, confidentiality issues and mandated reporting.</li> </ul>   | Standard 2<br>Domain 10                                    |
| <ul style="list-style-type: none"> <li>• Develop beginning level competencies to work with ethnically, culturally, and linguistically diverse students and families.</li> </ul>  | Standard 2<br>Domain 8                                     |
| <ul style="list-style-type: none"> <li>• Exhibit ethical, legal, and professional conduct that is consistent with best practice.</li> </ul>  | Standard 2<br>Domain 10                                    |

## **PROFESSIONALISM AND ETHICAL CONDUCT EXPECTED OF CANDIDATES**

The School Psychology candidate will be expected to behave in a professional manner and demonstrate professional work behaviors (e.g., dispositions). Acting professionally includes:

- Dressing in professional attire.
- Demonstrating courteous and respectful behavior towards children and adults.
- Respecting the knowledge, skills, and experiences of colleagues and supervisors.
- Following school policies. For example, checking into school appropriately and asking how to use equipment or materials.
- Being punctual to work, appointments, and meetings.
- Maintaining professional language.
- Demonstrating an energetic, enthusiastic, and cooperative disposition.
- Staying calm and positive in tough situations and crises.
- Taking responsibility for their actions in a well-mannered way.
- Being intentional in learning about and practicing in an ethical and legal manner.

- Being intentional in learning about diverse populations and practicing in a sensitive manner.
- Keeping the lines of communication open with supervisor/s.

## **RESPONSIBILITIES**

### *UNIVERSITY RESPONSIBILITIES:*

1. Find an appropriate site and arrange with the site supervisor to coordinate all activities for the practicum candidate.
2. Provide orientation and guidance to the candidates toward the host schools in which they will do their practicum work.
3. Assign practicum grades based on evaluation of the total practicum experience, consider the site supervisor input.
4. Provide class-based group supervision to further enhance knowledge and skills gained through the practicum experience.

### *FIELD/SITE SUPERVISOR RESPONSIBILITIES:*

1. Be fully certified/licensed as a school psychologist/school-based psychologist in the school/clinical setting where the practicum candidate will be supervised.
2. Be familiar with aspects of the Bowie State University School Psychology Program, especially the practicum component.
3. Arrange for the candidate to gain School Psychology experiences as outlined in the practicum guidelines.
4. Meet with the candidate and outline duties/experiences to be gained and competencies to be developed. This information should be reflected in the **Practicum Agreement** form and signed/returned to the course instructor no later than the second week of each practicum experience.
5. Observe school psychology candidate in diagnostic, consultation, and team settings.
6. Complete the practicum evaluation form (at the midterm) and at the end of each semester the candidate spends under their supervision. This evaluation(s) should be shared and explained to the candidate, and when completed, submitted to the university supervisor to be filed in the candidate's record.
7. Ensure that the candidate is totally aware of and adheres to all established institutional rules and regulations as they apply to the overall job function of the school psychologist. Report all occurrences of non-compliance to the university supervisor immediately.

8. Check and verify the SCHOOL PSYCHOLOGY PRACTICUM LOG maintained by the candidate.

**SCHOOL PSYCHOLOGY CANDIDATE RESPONSIBILITIES:**

1. Become oriented to activities the first few days by means of observations, inquiries, and participation in various activities.
2. Comply with all institutional rules and regulations in a professional manner, regarding:
  - a. Onboarding policies and procedures
  - b. Confidentiality
  - c. School Hours
  - d. Dress and grooming
  - e. Attendance and absence
  - f. Report writing formats and procedures
  - g. Problem-Solving Team/MTSS/Early Intervention team protocol
  - h. Special Education team protocol
  - i. Crisis management protocol
3. Attend all scheduled practicum seminars/classes.
4. Complete practicum agreement for each practicum semester.
5. Maintain accurate records using the SCHOOL PSYCHOLOGY PRACTICUM LOG.
6. Check with the University supervisor regarding securing student education liability insurance (e.g., Forrest T. Jones and Company or American Professional Agency, Inc.). See [link](#) under the NASP website.
7. Complete and submit all required documentation in a timely manner each semester.

NASP Professional Practice Domains

| <b>Domain</b> | <b>Description</b>                                      |
|---------------|---|
| 1.            | Data Based Decision Making                              |
| 2.            | Consultation and Collaboration                          |
| 3.            | Academic Interventions and Instructional Supports       |
| 4.            | Mental and Behavioral Health Services and Interventions |
| 5.            | Schoolwide Practices to Promote Learning                |
| 6.            | Services to Promote Safe and Supportive Schools         |
| 7.            | Family, School and Community Collaboration              |
| 8.            | Equitable Practices for Diverse Student Populations     |
| 9.            | Research and Evidence-Based Practice                    |
| 10            | Legal, Ethical and Professional Practice                |

\*The Professional Standards of the National Association of School Psychologists 2020

***Practicum in School Psychology I:***  
***Assessment***  
**Fall 2021**

The first semester practicum is designed to support the candidate's training in *Assessment and Data Based Decision Making in the Schools*. The practicum is an integrative experience where the candidate will blend theory and practical skills in serving children, their parents, and other professionals at the practicum site. This course is also designed to enhance the candidate's skills in presenting psychological information to professionals and laypersons alike.

In addition to the field experience, the candidates will be attending a weekly class to discuss their experiences and complete required activities as defined in the syllabus.

### **CANDIDATE ELIGIBILITY FOR PRACTICUM I**

Candidates who are eligible to take Practicum 1 have successfully completed (B or better) the prerequisite courses (SPSY 501- Introduction to School Psychology; SPSY 507- School Assessment I, SPSY 610- School Assessment II, SPSY 505 Counseling in the Schools, SPSY 510- Psychology of Exceptional Children) and received faculty approval after a favorable evaluation.

### **RESPONSIBILITIES OF THE SITE SUPERVISOR**

The site supervisor (a certified/licensed school psychologist/school-based psychologist) with at least two years of experience) is responsible for the candidate's work within the context of what is expected for the school and school district/township. The candidates will rely on the site supervisor with respect to issues (questions/concerns) regarding procedural or bureaucratic aspects of the school district/practicum site. Along with the site supervisor, the university supervisor or appropriately credentialed university designee will assist with supervision. The University supervisor or designee is responsible for contacting the site supervisor in the middle and the end of the semester regarding the candidate's progress. The site supervisor will be requested to complete a written evaluation of the candidate at the end of the semester.

### **\*REQUIREMENTS/ASSIGNMENTS:**

The candidate is expected to provide approximately 10-12 hours a week of service at/for the practicum site. Service could be provided over a 2- or 3-day period. In addition, candidates will attend a weekly class seminar.

The candidate will engage in a variety of activities related to assessment, psychoeducational evaluations and data-based decision making. The candidate will be expected to shadow their site supervisor and assist with a variety of activities which may include observing in a class, participating in a functional behavior assessment process, observing/participating on a problem-solving or a special education team, etc. The candidate is expected to arrange regular\*\*\* weekly times (i.e., two days a week) for conducting work as assigned by the site-based supervising school psychologist.

During this period, the university understands the importance of remaining flexible, as needed, when completing assignments and will collaborate with the onsite supervisor to delineate other approaches to assisting the practicum candidate.

**\*\*\*At the discretion of the practicum course instructor, each candidate may be requested to participate in one community service activity/project related to the focused practicum area. This may require that the candidate miss one or two regularly scheduled school meetings at their practicum site during the semester.**

Details regarding the event will be outlined in class and communicated to field supervisors in a timely manner.

**\*THE CANDIDATE IS EXPECTED TO FULFILL THE FOLLOWING REQUIREMENTS:**

*Prior to completing the activities, site supervisors are encouraged to provide opportunities for practicum candidates to observe individual, small group, or class/school-wide activities (whenever possible) as well as review case files, read report samples, and administer and score tests.*

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|---|--|
| <p><b>Complete Survey with Supervisor</b></p> <ul style="list-style-type: none"> <li>◇ Meet with site supervisor</li> <li>◇ Discuss general expectations</li> <li>◇ Discuss service needs for your site</li> <li>◇ Review Practicum Guidelines/Syllabus</li> <li>◇ Complete Practicum Agreement</li> <li>◇ Initial and sign survey list</li> </ul>  | <p><b>Date Completed:</b> _____</p>  |
| <p><b>Summarize and Discuss District/School COVID-19 Reentry Plans/Policies/Procedures. Include information regarding:</b></p> <ul style="list-style-type: none"> <li>◇ Covid-19 Safety Protocol</li> <li>◇ Teaching Modes (In-person/Hybrid/Remote, etc.)</li> <li>◇ Preparedness regarding Social-Emotional-Learning</li> <li>◇ Addressing Academic instruction/Learning Gaps/Learning Loss</li> <li>◇ Telehealth practices- Delineate your site’s policies regarding telehealth practices. (e.g., Training requirements, informed consent, confidentiality, data storage, documentation, communicating through email, student engagement, crisis protocol, tele-practice dos and don’ts into the home environment, FERPA, HIPPA considerations etc.)</li> </ul> <p>Cite sources for information (e.g., School orientation/training; supervisor/school personnel, manual, Team Meeting, etc.)</p> | <p><b>Date Completed:</b> _____</p> <p>Summaries can be presented in one of the suggested formats below:<br/>(e.g., Power point, study guide, graphic organizer, outline, infographic, brief video, or provide a journal reflective entry summarizing critical topics, etc.)<br/>Be prepared to present and discuss your summary in class. Please provide some detail and summarize source(s).</p> |
| <p><b>Note:</b> If schools are not open or if it is deemed unsafe or inappropriate to complete any activity. An alternative activity will be assigned.</p> <p><b>Complete the following assessment activities:</b></p> <ul style="list-style-type: none"> <li>◇ Interview supervisor/designee. Ask them to discuss <b>two</b> significant assessment cases they completed. Read the respective assessment reports. Discuss their case conceptualization process. Reflect on the discussion and</li> </ul>   | <p><b>Interviews completed:</b> _____<br/>_____</p>  |

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| <p>summarize in writing what you learned and describe personal impact.</p> <ul style="list-style-type: none"> <li>◇ Review class case (mock) study (provided in the practicum seminar) with supervisor (see syllabus for details) for recommendations/suggestions.</li> <li>◇ <b>Recommended:</b> Observe supervisor (or any other designated certified school psychologist) in a testing session.</li> <li>◇ Administer (at least) one complete assessment to supervisor/designee or Practice administering selected portions of assessments with supervisor (virtually).</li> </ul>  | <p><b>Class Case Study Review:</b> _____</p> <p><b>Practice Assessment Activity:</b> _____</p> |
| <p style="text-align: center;"><b>Select from A or B</b></p> <p><b>A. Select (at least) <u>two</u> of the following, complete, review with supervisor, and upload in Blackboard.</b></p> <ul style="list-style-type: none"> <li>◇ Conduct a parent/ teacher/or a student background interview</li> <li>◇ Complete a comprehensive record review for a case on which your supervisor is working</li> <li>◇ Assist with school/class/individual informal assessment activities such as - benchmarking/screening/progress monitoring.</li> <li>◇ Review a (new) test and summarize information on theoretical framework, intended population, purpose, standardization procedures, administration procedures, reliability/validity, # of forms, etc.</li> <li>◇ Give, score, and provide a written summary data on at least two rating scales (e.g., BASC III, Connors, Achenbach, ABAS III, etc.). Written summary required.</li> <li>◇ Consult with instructor regarding additional activities</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>B. Complete the Activity Below:</b></p> <ul style="list-style-type: none"> <li>◇ Review report assessment data and assist supervisor with writing the elements of the</li> </ul> | <p><b>Dates Completed A:</b> _____</p> <p>_____</p> <p><b>Date Completed B:</b> _____</p>      |

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| <p>report to include some or all of the following: reason for referral, review of records, a summary of developmental history or background information (from a parent and/or teacher interview), a summary of past and/or present interventions, an anecdotal and systematic classroom observation, a cognitive assessment and a summary from a social-emotional-behavioral inventory/checklist, assessment results and interpretation, summary and recommendations.</p>   |  |
| <p><b>In-class assignments. See syllabus for details.</b></p> <ul style="list-style-type: none"> <li>◇ Case Conceptualization Activity for in-class case conceptualizations (e.g., SLD, ASD, OHI, ID). See syllabus for details regarding presentation and written summary requirements.</li> <li>◇ Write Report for Mock Psycho-educational Case Study- Review class case study (provided in the practicum seminar) with supervisor and write report -for class (see syllabus for details). Written report required. Include the following in the report: reason for referral, review of records, a summary of developmental history or background information (from a parent and/or teacher interview), a summary of past and/or present interventions, an anecdotal and systematic classroom observation, a cognitive assessment and a summary from a social-emotional-behavioral inventory/checklist, assessment results and interpretation, summary, and recommendations. (Note: All personally identifiable information on reports should be altered).</li> </ul> | <p><b>Case Conceptualization Presentation:</b><br/>_____</p> <p><b>Mock Psycho-Educational Case Study:</b><br/>_____</p> |
| <p><b>Maintain a practicum log</b><br/>Keep a practicum activity log (see attached) that documents the date, time, and brief description of all activities associated with practicum. This includes class meetings, readings, assessment activities (including CBM benchmarking), professional development, and participation in school teams meetings. Suggestion: use a calendar and the Excel file to keep track of hours and activities.</p>  | <p><b>Date Completed:</b> _____</p> <p><b>Email Log to professor by due date.</b></p>                                    |

**\*Course requirements may be modified at the discretion of the instructor. Any changes should be noted in the most recent course syllabus.**

***Practicum in School Psychology II:  
Consultation and Collaboration  
Spring 2022***

The second semester practicum is designed to support the candidate's learning in SPSY 503- School-Based Consultation and SPSY 701- Psychological and Educational Interventions. The practicum is an integrative experience where the candidate will blend theory and practical skills in serving children, their parents, and other professionals at the practicum site. This course is also designed to enhance the candidate's skills within consultation and collaboration on academic and social/emotional/behavioral issues.

As the candidate begins to move into a more active role as a school psychologist, it is important that they reflect on and analyze their experiences. Our goal through self-reflection in this practicum is to learn how one can maintain a vision of high-quality services and take steps to improve the quality of psychological and educational services for all students. Thus, in addition to discussion of specific practicum experiences for each candidate in class, there will be general discussions in other areas such as ethical protocol, sensitivity to diversity, and crisis management. Practicum will be an opportunity to discuss novel situations that are typically not covered in textbooks.

**\*PREREQUISITES**

To be eligible to sign up for Practicum II, School Psychology Candidates must have fulfilled the prerequisites noted in Practicum I in addition to the following requirements:

1. Successful completion of SPSY 503-School-Based Consultation
2. Successful completion or concurrent enrollment in SPSY 703-Cultural Proficiency in School Psychology, and
3. Successful completion or concurrent enrollment in SPSY 701-Psychological and Educational Interventions

In addition to the field experience, the candidates will be attending a weekly seminar class to discuss their experiences and other related matters.

\*The program coordinator can grant exceptions for special circumstances.

**RESPONSIBILITIES OF THE SITE SUPERVISOR**

The site supervisor (a certified/licensed school psychologist/school-based psychologist) with at least two years of experience is responsible for the candidate's work within the context of what is expected for the school and school district/township. The candidates will rely on the site supervisor with respect to issues (questions/concerns) regarding procedural or bureaucratic aspects of the school district/practicum site. Along with the site supervisor, the university supervisor or appropriately credentialed university designee will assist with supervision. The University supervisor or designee is responsible for contacting the site supervisor in the middle and the end of the semester regarding the candidate's progress. The site supervisor will be requested to complete a written evaluation of the candidate at the end of the semester.

**\*REQUIREMENTS/ASSIGNMENTS:**

The candidate is expected to provide approximately 10-12 hours a week of service at the practicum site. Service could be provided over a 2- or 3-day period. In addition, candidates will attend a weekly class seminar. Under the direction and guidance of the site supervisor, the candidate will engage in activities some related to assessment and some related to intervention. Activities may include attending problem-solving meetings, consulting with school personnel or parents, participating in functional behavioral assessment meetings, conducting assessment (only if possible onsite), developing behavior intervention plans, designing, and/or implementing an academic/behavioral intervention.

The site supervisor will assist the candidate with strategies for data collection and documentation of activities and results. The candidate is expected to arrange a regular\*\*\* weekly time (i.e., two /three days a week) for conducting work as assigned by the site-based supervising school psychologist. The candidate will be expected to shadow a school psychologist and assist with classroom observations, development of functional assessments, observe conferences, and assist in other ways that the school psychologist requests. Again, the candidate and the supervisor are expected to agree on a meeting schedule.

During this period, the university understands the importance of remaining flexible, as needed, when completing assignments and will collaborate with the onsite supervisor to delineate other approaches to assisting the practicum candidate.

**\*\*\*At the discretion of the practicum course instructor, each candidate may be requested to participate in one community service activity/project related to the focused practicum area. This may require that the candidate miss one or two regularly scheduled school meetings at their practicum site for the semester. Details regarding the event will be outlined in class and communicated to field supervisors in a timely manner.**

**\*THE CANDIDATE IS EXPECTED TO FULFILL THE FOLLOWING REQUIREMENTS:**

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| <p><b>Review of Functional Behavior Assessment protocol</b></p> <ul style="list-style-type: none"> <li>◇ Summarize School Site/System’s FBA process to include information such as procedures, data collection activities, formal summary, personnel involved, training activities. If possible, observe and/or participate in an FBA activity.</li> <li>◇ Provide Written Summary</li> </ul>  | <p><b>Date Completed:</b> _____</p>  |
| <p><b>Conduct a practice consultation/intervention activity involving an academic or behavioral case</b></p> <ul style="list-style-type: none"> <li>◇ Review consultation tapes with instructor</li> <li>◇ Review in-class case examples with peer partner</li> <li>◇ Delineate and describe the activities related to each of the problem-solving steps (i.e., entry/contracting; problem-id; problem-analysis; intervention selection; intervention implementation; intervention evaluation; follow-up-redesign-closure</li> </ul> | <p><b>Date Completed:</b> _____</p> <p><b>*Note:</b> Onsite supervisors, please help the practicum candidate get this experience as a comprehensive version of this activity will be required (PER NASP) during their internship year.</p> |

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| <ul style="list-style-type: none"> <li>◇ Provide a written summary of the case study (include sample data charts, graphs/charts/, GAS scale)</li> <li>◇ Include information on diversity considerations.</li> </ul> <p><b>(In -Class Assignment for SPSY 701)</b><br/> <b>See Syllabus for details.</b></p>  |  |
| <p><b>Conduct a practice consultation activity involving an academic or behavioral case.</b></p> <ul style="list-style-type: none"> <li>◇ Instructions are the same as above; however, candidate will be conducting the project at their school site.</li> <li>◇ If an academic intervention for the in-class assignment was selected earlier, then complete a behavioral intervention at the school site and vice versa.</li> </ul> <p><b>(On site assignment for 608/ 701)</b></p>                     | <p><b>Date Completed:</b> _____</p> <p><b>*Note:</b> Onsite supervisors, please help the practicum candidate get this experience as a comprehensive version of this activity will be required (PER NASP) during their internship year.</p> |
| <p><b>Describe the school’s Crisis Management or Threat Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>◇ Review relevant sources and documents</li> <li>◇ Describe training procedures (at the local, state, or national levels)</li> <li>◇ Review related forms</li> <li>◇ Delineate team members</li> <li>◇ Describe procedures for conducting risk/threat assessments</li> <li>◇ Discuss any experiences on site (virtually)</li> </ul> <p>(See class syllabus for details)</p> | <p><b>Date Completed:</b> _____</p>  |
| <p><b>Maintain a practicum log</b></p> <p>Keep a practicum activity (see attached) log that documents the date, time, and brief description of all activities associated with practicum. This includes class meetings, readings, assessment activities (including CBM benchmarking), and participation in meetings. Suggestion: use a calendar and the Excel file to keep track of hours and activities.</p>   | <p><b>Date Completed:</b> _____</p>  |

\*Course requirements may be modified at the discretion of the instructor. Any changes should be noted in the most recent course syllabus.

**\*\* NOTE\*\*** Depending on the circumstances, candidates may be required to complete an additional assessment during this practicum.



**School Psychology Program  
SPSY 607/608 Practicum in School Psychology I/II  
PRACTICUM AGREEMENT  
(To Be Completed Each Semester)**

**Start Date:** \_\_\_\_\_ **Intended  
End Date:** \_\_\_\_\_

**School Psychology  
Candidate** \_\_\_\_\_ **ID #** \_\_\_\_\_

**Address** \_\_\_\_\_

**Home Telephone** \_\_\_\_\_ **Cell  
Phone** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

**Practicum Site Name:** \_\_\_\_\_

**Site Address** \_\_\_\_\_

**Site Supervisor** \_\_\_\_\_

**Please complete section:**

**Number of Years in Practice:** \_\_\_\_\_

**Check all that apply:**

\_\_\_\_ School Psychologist Certified/Licensed  
DC/MD/VA

\_\_\_\_ NCSP

\_\_\_\_ Licensed Psychologist

\_\_\_\_ Other School Certified or State Licensed  
Professional: \_\_\_\_\_

Please Describe

**DUTIES AND ACTIVITIES:**

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**COMPETENCIES TO BE DEVELOPED:**

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**Other Information or comments concerning the Practicum Experience:**

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**APPROVALS:**

**School Psychology Candidate:** \_\_\_\_\_  
Date

**Site Supervisor:** \_\_\_\_\_  
Date

**Course Instructor:** \_\_\_\_\_  
Date

**Attachment 1:**

**Guidelines, Policies, Procedures & Practices**

**Student:** \_\_\_\_\_ **Practicum Site:** \_\_\_\_\_

**Date(s) of Review:** \_\_\_\_\_

**Guiding Questions**

1. Who has access to the special education guidelines at your practicum site? Who has individual copies (IEP chairs only; all special education teachers; all building sites/principals, supervisor of school psychologists, all psychologists, etc.)? Are copies hard bound and/or included in a special IEP software package? Note: it's assumed that special education administrators have copies.
2. What is the date of the last revision of the guidelines?
3. Do the guidelines summarize portions of IDEA 2004? Are the Code of Maryland Regulations (COMAR) easy to find?
4. Do guidelines have special checklists on how certain IEP/Special education meetings should be run?
5. Do the guidelines have samples of procedural forms (e.g., Teacher referral, Parent referral, background questionnaires, consent for evaluation, consent to release information, physician's report, sample IEP with directions, etc.)
6. Are there specific procedures outlined in the guidelines regarding:
  - a. the pre-referral process, use of school intervention teams, data-based decision making,
  - b. parent requests,
  - c. acceptance of outside evaluations, and
  - d. referrals from non-public schools?
7. Is there a section/chart/table that clearly identifies and briefly describes each of the disabilities, basic assessment requirements, and the qualified examiners necessary for assessment of each disability? Explain.
8. Briefly describe procedures outlined regarding holding manifestation meetings, conducting Functional Behavior Assessments and writing/revising Behavior Intervention Plans.
9. Do the guidelines summarize special programs or centers specific to your school system (e.g., special programs for autistic children or children in need of intense emotional support)? If so, give a brief description of the programs.
10. Describe your site's policies on telehealth practices.

## **Attachment II: Observe Child Study/MTSS TEAM/Special Education Teams**

Observe and summarize activity in school team meetings.

- at least 1 meeting should be MTSS/Child study teams/Problem-Solving Team
- at least 1 meeting should be IEP meetings

### Complete Reflection Activity

- Identify date(s) of observation.
- What is the name of the team? What issues does it typically address (e.g., grade level concerns; academic concerns; behavioral concerns; mental health; school wide concerns; crises management; truancy; transition of students to/from outside settings; etc.)
- How often does the team meet?
- Describe the general organization of the meeting or operation procedures.
- Who (i.e., the role) are the members that sit on the team (e.g., all third-grade teachers; a psychologist, counselor, social worker, teacher, nurse, administrator; Juvenile Justice representative, caseworker, parent, mental health worker, psychiatrist, department of social services representative, etc.)?
- What issues did the team address during your observation? What topics did they discuss?
- How many members typically sit on the team?
- Did you observe note taking activity?
- Was there a discussion regarding data collection or review?
- Was there intervention review or planning?
- Were there follow-up activities outlined at the meeting?
- Describe something new you learned in the meeting. Describe an issue that was personally comfortable or uncomfortable about the meeting.

**Attachment III:****Guidelines for Conducting Systematic Observations SPSY 607**

Candidates will conduct (to be determined) systematic classroom observations of an identified student. The type of observation system can be agreed upon between the candidate and site supervisor and/or university supervisor. It is recommended a variety of methods be explored. Upon completion, the candidate will provide a summary of the outcome of the observation as well as recommendations based on data obtained.

The summary should include the following information:

1. Provide some general background about the case/student
2. Name and/or Description of the Observation system used (If you developed the system just indicate that you did so).
3. Initials/Name (fictitious); Age, Grade; Place(s) of observation
4. Description of behavior(s) observed. Remember to be specific. Give examples if necessary
5. Type of Observation
  - a. Interval: indicate if behavior had occurred within a specified interval. Example: Data was collected every minute between 9:05-9:35. Kim was on task 16 out of 30 times.
  - b. Frequency: the number of times a behavior occurred during a certain period. Example: Based on the data, Chuck banged his head 2 times between 10:15-10:30.
  - c. Time Sampling: how long a behavior occurred. Example: Chuck screamed consistently for 8 minutes between 11:32-11:30.
6. Start time and Stop time of Observation
7. Duration of Observations
8. Provide sample of chart or instrument used
9. Ask teacher/staff member if behavior is typical
10. Provide a summary of your impressions.

**SPSY 607 Practicum I Evaluation  
Assessment  
Fall 2021**

Candidate: \_\_\_\_\_ Site: \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

University Course Supervisor: \_\_\_\_\_

**Directions:**

The ratings provided on this form are intended to guide the candidate and the school psychology program in evaluating the candidate's progress and readiness for future supervised practice in a 1200 clock hour internship. Portions of this instrument are meant to be used to evaluate growth (e.g., School Psychology Practice and Professional Growth); so, it is expected that ratings in the spring may be higher than ratings in the fall.

Please use the rating scale below to evaluate the candidate on each of the dimensions. Please pay particular attention to the area of focus for the fall practicum which is identified in Section II: (A) Assessment; Psycho-educational Assessment and Data-Based Decision making. Even though the fall Practicum I experience primarily addresses the assessment process, it is understood that the candidate will have other experiences as well. **Hence, feel free to comment on other activities in which the candidate engaged in the "Additional Activities" section on the last page. Thank you for your support!**

*If there are any questions or comments, please contact the university supervisors listed below:*

University Supervisors

|                            | <b>Name</b>          | <b>Phone</b> | <b>Email</b>   |
|----------------------------|----------------------|--------------|--|
| Practicum I                | Dr. Kimberly Daniel  | 301-860-3169 | <a href="mailto:kdaniel@bowiestate.edu">kdaniel@bowiestate.edu</a> |
| Practicum II               | Dr. Jennifer West    | 301-860-3235 | <a href="mailto:jwest@bowiestate.edu">jwest@bowiestate.edu</a>     |
| University Site Supervisor | Dr. Kimberley Watson |              | <a href="mailto:kwatson@bowiestate.edu">kwatson@bowiestate.edu</a> |

\*Rating Scale:

**N/A** **Not applicable.** Candidate was not observed practicing this skill. /Skill may not be appropriate for practice in this setting. /Student had no opportunity to use skill.

- 1** **Unsatisfactory.** Candidate's performance reflects lack of critical knowledge and skill. No further skill application in this area is recommended until consultation with the university and field supervisor occurs and a comprehensive plan of supervision and feedback is developed to address the issue.
- 2** **Developing.** Candidate's skills are developing in this area. Plans should be made to assure student has continued supervised practice and feedback in this area.
- 3** **Acceptable.** Candidate's skills in this area reflect sufficient growth in this setting with appropriate supervision and feedback. Quality of work is considered satisfactory.
- 4** **Competent.** Candidate's skills in this area are very well developed. Candidate practices independently with minimal supervision and feedback.

Section I.

| <b>A. Professional Conduct</b>   | <b>*Domains 8, 10</b>                                     |   |   |   |     |
|--|---|---|---|---|-----|
| 1. Demonstrates excellent interpersonal and social skills  | 1   | 2 | 3 | 4 | N/A |
| 2. Punctual (to work, appointments and/or meetings)  | 1   | 2 | 3 | 4 | N/A |
| 3. Presents a professional appearance  | 1   | 2 | 3 | 4 | N/A |
| 4. Follows through with tasks and responsibilities in a prompt, well-organized manner  | 1   | 2 | 3 | 4 | N/A |
| 5. Displays initiative and resourcefulness   | 1   | 2 | 3 | 4 | N/A |
| 6. Demonstrates resiliency during stressful situations   | 1   | 2 | 3 | 4 | N/A |
| 7. Adapts successfully to changes  | 1   | 2 | 3 | 4 | N/A |
| 8. Demonstrates consideration for diversity and/or social justice issues when developing assessment protocols and /or designing counseling activities  | 1   | 2 | 3 | 4 | N/A |
| 9. Manages time efficiently  | 1   | 2 | 3 | 4 | N/A |
| <b>COMMENTS:</b>   |   |   |   |   |     |
|  |   |   |   |   |     |
| <b>B. School Psychology Practice</b>   | <b>*Domain 10</b>   |   |   |   |     |
| 1. Demonstrates a desire to help children and families   | 1   | 2 | 3 | 4 | N/A |
| 2. Practices according to ethical, professional, and legal standards   | 1   | 2 | 3 | 4 | N/A |
| 3. Understands and adheres to standard operational procedures  | 1   | 2 | 3 | 4 | N/A |
| 4. Demonstrates knowledge of general education, special education, and other educational and related services  | 1   | 2 | 3 | 4 | N/A |
| 5. Participates in a school-wide prevention/ intervention team or activity.  | 1   | 2 | 3 | 4 | N/A |
| 6. Demonstrates an understanding of public policy as it relates to services to children and families (e.g., IDEA, NCLB, FERPA, Section 504, ESSA)  | 1   | 2 | 3 | 4 | N/A |
| <b>Comments</b>  |   |   |   |   |     |
|  |   |   |   |   |     |
| <b>C. Family-School Collaboration-</b>   | <b>*Domain 7<br/>(Discuss activities with supervisor)</b> |   |   |   |     |
| 1. Demonstrates evidence in considering a parent’s perspective when engaging in assessment and related activities.   | 1   | 2 | 3 | 4 | N/A |
| 2. Engages in activities that promote home-school collaboration (e.g., provides handouts and materials; participates in information sessions/workshops; establishes an ongoing communication schedule with parents regarding student progress, etc.) | 1   | 2 | 3 | 4 | N/A |
| 3. Is sensitive to family issues regarding culture and diversity.  | 1   | 2 | 3 | 4 | N/A |
| 4. Is knowledgeable about community resources to assist children and families.   | 1   | 2 | 3 | 4 | N/A |
| <b>COMMENTS:</b>   |   |   |   |   |     |

| <b>D. Supervision and Professional Growth</b>   |  | <b>*Domain 10</b> |   |   |   |     |
|---|--|-------------------|---|---|---|-----|
| 1. Demonstrates an awareness of competency level and does not accept responsibilities beyond this level   |  | 1                 | 2 | 3 | 4 | N/A |
| 2. Incorporates constructive criticism into daily practices and routines  |  | 1                 | 2 | 3 | 4 | N/A |
| 3. Keeps supervisor informed of unusual events and activities, as well as routine matters   |  | 1                 | 2 | 3 | 4 | N/A |
| 4. Actively seeks assistance from supervisor when needed  |  | 1                 | 2 | 3 | 4 | N/A |
| 5. Works independently without supervision, when possible   |  | 1                 | 2 | 3 | 4 | N/A |
| 6. Participates in professional development activities such as special training sessions, seminars, workshops, and/or staff conferences within agency |  | 1                 | 2 | 3 | 4 | N/A |
| <b>COMMENTS:</b>  |  |                   |   |   |   |     |

Section II.

| <b>E. Evaluation and Diagnostic Skills</b>   |  | <b>*Domain 1</b> |   |   |   |     |
|--|--|------------------|---|---|---|-----|
| 1. Demonstrates adequate listening skills at team meetings   |  | 1                | 2 | 3 | 4 | N/A |
| 2. Collects information from a variety of data sources (e.g., behavioral observations, review of records, parent/teacher interview; CBA's, CBM's, non-traditional assessments)   |  | 1                | 2 | 3 | 4 | N/A |
| 3. Properly selects appropriate diagnostic instruments   |  | 1                | 2 | 3 | 4 | N/A |
| 4. Establishes rapport with students   |  | 1                | 2 | 3 | 4 | N/A |
| 5. Administers assessments according to standardized procedures (or documents exceptions for special cases)  |  | 1                | 2 | 3 | 4 | N/A |
| 6. Scores assessments according to standardized procedures (or notes exceptions)   |  | 1                | 2 | 3 | 4 | N/A |
| 7. Includes confidence intervals and percentile ranks (for global scores) in reports when possible   |  | 1                | 2 | 3 | 4 | N/A |
| 8. Integrates, interprets, and conceptualizes all data sources in a meaningful way   |  | 1                | 2 | 3 | 4 | N/A |
| 9. Makes recommendations based on data and referral question   |  | 1                | 2 | 3 | 4 | N/A |
| 10. Demonstrates an ability to conceptualize and outline an approach to managing an evaluation request   |  | 1                | 2 | 3 | 4 | N/A |
| 11. Effectively communicates assessment results orally   |  | 1                | 2 | 3 | 4 | N/A |
| 12. Written reports contain major components (e.g., Reason for Referral, Review/Background Information, Validity Statement, List of Assessment Procedures, Observations, Assessment Results, Summary/Conclusions, Recommendations) |  | 1                | 2 | 3 | 4 | N/A |
| 13. Effectively communicates assessment results in writing   |  | 1                | 2 | 3 | 4 | N/A |
| 14. Demonstrates knowledge of legal and ethical issues relevant to conducting assessments and evaluating students  |  | 1                | 2 | 3 | 4 | N/A |
| 15. Demonstrates a sensitivity to working with individuals and families from diverse backgrounds with respect to data collection, assessment, and evaluation   |  | 1                | 2 | 3 | 4 | N/A |

|   |  |
|---|--|
|   |  |
| <b>COMMENTS:</b>  |  |
| <b>Additional Activities</b>  |  |
| Please comment on additional activities in which the candidate engaged during this practicum experience (e.g., assessment/evaluation; trainings; PBIS; etc.). |  |

\_\_\_\_\_  
Signature of On-site Supervisor, Date

\_\_\_\_\_  
\*Signature of Candidate, Date

Candidate's Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of University Supervisor

\_\_\_\_\_  
Date

\* Indicates that the evaluation has been discussed with the student. It does not indicate student agreement.

**SPSY 608 Practicum II Evaluation  
Consultation and Intervention  
Spring 2022**

Candidate: \_\_\_\_\_ Site: \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

University Course Supervisor: \_\_\_\_\_

The ratings provided on this form are intended to guide the candidate and the school psychology program in evaluating the candidate's progress and readiness for future supervised practice in a 1200 clock hour internship. Portions of this instrument were meant to evaluate growth in selected areas (e.g., School Psychology Practice and Professional Growth); hence, ratings in the spring may be higher, in some areas, than those in the fall.

Please use the rating scale below to evaluate the candidate on each of the dimensions. Please pay particular attention to the area of focus for the spring practicum which is identified in Section II: (A) Collaboration, Problem Solving, and Consultation; and (B) Intervention Development and Design. Even though the fall Practicum I experience primarily addresses the assessment, it is understood that the candidate will have other experiences as well. **Hence, feel free to comment on other activities in which the candidate engaged in the "Additional Activities" section on the last page. Thank you for your support!** *If there are any questions or comments, please contact the university supervisors listed below:*

University Supervisors

|                            | <b>Name</b>         | <b>Phone</b> | <b>Email</b>   |
|----------------------------|---------------------|--------------|--|
| Practicum I                | Dr. Kimberly Daniel | 301-860-3169 | <a href="mailto:kdaniel@bowiestate.edu">kdaniel@bowiestate.edu</a> |
| Practicum II               | Dr. Jennifer West   | 301-860-3235 | <a href="mailto:jwest@bowiestate.edu">jwest@bowiestate.edu</a>     |
| University Site Supervisor | Dr. Kimberly Watson |              | <a href="mailto:kwatson@bowiestate.edu">kwatson@bowiestate.edu</a> |

**\*Rating Scale:**

- N/A**      **Not applicable.** Candidate was not observed practicing this skill. /Skill may not be appropriate for practice in this setting. /Student had no opportunity to use skill.
- 1**        **Unsatisfactory.** Candidate's performance reflects lack of critical knowledge and skill. No further skill application in this area is recommended until consultation with the university and field supervisor occurs and a comprehensive plan of supervision and feedback is developed to address the issue.
- 2**        **Developing.** Candidate's skills are developing in this area. Plans should be made to assure student has continued supervised practice and feedback in this area.
- 3**        **Acceptable.** Candidate's skills in this area reflect sufficient growth in this setting with appropriate supervision and feedback. Quality of work is considered satisfactory.
- 4**        **Competent.** Candidate's skills in this area are very well developed. Candidate practices independently with minimal supervision and feedback.

Section I.

| <b>A. Professional Conduct</b>   |  | <b>*Domains 8,10</b> |   |   |   |     |
|--|--|----------------------|---|---|---|-----|
| 1. Demonstrates excellent interpersonal and social skills  |  | 1                    | 2 | 3 | 4 | N/A |
| 2. Punctual (to work, appointments and/or meetings)  |  | 1                    | 2 | 3 | 4 | N/A |
| 3. Presents a professional appearance  |  | 1                    | 2 | 3 | 4 | N/A |
| 4. Follows through with tasks and responsibilities in a prompt, well-organized manner  |  | 1                    | 2 | 3 | 4 | N/A |
| 5. Displays initiative and resourcefulness   |  | 1                    | 2 | 3 | 4 | N/A |
| 6. Demonstrates resiliency during stressful situations   |  | 1                    | 2 | 3 | 4 | N/A |
| 7. Adapts successfully to changes  |  | 1                    | 2 | 3 | 4 | N/A |
| 8. Demonstrates consideration for diversity and/or social justice issues when designing consultation and/or intervention activities  |  | 1                    | 2 | 3 | 4 | N/A |
| 9. Manages time efficiently  |  | 1                    | 2 | 3 | 4 | N/A |
| <b>COMMENTS:</b>   |  |                      |   |   |   |     |
| <b>B. School Psychology Practice</b>   |  | <b>*Domain 10</b>    |   |   |   |     |
| 1. Demonstrates a desire to help children and families   |  | 1                    | 2 | 3 | 4 | N/A |
| 2. Practices according to ethical, professional, and legal standards   |  | 1                    | 2 | 3 | 4 | N/A |
| 3. Understands and adheres to standard operational procedures  |  | 1                    | 2 | 3 | 4 | N/A |
| 4. Demonstrates knowledge of general education, special education, and other educational and related services  |  | 1                    | 2 | 3 | 4 | N/A |
| 5. Participates in a school-wide prevention/ intervention team or activity.  |  | 1                    | 2 | 3 | 4 | N/A |
| 6. Demonstrates an understanding of public policy as it relates to services to children and families (e.g., IDEA, NCLB, FERPA, Section 504, ESSA)  |  | 1                    | 2 | 3 | 4 | N/A |
| <b>Comments:</b>   |  |                      |   |   |   |     |
| <b>C. Family School Collaboration</b>  |  | <b>*Domain 7</b>     |   |   |   |     |
| 1. Demonstrates evidence in considering a parent’s perspective when engaging in problem-solving activities   |  | 1                    | 2 | 3 | 4 | N/A |
| 2. Engages in activities that promote home-school collaboration (e.g., provides handouts and materials; participates in information sessions/workshops; establishes an ongoing communication schedule with parents regarding student progress, etc.) |  | 1                    | 2 | 3 | 4 | N/A |
| 3. Is sensitive to family issues regarding culture and diversity   |  | 1                    | 2 | 3 | 4 | N/A |
| 4. Is knowledgeable about community resources to assist children and families  |  | 1                    | 2 | 3 | 4 | N/A |
| <b>COMMENTS:</b>   |  |                      |   |   |   |     |

| <b>D. Supervision and Professional Growth</b>   | <b>*Domain 10</b> |   |   |   |     |
|---|-------------------|---|---|---|-----|
| 1. Demonstrates an awareness of competency level and does not accept responsibilities beyond this level   | 1                 | 2 | 3 | 4 | N/A |
| 2. Incorporates constructive criticism into daily practices and routines  | 1                 | 2 | 3 | 4 | N/A |
| 3. Keeps supervisor informed of unusual events and activities, as well as routine matters   | 1                 | 2 | 3 | 4 | N/A |
| 4. Actively seeks assistance from supervisor when needed  | 1                 | 2 | 3 | 4 | N/A |
| 5. Works independently without supervision, when possible   | 1                 | 2 | 3 | 4 | N/A |
| 6. Participates in professional development activities such as special training sessions, seminars, workshops, and/or staff conferences within agency | 1                 | 2 | 3 | 4 | N/A |
| <b>COMMENTS:</b>  |                   |   |   |   |     |

Section II.

| <b>E. Collaboration, Problem Solving, and Consultation Skills</b>   | <b>*Domains 2, 3, 4</b> |   |   |   |     |
|---|-------------------------|---|---|---|-----|
| 1. Demonstrates effective communication and listening skills  | 1                       | 2 | 3 | 4 | N/A |
| 2. Solicits consent at the beginning of the consultation process  | 1                       | 2 | 3 | 4 | N/A |
| 3. Uses a variety of data sources to assist in the analysis of identified academic or behavioral concerns.  | 1                       | 2 | 3 | 4 | N/A |
| 4. Documents use of data sources utilized during consultation process.  | 1                       | 2 | 3 | 4 | N/A |
| 5. Applies the steps to the problem-solving consultation model on a problem with an academic concern  | 1                       | 2 | 3 | 4 | N/A |
| 6. Applies the steps to the problem-solving consultation model on a problem with a behavioral concern.  | 1                       | 2 | 3 | 4 | N/A |
| 7. Summarizes consultation procedures in writing.   | 1                       | 2 | 3 | 4 | N/A |
| 8. Assists with consultation during FBA (functional behavioral assessment) and BIP (behavioral intervention planning) meetings.   | 1                       | 2 | 3 | 4 | N/A |
| 9. Demonstrates sensitivity towards working with school personnel, families, and students from diverse backgrounds with respect to consultation.  | 1                       | 2 | 3 | 4 | N/A |
| 10. Collaborates with other school personnel, families, and community agencies (as needed) to design interventions for a wide range of academic/behavioral problems as they manifest in the classroom/school environment. | 1                       | 2 | 3 | 4 | N/A |
| <b>COMMENTS:</b>  |                         |   |   |   |     |

**Additional Activities**

**Please comment on additional activities in which the candidate engaged during this practicum experience. (e.g., assessment/evaluation; special trainings; professional development; PBIS; counseling etc.)**

\_\_\_\_\_  
Signature of On-site Supervisor, Date  
Candidate's Comments:

\_\_\_\_\_  
\*Signature of Candidate, Date

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of University Supervisor

\_\_\_\_\_  
Date

\* Indicates that the evaluation has been discussed with the student. It does not indicate student agreement.

# SCHOOL PSYCHOLOGY PRACTICA DOCUMENTATION LOG

Candidate: \_\_\_\_\_ ID No: \_\_\_\_\_

Course No: \_\_\_\_\_ School Year: 2021-2022

Name of Site and Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Site Supervisor and Phone Number: \_\_\_\_\_

|                    |                                     |       |
|--------------------|-------------------------------------|-------|
| <b>Total:</b>      | <b>Practicum Site Hours:</b>        | _____ |
| <b>Total:</b>      | <b>Practicum Supervision Hours:</b> | _____ |
| <b>Additional:</b> | <b>Workshop/In-service</b>          | _____ |
|                    | <b>Other (explain): *</b>           | _____ |
|                    | _____                               | _____ |
|                    | _____                               | _____ |
|                    | _____                               | _____ |

\*Classroom meeting hours and Community Service Activity should be separated from this section and documented below.

**Total Hours:** \_\_\_\_\_

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

-----  
**Total: Class Meeting Hours** -----

-----  
Course Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**BOWIE STATE UNIVERSITY: PRACTICUM LOG DOCUMENTATION FORM**

Sheet # \_\_\_\_\_ of \_\_\_\_\_

Name: \_\_\_\_\_ Year/Semester \_\_\_\_\_ / \_\_\_\_\_ Virtual/Onsite/Both \_\_\_\_\_

| <b>Activity Code</b>  | <b>InA:</b> Informal Assm. <b>AT:</b> Formal Assm. <b>CC:</b> Counseling and prep. <b>CS:</b> Consultation and prep. <b>IEP:</b> IEP meeting<br><b>I:</b> Interview (school staff, parent, other) <b>INT:</b> Intervention Activity <b>O:</b> Observation <b>RR:</b> Record Reviews <b>RW:</b> Report Prep./Scoring/Writing; <b>SC:</b> Screenings; <b>S:</b> Supervision <b>T:</b> Team/School meeting <b>TR:</b> Trainings/Professional Dev. <b>W:</b> Workshop/In-service/Training <b>OTH:</b> Other (pls. describe) |  |   |
|---|---|--|---|
| <b>Date</b>   | <b>Identify Site</b><br>(e.g., virtual/school site; home site)  | <b>Daily Time: Supervision Daily Total</b>       | <b>List Activity Code(s) Describe Activity(ies)</b> |
|   |   | Supervision time: _____<br><br>Total time: _____ |   |
|   |   | Supervision time: _____<br><br>Total time: _____ |   |
|   |   | Supervision time: _____<br><br>Total time: _____ |   |
|   |   | Supervision time: _____<br><br>Total time: _____ |   |
|   |   | Supervision time: _____<br><br>Total time: _____ |   |
| <b>Total Practicum On-Site Hours</b> _____ <b>Total Practicum On-site Supervision Hours</b> _____<br><b>Total Class Meeting Hours</b> _____ |   |  |   |

**BOWIE STATE UNIVERSITY**  
**MA/CAS SCHOOL PSYCHOLOGY PROGRAM COURSE SEQUENCE**

| Fall   | Mid-Winter   | Spring  | Summer   |
|--|--|---|--|
| <b>Year One Candidates</b>   |  |   |  |
| SPSY 501* Intro to School Psychology & LAB<br><br>SPSY 507* School Assessment I<br><br>SPSY 509* Research Methods and Statistics<br><br>[EDUC 507* Advanced Developmental Psychology]  | [Option to take EDUC, PSYC, or Elective if offered.] | SPSY 510* Psychology of Exceptional Children<br><br>SPSY 508/610* School Assessment II<br><br>SPSY 503* School-Based Consultation<br><br>SPSY 505*Counseling Children in a School Setting         | SPSY 601 Human Learning  |
| <b>Year Two Candidates</b>   |  |   |  |
| SPSY 702 Seminar in Ethics and Professional Issues in School Psychology<br><br>SPSY 504* Psychopathology of Childhood<br><br>SPSY 607** Practicum I<br><br>[EDUC 513 /ESAS 713 Curriculum Change and Instructional Methods <b>or</b> SPED 520 Instructional Methods and Curriculum Planning] | [Option to take EDUC, PSYC, or Elective if offered.] | ***<br>SPSY 703 Cultural Proficiency in School Psychology<br><br>SPSY 701 Psychological and Educational Interventions<br><br>[PSYC 739 Dynamics of Group Behavior]<br><br>SPSY 608** Practicum II | [Elective]   |
| <b>Year Three Candidates</b>   |  |   |  |
| SPSY 805 Internship and SPSY 807 Internship  |  |   | -Final Intern Meeting and Presentations<br>-Complete paperwork for CAS through the university. |

**1. RESIDENCY REQUIREMENT:**

Candidates are required to spend at least one continuous year (fall and spring semester) of full time work in the program (which does not include the internship year). Full time is defined as completing nine credit hours per semester. Candidates are encouraged to matriculate full time throughout the program. Seek advisement from a faculty member every semester.

2. “\*” “\*\*\*” identifies the courses needed to complete Master of Arts (MA) degree. Practicum I or II can be used for the masters’ degree.

3. School Psychology candidates are expected to apply for advancement to candidacy between 12-18 semester hours of completed coursework. Candidates must have a 3.25 GPA in the first 18 hours to advance. Please seek advisement.

4. School Psychology Candidates are expected to complete at least two days a week (aprox.12-14 hours/week) in Practicum I and II.

5. “\*\*\*” Most candidates will be expected to take the comprehensive exam during the second semester of the second year.

6. Candidates will be expected to retake a school psychology (SPSY) course if they obtain a grade of C or below for that course.

7. All Master’s degree candidates must re-apply for admission to the CAS program.

8. CAS is obtained upon successful completion of the MA, the other courses listed above, a 1200 clock hour internship, and passing the School Psychology Praxis Exam.

9. Courses in [brackets] are often taught more than once a year.