



Educational Psychology
Educational Specialist (Ed.S.)
in School Psychology
Student Handbook
2015-2016



EASTBURN EDUCATION CENTER

Department of Educational Psychology

College of Education

COE, Box 5774

Flagstaff, AZ 86011

(928) 523-7103 TELEPHONE

(928) 523-9284 FAX

eps@nau.edu

<http://coe.nau.edu/academics/EPS>

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All students are expected to sign after having read the handbook and agreed to abide by the policies and procedures outlined in the handbook and the college, university and department. This form must be signed by the advisor and turned into the EPS office (last page of handbook).

Program Overview

This degree and certification program is designed to prepare school psychologists. Emphasis is placed on developing skills in the assessment of learning and behavior problems and on developing the skills needed to serve as an effective consultant with school personnel.

This degree consists of a minimum of three years of full-time academic study beyond the baccalaureate degree requiring completion of 72 credit hours. Included is a one-academic-year internship consisting of a minimum of 1,200 clock hours, at least 600 hours of which must be in a school setting. This degree is intended for students who do not have a master's degree and plan to take the additional course work necessary to be certified by the Arizona Department of Education (ADE). We could also add: The Ed.S. School Psychology Program is offered at our Flagstaff and Phoenix (North Valley) Campuses. The 72-hour specialist program has received full program approval status from the National Association of School Psychologists (NASP).

Program Philosophy

The School Psychology graduate programs have been designed to prepare school psychologists through the scientist-practitioner model. Integration of science and practice is accomplished through a carefully orchestrated program of study that emphasizes didactic presentation and practical applications. Emphasis is placed on developing skills in the assessment of learning and behavior problems and on developing the skills necessary to serve as an effective consultant with school personnel. Scientific knowledge is used to improve practice in the field of school psychology. In keeping with the Mission Statement of the College of Education, the School Psychology Program is committed to the preparation of professionals who are capable of helping create the schools of tomorrow. Recruitment of minority students is emphasized as well as the preparation of students who are prepared to work in rural settings and with culturally diverse populations.

The programs of studies for the Ed.S. in School Psychology include a comprehensive array of courses that encompass the areas of: psychological foundations, educational foundations, professional ethics and standards, assessment, interventions, and research. This preparation provides the student with a broad array of skills to deliver psychological services in diverse educational settings. The graduates of the School Psychology Program are expected to integrate theoretical information from the fields of psychology and education to administer appropriate interventions with children, parents, and school personnel in a variety of educational settings. Students are expected to effectively evaluate the systems they work within as well as their own impact on those systems.

Program Goals

The primary goals of the School Psychology Program are to prepare professionals who:

1. Are capable of providing direct and indirect psychological services to children (birth to 21), parents, and teachers in a variety of educational settings
2. Possess knowledge within the areas of psychological foundations including development, learning, exceptionalities, psychopathology, and biological, social, and cultural influences
3. Are competent in the use of major psychological and educational techniques including consultation, counseling, and assessment with advanced skills in cognitive behavioral approaches
4. Are capable of functioning in a professional manner in educational settings and have had successful experiences in working effectively in a variety of school settings including regular and special education, with preschool and different programs and levels of exceptionality including referred and non-referred students
5. Are knowledgeable of and possess operational competence with specialized school psychology roles and with legal and ethical guidelines
6. Are committed to non-traditional services (pre-evaluation interventions, consultation and counseling, intervention-oriented assessment, and alternative delivery systems) as well as competence with traditional services
7. Are competent as problem solvers, change agents, and advocates
8. Are skilled in demonstrating an orientation as a consultant and mental health resource person in identifying and meeting the mental health, learning, and overall educational needs of individuals and educational systems
9. Are knowledgeable about information technology and uses to safeguard work and to enhance the quality of services

Professional Code of Ethics and Certification Guidelines

Students in this graduate program should follow the professional code of ethics and certification guidelines established by the following three organizations:

State of Arizona

Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
(602) 542-4361

<http://www.azed.gov/educator-certification/>

American Psychological Association

750 First Street, NE
Washington, D.C. 20002-4242
(202) 336-5500

www.apa.org

National Association of School Psychologists

4340 East West Highway, Suite 402
Bethesda, MD 20814
(301)657-0270

<http://www.nasponline.org/index.aspx>

According to the **Arizona Department of Education (ADE)**, the requirements for the **School Psychologist Certificate in Arizona** are:

1. A Master's or more advanced degree from an accredited institution. Official transcript(s) required.
2. One of the following (Option A, B, C, D, or E):
 - A. Completion of a graduate program in school psychology, consisting of at least 60 graduate semester hours. Or,
 - B. Completion of a doctoral program in psychology and completion of a re-training program in school psychology from an accredited institution or Board-approved program with a letter of institutional endorsement from the head of the school psychology program. Or,
 - C. Five years experience within the last ten years working full time in the capacity of a school psychologist in a school setting serving any portion of grades kindergarten through twelve, verified by the school district superintendent or human resources department. Please submit a letter from the District Superintendent, Personnel Director or designee to verify experience. Or,
 - D. A Nationally Certified School Psychologist Credential. Or,
 - E. A diploma in school psychology from the American Board of School Psychology.
3. One of the following (Option A or B):
 - A. A letter from a university department head or designee to verify completion of a supervised internship of at least 1,200 clock hours with a minimum of 600 of those hours in a school setting, OR
 - B. A letter from a District Superintendent, Personnel Director or designee verifying three (3) years of experience as a certified school psychologist within the last ten years.
4. A photocopy of your valid Arizona Department of Public Safety Identity Verified Prints (IVP) fingerprint card (plastic). For more visit the Arizona Department of Public Safety website or call (602)223-2279.

Core Program Faculty



Tasha Banks, Ed.D.
Assistant Clinical Professor
School Psychology Program
Program Coordinator, North Valley Campus
Phone: 602-776-4626
Tasha.Banks@nau.edu



Lena Gaddis, Ph.D.
Associate Professor
School Psychology Program
Office: 206-F
Phone: 928-523-1895
Lena.Gaddis@nau.edu



Mary McLellan, Ph.D.
Professor
School Psychology Program
Office: 206-C
Phone: 928-523-6786
Mary.McLellan@nau.edu



Lisa L. Persinger, Ph.D.,
Assistant Clinical Professor
Program Coordinator, Flagstaff Programs
School Psychology Program
Office: 206-A
Phone: 928-523-6556
Lisa.Persinger@nau.edu

The program curriculum is also supported by seventeen Educational Psychology Faculty members with specializations in counseling psychology, foundations of learning and instruction, and research methods and statistics. Additionally, curriculum support is also offered from faculty of special education. <http://nau.edu/COE/Ed-Psych/Faculty-Staff/>

Program Requirements

Residency Requirements

The Educational Specialist in School Psychology Program requires 72 credit hours. During the Ed.S. Program, the student must meet the same residency requirements as used in the doctoral program in Educational Psychology as specified in the Graduate Catalog. This requirement is met by attending consecutive fall and spring semesters and carrying a minimum load of 9 hours during a semester. The North Valley cohort follows the sequences of courses over a three and ½ year period where each semester and summer includes 9 credits. Fall and Spring courses are offered in the evenings and online to accommodate working professionals who are targeted for matriculation into those cohorts. The Flagstaff campus offers a traditional program including day and evening classes with some online and summer courses required. Students on the Flagstaff campus complete the program in 3 years and take 12 or more credits in fall and spring and 9 credits in summers to complete the degree. The course sequence is the same but the speed of program completion is different to accommodate the different target student populations of the extended campus and the main campus.

Signature Assignments: In order to demonstrate entry level competence in the NASP domains of practice, students are expected to submit select assignments for review. Data will be aggregated and used as part of the review process for program and outcomes assessment of learning. Data will also be submitted to NASP and CAEP during review cycles. All students are required to utilize and keep current their electronic assignment submissions through Bb Learn. Details will be provided during the first semester in the introductory classes in School Psychology, as well as throughout the program as these key benchmark signature assignments are required.

National School Psychology Examination

All students will be expected to complete the National School Psychology Examination for School Psychologists. This exam must be completed prior to completing internship and evidence of exam completion must be sent/or presented to the department office in order for a student to receive institutional recommendation which is required for certification in most states. In order to become a National Certified School Psychologist (NCSPP), applicant must achieve a passing score (147) on the National School Psychology Examination administered by Educational Testing Service (ETS). Test scores remain valid for five (5) years after the test. Test scores older than five (5) are considered expired and would require re-taking the examination. The School Psychologist Test, code 5402, is administered through the Praxis Series of Educational Testing <http://www.ets.org/praxis/nasp/>

Programs of Studies

The program of studies is the agreed upon plan between you and your faculty advisor on completing program requirements. It is used as a verification document when you apply for graduation. You should complete the program of studies with your advisor during the first semester of graduate work. The original, signed program of studies should be given to the Department Chair to be placed in your file in the Educational Psychology Department and you and your advisor. Amendments to your program of studies can be made with your advisor's approval. Candidates must complete the program within six years. The complete timeline policy

for completing a master's or Ed.S. degree can be viewed online through the Graduate College <http://nau.edu/gradcol/>

Student Policies

<http://nau.edu/student-life/student-handbook/>

School Psychology Professional Organizations

There are several key professional organizations for our field that students are strongly encouraged to join as student members. The first is the National Association of School Psychologists. NASP's mission is to empower school psychologists by advancing effective practices to improve students' learning, behavior, and mental. NASP provides resources, professional training, journals and other publications, communities of practice and networking, advocacy, and public policy work to support our profession and the educators, students and families we serve. NASP has many interest groups as well. Additionally, NASP reviews and approves graduate training programs in a rigorous process based on training standards in our field. You will begin to become acquainted with the professional standards of practice in your coursework. Our program also has a NASP student representative each year. You will have the opportunity and privilege to be nominated by faculty to serve in this capacity for the program. We are proud that our program is NASP approved! Become a student member of NASP today! Be aware that you will be encouraged to attend NASP conventions each spring and course calendars are typically planned around those convention times to allow you time to attend. The link to the NASP website is: <http://www.nasponline.org/index.aspx>

The Arizona Association of School Psychologists is our local state organization affiliate of NASP. AASP holds a wonderful state convention each year that typically features professional development opportunities with renowned national leaders in our field. Many of you will present your first research and case studies at this state convention that is held each fall. We typically have four student volunteers at the AASP convention who, in compensation for volunteering are offered free registration for their volunteer day. Please join AASP as a student member. The link to the AASP website is: <http://www.aasp-az.org/>

Finally, Division 16 of the American Psychological Association is our Division for School Psychology. Division 16 student membership is free the first year! Division 16 provides a voice for school psychology in the larger organization of American Psychological Association. This division provides journals and other publications you will read in the coming years. The link for Division 16 is here: <http://www.apadivisions.org/division-16/students/memberships/index.aspx>

Finally, we have an NAU chapter of the Student Affiliates in School Psychology (SASP) to which you will be invited to participate actively and take on membership and leadership responsibilities. SASP supports the student body of the program with service projects and co-sponsoring of important events like the Internship Job Fair, service trips to Native American Reservation Schools, and other activities. SASP also participates in activities of program review to support our NASP accreditation reports. Many opportunities for leadership roles are available within SASP across our two campus programs.

Educational Specialist (Ed.S) in School Psychology Program
PROGRAM OF STUDIES (*EFFECTIVE FALL 2015*)

Student's Name: _____

NAU ID: _____

Advisor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

 This is the: Initial Final Program of Study

I. Psychological Foundations (12 hours required)		Where Taken	Date Taken	Hours	Transfer / Equivalent Course
<i>A. Biological Bases of Behavior (3 hours required)</i>					
*	EPS 640	Biological Bases of Behavior			
<i>B. Cognitive Affective Bases of Behavior (3 hours required)</i>					
*	EPS 605	Educational Psychology Applied to Learning			
<i>C. Individual and Social Bases of Behavior (6 hours required)</i>					
*	EPS 580	Human Development			
*	EPS 591	Personality Adjustment			
	EPS 610	Child Psychology <i>EPS 580 recommended</i>			
	EPS 611	Adolescent Psychology <i>EPS 580 recommended</i>			
	EPS 680	Assessment and Diagnosis <i>EPS 580 recommended</i>			
II. Educational Foundations (3 hours required)		Where Taken	Date Taken	Hours	Transfer / Equivalent Course
	ECI 541	Corrective and Remedial Reading			
	ECI 675	Principles of Curriculum Construction			
	EDF 670	Philosophy of Education			
	EPS 712	Foundations of Learning <i>Prerequisite EPS 605</i>			
	ESE 548	Survey of Special Education (or other course as approved by advisor)			
	EPS 599	Program Evaluation			
<i>Other Educational Foundation Courses with Advisor's Consent</i>					

*Required

Student's Name: _____

NAU ID: _____

III. Specialization (51 hours required)			Where Taken	Date Taken	Hours	Transfer / Equivalent Course
<i>A. Professional Ethics and Standards (3 hours required)</i>						
*	EPS 670	Professional Ethics, Legal Standards and Responsibilities <i>Prerequisite: Admission to an EPS graduate program requiring this course or consent of instructor</i>				
<i>B. School Psychology (18 hours required)</i>						
*	EPS 664	Tests and Measurements <i>Prerequisite: EPS 525 or co-requisite EPS 625</i>				
*	EPS 673	Psychoeducational Assessment I <i>Prerequisite: Admission to an EPS graduate program requiring this course</i>				
*	EPS 674	Psychoeducational Assessment II <i>Prerequisite: 604 and EPS 664</i>				
*	EPS 675	School Psychology Practicum (6 hours – must be taken in two semesters, course fee required) <i>Prerequisite: EPS 606, 673, 674 and 738</i>				
*	EPS 738	School-Based Psychosocial Assessment & Intervention <i>Prerequisite: Admission to an EPS graduate program requiring this course or consent of instructor</i>				
<i>C. Interventions (30 hours required)</i>						
*	EPS 601	Theories of Counseling				
*	EPS 604	Introduction to School Psychology: History and Current Trends <i>Prerequisite: Admission to EPS graduate program requiring this course and ESE 548 or Equivalent or consent of advisor/instructor.</i>				
*	EPS 606	Applied Behavior Management				
*	EPS 607	School-Based Interventions				
*	EPS 622	Child & Adolescent Counseling <i>Prerequisite: Admission to EPS graduate program requiring this course or consent of instructor; EPS 580 or EPS 610 or EPS 611</i>				
*	EPS 660	Counseling Processes <i>Prerequisite: Admission to EPS graduate program requiring this course or consent of instructor; EPS 601</i>				
*	EPS 669	Crisis, Trauma and Disaster Counseling				
*	EPS 671	Consultation in the Helping Profession				

	EPS 690	Multicultural Counseling <i>Prerequisite:</i> <i>Admission to EPS graduate program requiring this course or consent of instructor</i>				
*	EPS 693	School Psychology Certification Internship (6 hours – must be taken for two semester, course fee required) <i>Prerequisite: EPS 675</i>				
IV. Research (6 hours required)						
*	EDR 610	Introduction to Research				
*	EPS 625	Intermediate Statistics <i>Prerequisite: EPS 525</i>				

Ed.S. in School Psychology
Mountain Campus
Course Sequence Options 2015-2016
Required Course Sequence-Option A

Year One			
Summer	Fall	Winter	Spring
	<i>EPS604 Intro. School Psych</i>	**ESE548 Survey Sp. Ed	<i>EPS674 Psychoed Assess II</i>
EPS525*Intro. Statistics	<i>EPS673 Psychoed Assess I</i>		<i>EPS738 Psychosocial Assess</i>
	<i>EPS664 Tests & Measures</i>		<i>EPS660 Counseling Process</i>
	<i>EPS601 Counseling Theories</i>		<i>EPS670 Ethics, Professional Issues</i>
	EPS625 Intermediate Stats		EDR610 Research
Year Two			
EPS580 Human Development	<i>EPS675 Practicum</i>		<i>EPS675 Practicum</i>
EPS605 Ed. Psych: Learning	<i>EPS669 Crisis, Trauma</i>		<i>EPS640 Bio-bases Behavior</i>
EPS606 Applied Behavior in person	<i>EPS622 Child Counseling</i>		EPS591 Personality Adj.
(ESE548) Survey Sp. Ed	<i>EPS678 School-based Consultation</i>		<i>EPS607 School Intervention</i>
Year Three			
	<i>EPS693Internship</i>		<i>EPS693Internship</i>

* Prerequisite to the program-check with your advisor to determine if you have met the requirement via your undergraduate curriculum.

**May move to summer pre-practicum

Italicized/bolded courses may not be moved. Non-italicized courses may be moved but you MUST ensure that pre-requisites are met for subsequent courses if you choose to take the non-italicized courses at another time.

EPS 670 must be taken prior to practicum (this will be listed as a pre-req in the near future).

*All program courses must be successfully completed prior to internship in year three.

Required Course Sequence-Option B

Year One		
Summer	Fall	Spring
ESE548 Survey Sp. Ed	<i>EPS604 Intro. School Psych</i>	<i>EPS674 Psychoed Assess II</i>
EPS525*Intro. Statistics	<i>EPS673 Psychoed Assess I</i>	<i>EPS738 Psychosocial Assess</i>
EDR610 Research	<i>EPS664 Tests & Measures</i>	<i>EPS660 Counseling Process</i>
EPS605 Ed. Psych: Learning	<i>EPS601 Counseling Theories</i>	<i>EPS670 Ethics, Professional Issues</i>
		**EPS 625 Intermediate Stats
Year Two		
EPS580 Human Development	<i>EPS675 Practicum**</i>	<i>EPS675 Practicum</i>
EPS606 Applied Behavior in person	<i>EPS669 Crisis, Trauma</i>	<i>EPS640 Bio-bases Behavior</i>
	<i>EPS622 Child Counseling</i>	EPS591 Personality Adj.
	<i>EPS678 School-based Consultation</i>	<i>EPS607 School Intervention</i>
Year Three		
	<i>EPS693 Internship</i>	<i>EPS693 Internship</i>

* Prerequisite to the program-check with your advisor to determine if you have met the requirement via your undergraduate curriculum.

**May move to summer pre-practicum

Italicized/bolded courses may not be moved. Non-italicized courses may be moved but you MUST ensure that pre-requisites are met for subsequent courses if you choose to take the non-italicized courses at another time.

EPS 670 must be taken prior to practicum (this will be listed as a pre-req in the near future).

*All program courses must be successfully completed prior to internship in year three.



Ed.S. (Educational Specialist) in SCHOOL PSYCHOLOGY
NAU North Valley – 72 credit hour program 2015-2018 Cohort

Courses and sequencing are subject to change

SPRING 2015	SUMMER 2015	FALL 2015	SPRING 2016	SUMMER 2016	FALL 2016	SPRING 2017	SUMMER 2017	FALL 2017 SPRING 2018
EPS 604**	EPS 580**	EPS 664*	EPS 660	EPS 625*	EPS 675**	EPS 675**	EPS 610*	EPS 693**
Introduction to School Psychology	Human Development	Tests & Measurements (prerequisite: EPS 525)	Counseling Processes (prerequisite: EPS 601)	Intermediate Statistics	School Psychology Practicum (prerequisites: EPS 606, 670 673, 674, & 738)	School Psychology Practicum (prerequisites: EPS 606, 670 673, 674, & 738)	Introduction to Research	Internship (Fall 3 hours; Spring 3 hours) (prerequisite: completion of all courses)
SPRING 2015	SUMMER 2015	FALL 2015	SPRING 2016	SUMMER 2016	FALL 2016	SPRING 2017	SUMMER 2017	
EPS 673**	EPS 605* **	EPS 674**	EPS 670	EPS 606*	EPS 669	EPS 640	EPS 591**	
Psychoed. Assessment I	Educational Psych. Applied to Learning	Psychoed. Assessment II (prerequisites: EPS 604 & EPS 664)	Professional Ethics, Legal Standards & Responsibility	Applied Beh. Management	Crisis, Trauma & Disaster Counseling	Biological Bases of Behavior	Personality Adjustment	
SPRING 2015	SUMMER 2015	FALL 2015	SPRING 2016	SUMMER 2016	FALL 2016	SPRING 2017		
ESE 548* **	EPS 525*	EPS 601	EPS 738**	EPS 599*	EPS 622	EPS 607		
Survey of Special Education	Introduction to Statistics (program prerequisite; not included in total hours)	Theories of Counseling	School-based Psychosocial Assessments & Interventions (prerequisite: EPS 664)	School-based Consultation & Collaboration	Child and Adolescent Counseling (prerequisite: EPS 580 & EPS 601)	School-based Intervention		
9 hours	6 hours	9 hours	9 hours	9 hours	9 hours	9 hours	6 hours	6 hours

*Required Open Enrollment Classes (online or in-person depending on availability). May be taken out of sequence as long as prerequisites followed; advisor approval recommended prior to enrollment. ** ESE 580 (Introduction to ASD) may be substituted for EPS 591 **All signature assignments must be passed prior to enrollment in EPS 693

COURSE DESCRIPTIONS

EDR 610 INTRODUCTION TO RESEARCH (3)

General introduction to research in education; primary focus on use of research in education.

EPS 525 INTRODUCTION TO STATISTICS (3) (Pre-requisite to the program)

Descriptive and inferential statistics including central tendency, dispersion, correlation, regression, and analysis of variance.

EPS 580 HUMAN DEVELOPMENT (3)

Principles of growth and development within the lifespan of the individual, relating these principles to human relations and behavior.

EPS 591 PERSONALITY ADJUSTMENT (3)

Investigates the dynamics of human behavior and adaptation to the environment; consideration of personality theory, motivation, frustration and conflict, anxiety, deviance, defense, and psychotherapy.

EPS 601 COUNSELING THEORIES (3)

Basic counseling theories of relevance to helping professionals.

EPS 604 INTRODUCTION TO SCHOOL PSYCHOLOGY: HISTORY AND CURRENT TRENDS (3)

This is a course designed to acquaint graduate students to the history and field of school psychology and contemporary issues and trends in the profession. This course contains an assessment that must be passed to be eligible to register for the internship.

EPS 605 EDUCATIONAL PSYCHOLOGY APPLIED TO LEARNING (3)

Theories and principles of learning and development related to issues and problems of teaching and learning.

EPS 606 APPLIED BEHAVIOR MANAGEMENT (3)

Opportunity to put into practice principles of learning as they relate to the design, implementation, and evaluation of behavioral programs for school-aged individuals.

EPS 607 SCHOOL-BASED INTERVENTIONS (3)

This course will increase students' knowledge of components of effective interventions that promote development and academic progress for school-aged children. Models and methods of data collection, decision-making, progress monitoring, and evaluation of outcomes will be discussed. Prevention and crisis intervention programs that promote P-12 students' mental health will also be addressed.

EPS 622 CHILD AND ADOLESCENT COUNSELING (3)

Theory and techniques for treating psychological disorders in children and adolescents. Includes approaches to treatment, efficacy research, and treatment evaluation.

EPS 625 INTERMEDIATE STATISTICS (3)

Advanced descriptive and inferential statistics including parametric and nonparametric procedures.

EPS 640 BIOLOGICAL BASES OF BEHAVIOR (3)

This course provides an overview of the neural mechanisms underlying human behavior. Core components of neuroscience are reviewed, including history, development, anatomy, physiology,

pharmacology, research, assessment and treatment. Psychological constructs including language, learning and memory, emotion, spatial behavior, and attention,/consciousness are reviewed. Brain injury and developmental, neurological, and psychiatric disorders are examined in conjunction with the role of the brain's plasticity.

EPS 660 COUNSELING PROCESSES (3)

Introduces counseling skill development, emphasizing counseling of normal individuals with developmental concerns. Includes 15-hour practicum.

EPS 664 TESTS AND MEASUREMENTS (3)

Test theory and construction of selected intelligence, achievement, aptitude, personality, interest, and special ability tests.

EPS 670 PROFESSIONAL ETHICS, LEGAL STANDARDS AND RESPONSIBILITIES (3)

Current professional problems and ethics in the helping professions, including issues related to certification, licensure, confidentiality, forensic concerns, values, responsibilities, and professional and legal standards.

EPS 669 CRISIS, TRAUMA, AND DISASTER COUNSELING (3)

This course is an introduction to the research and practice of crisis counseling, trauma counseling and disaster mental health. Issues related to the assessment, diagnosis and treatment of clients affected by crises, trauma and disasters will be thoroughly addressed.

EPS 599 (EPS 671) CONSULTATION IN THE HELPING PROFESSIONS: School-Based Professionals (3)

Examines consultative role of the mental health professional according to origin, assumption, goals, and strategies underlying several models of service delivery. *Will become EPS 678 in Fall 2016.*

EPS 673 PSYCHOEDUCATIONAL ASSESSMENT I (3)

Administration, scoring, interpretation, and report writing with major measures of intelligence. Includes theory and research with practicum experience. Required programs include: EdS School Psychology, PhD Counseling and School Psychology. This course contains an assessment that must be passed to be eligible to register for the internship.

EPS 674 PSYCHOEDUCATIONAL ASSESSMENT II (3)

Administration, scoring, and interpretation of tests of cognitive, academic, adaptive, sensory, and motor functioning. Emphasizes psychoeducational diagnosis and report writing. Required programs include EdS School Psychology and PhD School Psychology. This course contains an assessment that must be passed to be eligible to register for the internship.

EPS 675 PSYCHOEDUCATIONAL PRACTICUM (3)

Supervised administration and interpretation of tests applicable to the practice of school psychology; supervised experience with consultative, in-service, and direct interventions in educational settings. One hundred practicum hours per semester. Contains a qualifying assessment for the internship. May be repeated for up to 6 units of credit. Course fee required.

EPS 693 SCHOOL PSYCHOLOGY CERTIFICATION INTERNSHIP (3)

Post-practicum experience providing supervised, on-the-job experience in assessment and intervention in the schools. 1200 clock hours required, including 600 hours in a school setting. Instructor's consent required. May be repeated for up to 6 units of credit. Course fee required.

EPS 738 SCHOOL-BASED PSYCHOEDUCATIONAL ASSESSMENT AND INTEVENTION (3)

This course focuses on both assessments and interventions for children and adolescents with behavioral and social/emotional issues related to disability and life-issues. The course emphasizes best practice in assessment, diagnosis, and evidence-based interventions with social/emotional and behavioral problems for school-based interventions for children and adolescents. Issues related to cultural and social factors are integrated into the curriculum.

ESE 548 SURVEY OF SPECIAL EDUCATION (3)

Develop basic understanding of learning and developmental characteristics, educational service provisions, and common instructional needs.

Students may substitute this course for EPS 591:

ESE 580 INTRODUCTION TO AUTISM SPECTRUM DISORDER (3)

The purpose of this course is to provide students with knowledge of the characteristics of students who have an Autism Spectrum Disorder (ASD). The course will provide information about causes, current best practices, and issues related to providing services for students with these disabilities.

<http://catalog.nau.edu/>

Year 1 and Year 2 Examinations

The first year transition exam focuses on content knowledge while the second year transition exam focuses on application and skills. The first year transition exam aligns with NASP practice domains 2.1, 2.2., 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, and 2.10 and all NASP standards II – VIII focused at the content knowledge level with one hundred multiple choice questions. The first year exam is administered via Bb Learn in late April of the first year. Students are given four hours to complete this exam with open book. The directions for this exam will be provided as follows:

“Welcome to the First Year Transition Exam. This exam is open book, open notes. The School Psychology faculty have worked together to create this exam that is intended to be an opportunity for you to survey your knowledge of the field of school psychology. The exam is also an opportunity for the faculty to address curricula and improve our alignment with the NASP standards as well as to evaluate your progress in acquiring content knowledge to support your practice in school psychology. The exam is designed to assess your knowledge within the 10 domains of the training standards for NASP. It is a good opportunity for you to give your best effort and inform us (and yourself) about possible areas where you may need more knowledge and we, as a consequence, need to focus more instruction.

The **first year transition exam** focuses on content knowledge while the second year transition exam focuses on application and skills. The first year transition exam aligns with NASP practice domains 2.1, 2.2., 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, and 2.10 and all NASP standards II – VIII focused at the content knowledge level with one hundred multiple choice questions. The first year exam is administered via Bb Learn in late April of the first year. Students are given 25 minutes for to complete each of the 10 sections of this exam with open book. There are 10 questions in each section and the sections are organized around the ten NASP domains.

We expect you to work independently on this test and we encourage you to **utilize all the resources you have collected** through your course work and experience thus far in the program. Have your books and materials on hand for each section. We recommend that you scan all questions and answer those that you know right away before going back to answer the questions about which you are unsure. You have approximately 2 1/2 minutes per question. We expect you to pass this exam with at least 70%. Upon completion of the exam and review by faculty, you will receive feedback about your performance. If you score below 70%, your advisor will meet with you to review your results in close detail and to jointly develop a plan to assist you with gaining the content knowledge expected for the program.

We appreciate your participation in this learning exercise.”

The year two transition exam is given to all 2nd year students as they near the conclusion of EPS 675 School Psychology Practicum in the spring semester after the Capstone Showcase event. For the Ed.S. students this is just prior to internship while doctoral students take this about one year prior to preliminary and comprehensive doctoral exams. The second year transition exam aligns with NASP practice domains 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.10 and all NASP Standards II –VIII focused at the applied skills level. The exam contains four essay scenario-based questions and will be administered through Bb Learn where students are given four days to complete the exam with the following directions:

“As you complete your second year of preparation in the school psychology program, we are providing this opportunity to assess your applied skills. The purpose of this exam is two-fold: 1. To give you feedback regarding the skills you have obtained; and 2. To provide the faculty with direction in terms of

overall candidate preparation and how we might improve your training. You are expected to pass each question of this exam with 70% or higher (the rubric is available in each question of the exam). You will be provided feedback on your performance, with suggestions on building skills as you enter internship or the next phase of your training. Thank you for your best effort on this exam. We expect you to use all resources available to you as you respond, but you are to work **individually**. You will have four days to complete this exam so you may save your work and exit and then return to continue working. Be sure to submit your exam when you are finished. Should you score below 70% on any question, your advisor will meet with you to review your results in close detail and to jointly develop a plan to assist you with gaining the skills you need to progress to the next level of your training.

Thank you for your best effort on this exam. We expect you to use all resources available to you as you respond, but you are to work **individually**. This exam is set up with four questions with each at two hours for completion. Once you open an exam question, you must complete it within that two hour window so please open the question when you have enough time to finish it.

Following submission, the faculty will grade your responses and provide feedback to you.”

School Psychology Program Transition Points and Criteria

Stage	Time-frame	Content Knowledge	Professional Knowledge and Skills	Dispositions
Admission to Program	Prior to first Semester	GPA/GRE	Essay responses Work experience	Recommendations
Admission to Practicum	Third Semester	As & Bs in EPS 604, 664, 673, 674, 738; passing grades in First and Second Semester courses (EPS 525, 601, 605, 660, 664, 670, 606, ESE 548, EDR 610) Pass EPS 604 Signature Assignment (Module Essay Exams with 12 points or higher on each essay rubric) Year One Survey of Content Knowledge (passing 70%)	Pass EPS 604 Signature Assignment (Module Essay Exams with 12 points or higher on each essay rubric)	Continuing Student Evaluation: Professional and Personal Characteristics area-Ratings of 3 or 4 (to be revised)
Admission to Internship	Fifth Semester	Passing grades in all coursework (EPS 580, 591, 606, 622, 625, 640, 669, 671) A or B in EPS 607 Pass EPS 675 Signature Assignments and Capstone Showcase (academic & behavioral intervention case studies with rubric scores averaging 2 or higher) Ratings on Midpoint Evaluations by Site Supervisor and Final ratings of 2 or better by Site Supervisor Year Two Applied Skills Transition Exam (passing 70%)	Passing grades in all coursework(EPS 580, 591, 606, 607, 622, 625, 640, 669, 671) Pass EPS 675 Signature Assignments and Capstone Showcase (academic & behavioral intervention case studies with rubric scores averaging 2 or higher) Pass Psychoeducational Report (with rubric scores averaging 2 or higher) Ratings on Midpoint Evaluations by Site Supervisor and Final Evaluation ratings of 2 or better by Site Supervisor Year Two Applied Skills Transition Exam (passing 70%)	Continuing Student Evaluation: Professional and Personal Characteristics area-Ratings of 3 or 4 (to be revised) Ratings of 2 or higher on EPS 675 Midpoint Dispositions
Completion of Program	End of Sixth Semester	Praxis Scores Pass EPS 693 Signature Assignments and Capstone Showcase (academic & behavioral intervention case studies with rubric scores averaging 2 or higher) Pass Psychoeducational Report (with rubric scores averaging 2 or higher) Ratings on Midpoint Evaluations by Site Supervisor and Final Evaluation ratings of 2 or better by Site Supervisor	Pass EPS 693 Signature Assignments and Capstone Showcase (academic & behavioral intervention case studies with rubric scores averaging 2 or higher) Pass Psychoeducational Report (with rubric scores averaging 2 or higher) Ratings on Midpoint Evaluations by Site Supervisor and Final Evaluation ratings of 2 or better by Site Supervisor	Ratings of 2 or higher on EPS 693 Midpoint Dispositions

Competence Evaluation of Field Experience (CEFE)

The assessment tool for students during practicum experiences and on internship is the Competence Evaluation of Field Experience (CEFE) which is required to be completed twice each school year by all students on practicum and internship. The CEFE is a comprehensive appraisal of how the trainee's skills are developing in practice. The practicum and internship experiences are year-long experiences where each candidate receives supervision from local school psychologists as well as an NAU faculty member. The Competency Evaluation of Field Experience (CEFE) is a tool that allows candidates and their supervisors (local school psychologists) to provide ratings across each of the core competencies represented in the NASP standards. This evaluation is developmental in nature, allowing raters to provide information related to current progress at the stage of training in the program. Both candidates and their supervisors complete the form and converse about the ratings two times during the year-long field experience (at the end of each semester). Students and their NAU Faculty supervisor also review results of these evaluations. The tool is specifically designed to measure candidate development in each of the ten NASP standards. Each section represents a NASP standard and contains several items pertaining to the standard being evaluated. There are two additional sections included in the evaluation. One of the sections is designed to assess the trainee's professional and interpersonal characteristics. We recognize that professional competencies are developed over time and across multiple settings. The rating is comparing the student to what you expect based on end of internship (End of the program) competency.

A rating of "1" represents an area of significant concern suggesting that remediation is needed. A specific plan for development of competency (at least satisfactory) should be discussed and implemented. The possibility of a Professional Growth Plan should be discussed, however, an informal plan is more common. The area of concern should be discussed mid-semester in the Spring to determine if progress has been shown. A rating of "1" at the end of practicum or internship will be discussed with all supervisors and the candidate to determine how to effectively move student forward. A rating of "2" during the Fall semester an opportunity for growth. The candidate skill level is considered to be likely to improve with additional experience and supervision. A rating of "2" should be discussed by the site supervisor, university supervisor and candidate. An informal plan should be developed to support the candidate's learning and experience needs. A minimum passing rating at the end of practicum/internship is a "3"

See page 38 for the CEFE form.

Program Field Experiences

The field experiences at NAU are designed to be in accordance with the *Standards for Training and Field Placement Programs in School Psychology* as set forth by the National Association of School Psychologists (NASP). Both the practica and internship experiences are regarded as integral aspects of the NAU training program and are considered essential to the development of well-rounded school psychologists. Practica and internship experiences are distinct entities in that the practica experiences are designed to address specific skill development while the internship is a culminating experience in the training program. During any field experience the students are expected to adhere to the professional code of conduct and ethics of psychology (NASP and the American Psychological Association). Students will conduct themselves in a professional manner and exhibit appropriate interpersonal skills. The specifics of these distinct experiences will be detailed below.

Students must have professional liability insurance before starting and throughout all field experiences (e.g., practicum, internship). Both the National Association of School Psychologists (NASP) and the American Psychological Association (APA) partner with insurance companies that will provide professional liability insurance for graduate students in school psychology; students are encouraged to take advantage of the discount insurance plans which can be found on the NASP and APA webpages.

Practica Experiences

Formal practica experiences for school psychology students are offered through the course entitled *Psychoeducational Assessment Practicum (EPS 675)*. The student accumulates 300 hours (150 minimum per semester) and earns six semester credits upon completion of the courses. Additional experience is gained in conjunction with other courses in the curriculum that require the students to build specific professional skills. The formal practica are taken at the point in the students' program at which they have completed course work geared toward specific skill development and acquisition of a solid knowledge base in education and psychology. Completion of EPS 675 is required prior to placement in an internship site. The experience is designed to provide opportunities to operationalize these skills, principles, and concepts. Activities performed by students compliment the specific training objectives of the school psychology program at NAU. During the practica experiences, students function in a professional capacity in the delivery of psychological services in a public school setting under the close supervision of program faculty and school personnel who are certified school psychologists. One school psychology faculty member is assigned to each EPS 675 Practicum section that has a maximum of six students. In addition, group supervision and instruction related to best practices and critical issues in the field of school psychology is offered on a weekly basis by the faculty at NAU.

Objectives of the Practicum

Below are listed the specific training objectives for the practicum student:

1. To become familiar with the role and function of the school psychologist.
2. To become familiar with the best practices and critical issues in the field of school psychology.
3. To become familiar with the professional organizations, journals, etc. in the field of school psychology.
4. To become familiar with the organization and operation of public schools.
5. To become familiar with the application of state special education rules and regulations.
6. To refine assessment and intervention skills gained through prerequisite course work.

Responsibilities of the Student

The student will be responsible for fulfilling the following obligations:

1. To conduct behavioral observations of school-age children,
2. To observe in regular and special education classrooms in order to better understand classroom dynamics,
3. To complete consultations with classroom teachers regarding behavioral and academic interventions that will be audiotaped and reviewed by the university supervisor,
4. To conduct comprehensive psycho-educational evaluations that will be assigned by the on-site supervisor. These evaluations will be conducted on children who are engaged in the special education process,
5. To provide feedback to parents and teachers regarding assessment results,
6. To participate in conferences with school personnel, including Multidisciplinary team conferences and child study meetings,
7. To write comprehensive psychoeducational case reports,
8. To complete Functional Behavior Assessments and Behavior Intervention Plans

9. To complete an academic intervention project
10. To complete individual or group counseling experience
11. To participate in a preschool screening project on the Navajo or Hopi Reservation, if opportunity is available
12. To complete all assignments in a timely fashion and in accordance with the Arizona State Rules and Regulations,
13. To maintain a log of activities throughout the semester on the log forms provided. The signed monthly log sheets should be turned in during supervision with the university supervisor, and the Excel hours and narrative logs uploaded to Bb Learn each month
14. To attend weekly group supervision meetings at NAU in addition to any supervision deemed appropriate by the on-site supervisor.

Responsibilities of the On-site Supervisor

The On-site supervisor will:

1. Provide the student with opportunities to observe the day to day activities of a school psychologist practicing within a public school setting,
2. Orient the student to the general operation of the school district as well as the building procedures that will allow the student to complete their obligations in a professional manner,
3. Provide direct supervision regarding cases assigned to the student,
4. Provide feedback to the student and the university supervisor regarding the professional judgment, ethical conduct, and skill competency of the student, and
5. Complete a formal evaluation of the student's performance and assist in grade determination. The university supervisor will provide an evaluation form (Appendix A) and the results will be shared with the student.

Responsibilities of the University Supervisor

The University Supervisor will:

1. Ensure that on-site supervision is arranged with an appropriately credentialed school psychologist,
2. Orient the on-site supervisor with guidelines and objectives of the training program so that appropriate activities will be planned,
3. Maintain close contact with the on-site supervisors regarding student progress and accommodating individual student needs,
4. Review student logs to ensure that the planned activities are being completed in a timely manner,
5. Conduct weekly seminars that will address best practices and issues in the field of school psychology in addition to group supervision of activities specified,

6. Assign final grades based on review of student activity logs, written products, and evaluation forms completed by on-site supervisors, and
7. Continually review the structure and integrity of the practica experience to ensure consistency with the training objectives of the program.

Internship Experiences

The *School Psychology Certification Internship* (EPS 693) is the culminating experience for the training program and follows all course work and practica experiences. EPS 693 is taken over two academic semesters (3 credit hours per semester) and requires a minimum of 1200 clock hours of which at least 600 must be acquired in a school setting. Typically students complete their entire experience in a school setting; however, other settings may be arranged for the additional 600 hours. Such a placement must be approved by the school psychology faculty and factors such as availability of appropriate sites, the student's level of experience and professional development, and student's future goals will be considered. This experience is typically completed as a full-time experience over one academic year. Students typically have 10-month contracts with the school district, and thus are expected to finish the school year even if their 1200 hours have been completed before the year is over. Internship sites are selected to be consistent with the specific training objectives of the program and NASP Standards that include that the school setting has the availability of: "(a) children of all school ages, (b) pupil personnel services for handicapped children of both high and low incidence, (d) regular and special educational services at the preschool, elementary and secondary levels, (e) at least one certificated school psychologist having at least two years of full-time school psychologist experience or the equivalent who serves as the internship supervisor."

The purpose of the internship is to assist the student in integrating all previous training experiences by means of practical application in educational settings. Through the experience, students are allowed the opportunity to develop a professional identity and move toward the assumption of the role of school psychologist. The internship is considered a cooperative effort carried out by the School Psychology Training Program at NAU and the internship site (e.g., a school district). In order to ensure that the training objectives and standards are met, the university will assume primary responsibility in such areas as the variety and type of experiences offered the student, the length of the experience, and approval of the on-site supervisor. One school psychology faculty member is assigned to each EPS 693 Internship section that has a maximum of 12 students.

Objectives of the Internship Experience

1. To provide an opportunity to refine psycho-educational diagnostic skills,
2. To gain experience in the evaluation and behavior management of a wide range of regular education and special needs school-aged children,
3. To provide opportunities to engage in a variety of intervention strategies, such as short-term individual and group counseling, crisis intervention, and academic interventions,
4. To provide an opportunity to refine consultation skills with parents, teachers, special service personnel in schools, school administrators, and personnel from other community agencies,
5. To gain an overview of the public school as an organization, including its relationship to other societal agencies, its policies, personnel, etc.,
6. To develop sensitivity to classroom interactions and factors influencing classroom environments,

7. To develop an understanding of the role of preventive and responsive mental health programs and services in schools;
8. To gain experience with multidisciplinary and interdisciplinary approaches to child study, behavioral, and academic intervention
9. To provide the opportunity to apply theoretical knowledge to the problem solving process, and
10. To practice ethically within the guidelines of NASP and APA for professional practice.

General Internship Guidelines

1. While the student will be provided with a list of previously used sites in the state, the responsibility of making the appropriate contacts for the application and interview process falls with the student. The school psychology faculty will be available for advisement regarding this process.
2. All internship sites must be approved by the school psychology faculty prior to the initiation of the experience.
3. A formal NAU Internship Agreement will be developed for each intern and must be approved and signed by the intern, the on-site supervisor, the internship coordinator, and an appropriate school administrator. The agreement is to include the following:
 - Name, address, and telephone number of the intern,
 - Name address, and telephone number of the internship site,
 - Dates of the internship,
 - Stipend and other benefits,
 - Name, office address and phone number of the on-site supervisor and secondary supervisor(s) if applicable,
 - Summary of planned internship experiences,
 - Evaluation plan of the intern's progress.
4. On-site internship supervision shall be provided by a school psychologist certified in the state in which the supervision will take place and who has a minimum of two years of experience as a practicing school psychologist. If there are hours accrued in a non-school setting, supervision must be provided by an appropriately credentialed psychologist for the placement site. The supervisors must provide a copy of his/her certificate and/or license and an up-to-date vita.
5. The selected sites must provide balanced exposure to regular and special education programs. The district should offer a full-range of services for children with special needs of both high and low incidence conditions.
6. The on-site internship supervisor will be responsible for no more the two interns at any given time. The University supervisor will be responsible for no more than 12 interns at any given time.
7. A minimum of two hours of face-to-face supervision per week will be required for each intern. Additional group and/or individual supervision is encouraged on as needed basis.

8. Each intern will be evaluated, at a minimum of, two times during the internship experience. An evaluation form (Appendix B.) will be provided to the on-site supervisor by the internship coordinator each semester. The purpose of the evaluation is to identify the intern's competencies in the following areas:
 - Communication and interpersonal skills
 - Diagnostic skills,
 - Intervention skills, and
 - Professional skills and conduct.
 - Additional evaluations may be conducted at the request of any of the parties involved. A professional growth plan will be instituted on an as needed basis.
9. The internship coordinator will make a minimum of two (one each semester) visits to the site. Additionally, the coordinator will make monthly phone contacts with each intern as well as periodic contacts with the on-site supervisor.

Responsibilities of the Student

The intern will:

1. Complete a narrative and hours log of all activities associated with the intern experience. Monthly summaries of these activities will be submitted to the internship instructor. Specific activities to be included are defined on the log glossary. Some examples are:
 - Assessment / Diagnostics,
 - Report Writing,
 - Classroom observations,
 - Review of Cumulative Files,
 - Multidisciplinary and Child Study Team Conferences,
 - Consultation,
 - Counseling,
 - Other Intervention Activities,
 - Professional Development, and
 - Supervision
2. Assist the on-site and university supervisors in developing goals and objectives for the internship year.
3. Participate in weekly face-to-face supervision meetings with the on-site supervisor and discuss problems or issues.
4. Complete all activities assigned, to include report writing and paperwork, in a timely fashion and in accordance with Arizona State Rules and Regulations.
5. Attend monthly supervision meetings for EPS 693 during the internship year.
6. Participate in mid- and end-of year evaluations of progress and plans for professional growth (CEFE).
7. Conduct themselves in a professional and ethical manner according to NASP and APA guidelines.

Responsibilities of the Agency

1. The agency should express a commitment to the internship as a training experience and provide the on-site supervisor with appropriate release time in order to provide quality supervision to the intern.
2. The internship placement shall provide interns with the appropriate materials, clerical assistance, and office space consistent with that afforded other school psychologists within the district.
3. The internship site shall provide expense reimbursement consistent with that afforded other school psychologist in the district.
4. The internship site should provide sufficient opportunities (i.e., release time) for students to participate in professional development activities (e.g., workshops, in-service, and professional conferences).

Responsibilities of the On-site Supervisor

1. Serve as a mentor and professional role model.
2. Plan a sequence of activities and experiences that will orient the intern to the school district and that will give the intern a variety of evaluation, intervention, and consultative experiences. This plan should be reviewed periodically to ensure the training needs of the student are being met.
3. Provide weekly face-to-face supervision for a minimum of 2 hours per week. This should include review and planning for cases and activities assigned, review of reports and paperwork, and direct observation of the intern's activities.
4. Evaluate and approve all psychoeducational reports and provide a co-signature. Supervisors should hold interns to high level of writing excellence and a high level of integration and efficiency in report writing.
5. Monitor the intern's activities so that the intern is able to meet the expectations of the internship. The on-site supervisor should review and sign the monthly activity logs to be submitted to the university internship coordinator.
6. Participate in periodic evaluation of the intern. Supervisors are asked to discuss their evaluations with the intern. Additionally, on-site supervisors will be asked to provide feedback regarding final grade assignment.

Responsibilities of the Internship Coordinator

1. Evaluate and approve all internship sites. This process involves in making appropriate contacts with the school district and reviewing credentials of the potential on-site supervisors.
2. Provide internship guidelines to school districts, interns, and on-site supervisors.
3. Assist the on-site supervisor in the preparation of the Internship Agreement and a plan for experiences for the internship year.
4. Conduct visits to the school district (at least one per semester) to meet with the intern, on-site supervisor, and other involved professionals. These visits will be planned in advance and in conjunction with the involved parties.
5. Discuss and evaluate the intern's progress and needs on a periodic basis.

6. Evaluate the monthly activity logs submitted by the intern. The internship Coordinator monitors the variety of tasks the intern has completed as well as the proportion of time engaged in different activities.
7. Assign a final grade for EPS 693. The coordinator will seek input from the on-site supervisor regarding the grade assignment.

Internship Activities Guidelines

The following is a listing of experiences that may be used a guide for developing activities for the school psychology intern.

- I. Individual Assessment - These should be comprehensive evaluations conducted on individuals across the age span served by the school district. Cases should be selected to ensure diversity of ethnic background and children with a variety of special needs. Areas of special need should include:

Intellectual Disabilities (all ranges)	Low Incidence Disabilities
Preschool / At Risk Populations	Learning Disabled
Emotionally / Behaviorally Disordered	Gifted
Under achievement / At-risk populations	

- II. Intervention Experiences - (Direct & Indirect; Individual & Group; Parent, Teacher, Child, Family-centered).

Consultation	Behavioral Interventions
Counseling	Academic Interventions

- III. Conference/Meeting Experiences - This would include observations as well as active participation.

Multidisciplinary Team Meetings	Board Meetings
Child Study Team Meetings	Faculty Meetings
Home Visits	Teacher Interviews

- IV. Community Service

PTO Participation / Presentation	In-service Presentations
Community Agency Involvement	Parent Education

- V. Resource Experience - (familiarity and use) .

Daycare / Child Development Centers	Vocational Rehabilitation
Social Services Department	Mental Health Services
Sheltered Workshops	Supported Employment

- VI. Professional Growth

In-Service Training	Professional Conferences
Intern Seminars	Workshops

VII. Unique Experiences

Program Development (PBS, MTSS, etc.)

Grant Preparation

Involvement in Ongoing Research

Clinic Experiences

Practicum/Internship Log

Practicum/Internship Logs are an excel file that can be obtained from your NAU Practicum or Internship Supervisor

NAU WEEKLY Practicum and Internship LOG

NAU Student: _____

Week Of: _____

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
ASSESSMENT	Review files								0
	interviews								0
	Observation								0
	formal testing								0
WRITING	form completion								0
	reports/notes								0
	other writing								0
INTERVENTION	Academic								0
	Behavioral								0
	Individual counseling								0
	Group counseling								0
	Crisis Intervention								0
CONSULTATION	Teacher								0
	School staff								0
	Parent								0
	other/school-wide systems								0
ORGANIZATION	prep forms/materials								0
	telephone contacts								0
	complete log								0
	other								0
MEETINGS	CST/SAT/TAT/etc								0
	IEP meeting								0
	interp to parents/RED/MET								0
	Other meeting								0
TRAINING RECEIVED	Training at University								0
	Training in district								0
	Other workshop								0
Training Provided	In-service								0
	other presentation								0
Supervision	Professional supervision								0
	Peer supervision								0
	PEA supervision								0
	Other								0
Research	Dissertation/Thesis:								0
	Case preparation								0
	Other								0
Total Hours this week:									0

Practicum/Intern Signature:

Supervisor Signature:

Comments:

Northern Arizona University
Department of Educational Psychology
SCHOOL PSYCHOLOGY PROGRAM
Internship & Practicum Log Glossary

Use this glossary to help determine where to record your hours in the Excel Log. Keep a narrative log of your activities (without full names) so that you will be able to recall the number with and type of assessments given, consultation foci, counseling foci, and demographics of each type for use when you apply for internships and license (if doctoral).

Log Category ACTIVITIES

Assessment Related Activities (NASP 2.1). Activities having as a primary focus the gathering of information to answer specific referral questions for both regular and / or special education. These may include administration and scoring of formal and informal tests. Four categories under assessment are:

- Review files** – record time here when you review a student cumulative file (paper or electronic), educational records, outside reports, physician notes, report cards, test history, etc.; also include scoring of tests here.
- Interviews** – record time here when you interview individuals as part of an assessment process for an evaluation or FBA – interviews may be in person or via telephone.
- Observation** – record time here when doing direct observation of the student for assessment/evaluation purposes including psychoeducational evaluation and/or FBA.
- Formal testing** – record time here reflecting your time spent giving tests to students and progress monitoring (WISC-IV etc., as well as CBMs) students (direct assessment time only)

Writing (NASP standard?) includes report writing for assessment cases, academic and behavioral intervention cases, observations, program evaluation reports. Behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers, and data analysis and integration. There are three categories under writing:

- Form Completion**- record your time here filling in forms such as IEPpro or Medicaid forms or other district software where student data is captured.
- Reports/notes**- use the category to record time spent writing case notes such as for consultation/counseling cases, meeting minutes, etc.
- Other writing** – use this category to capture other writing that you do as part of your practicum/internship that is not captured in the prior two categories. Make sure you note what it is in your narrative log.

Intervention Activities include Prevention and Indirect Intervention (NASP 2.3, 2.7). Activities of a non-assessment nature include but are not limited to primary prevention activities (e.g., prevention of bullying, suicide, substance abuse, etc.), development of intervention strategies, other prevention / intervention activities, and counseling which includes direct intervention (NASP 2.4, 2.7). Activities of a non-assessment nature which have the focus of affecting change. These may include but are not limited to group counseling, individual counseling or therapy, remediation of learning difficulties, direct instruction (social skills, affective education, etc.) or feedback to student(s). This section has five categories:

- Academic** – use this to record time spent in direct academic intervention activities with a student or group of students including delivering intervention, or monitoring the fidelity of an intervention that someone else is running.

- Behavioral-** use this to record time spent in direct behavioral intervention activities with a student or group of students including modeling behavior plan implementation, observation of student(s) to facilitate behavior plan implementation/fidelity; time spent with student(s) as reinforcement for part of a BIP procedure.
- Individual Counseling-** record time spent in direct individual counseling sessions with students.
- Group Counseling-** record time spent in direct group counseling sessions with students
- Crisis Intervention-** record times spent in direct crisis assessment and intervention activities with students.

Consultation and Collaboration (NASP 2.2). Consultation and collaboration with teachers and other school personnel on an individual basis and system-level consultation efforts (e.g., consult with principal regarding discipline referral process). Work with parents and families for assessment, consultation, intervention, etc. May also include home visits and parent training. [Home/School Community Collaboration (NASP 2.8).] There are four categories in this section:

- Teacher consultation-** use this category to record time spent in face-to-face consultation with teachers
- School Staff Consultation-** use this category to record time spent in face-to-face consultation with school staff including administrators, speech pathologists, OTs, PTs, VI/HI specialists, RTI Specialists, Reading coaches, instructional coaches, office personnel, monitors, etc. Also record coaching of classroom personnel on behavior plan implementation and/or teaching classroom personnel how to implement behavioral strategies.
- Parent Consultation** –use this category to record time spent in face-to-face consultation with parents/families to help them problem-solve more effective ways of working with their child
- Other-** use this category to record consultation time with someone else such as outside medical providers, mental health providers, behavior coaches, etc.

Organizing Activities includes travel between sites, materials and equipment ordering, and other organization activities. There are four categories:

- Prep forms/materials** – use this to record time spent gathering and prepping protocols for an assessment session, preparing materials (copying, etc.) for a counseling lesson/session or intervention lesson, etc.
- Telephone contacts-** use this category to record time spent contacting people for scheduling your field work such as calling the supervisor to schedule your time at the school, calling a parent to schedule a meeting, or calling a teacher to schedule an interview.
- Complete Log** – use this category to record time spent filling in your practicum/internship log forms and your narrative log.
- Other** – use this section to capture other time spent organizing your materials or time in the field experience such as travel between sites on the same day, going to pick up a test kit from the district office or a colleague, traveling to the district office to attend a meeting, etc.

Meetings (NASP Standard?) This category includes consultation and collaboration with teachers and other school personnel on a group basis, participation in team meetings (pre-referral –child study, student assistance team, teacher assistance team, instructional, etc.), IEP meetings, Review of Existing Data meetings, eligibility determination meetings, problem-solving meetings, individual and group data meetings, manifestation determination meetings, or grade level team meetings. There are four categories of meetings here:

- Child Study Team/ Student Assistance Team/ Teacher Assistance Team/ Data Team meetings** - includes any meeting during which information about a specific child is discussed and decisions are made about interventions, or a referral to special education. These are not special education

meetings, but are general education meetings that are oriented toward problem-solving for learning or behavioral difficulties for specific children.

- IEP meeting** – use the category record your participation in official IEP team meetings where an IEP is being developed, revised or discussed.
- Interpretation to parents** – use this category to record time spent in meetings where you are interpreting information for parents such as multidisciplinary evaluation team meetings and review of existing data meetings.
- Other meetings** – use this category to record other meetings not listed in the prior categories. Be sure these are described in the narrative log.

Training Received: (Professional Development) (NASP 2.10, 2.11). Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in-service training, professional reading, etc. Note. The number of PD hours that can be applied to the total is limited and must be negotiated with the university supervisor. There are three categories:

- Training at NAU** – use this category to record specific training events hosted by NAU such as conferences, round tables, brown bag discussions (this is not class time but IS a formal training event sponsored by the university).
- Training at PEA (public education agency)** – use this category to record time spent in district in-services or training events held at a district location for which the district provide attendance certificates to personnel.
- Other workshop** – use this category to record time spent in other professional conferences and workshops such as AASP convention, NASP convention, APA convention – these are paid professional workshops where continuing professional development is offered to practitioners.

Training Provided: (NASP Standard?) This category includes training you provide by yourself or in collaboration with others. There are two categories:

- In-service** – use this to record the amount of time spent in delivering an in-service to parents, teachers, other school personnel. This includes the face-to-face time spent delivering training.
- Other presentation** – use this to record the amount of time spent giving other presentations such as oral or poster presentations at state, regional or national conferences.

Supervision (NASP 3.1) includes all supervision related activities including class and/or group supervision with university supervisor as well as **Field Supervision** (NASP 3.1). Includes formal supervision provided by an appropriately credentialed professional (e.g., Certified School Psychologist, Nationally Certified School Psychologist, Counselors, Social Workers, etc.). Note. The field supervisor's signature is required on the log to verify the other activities performed and listed. There are four categories:

- Professional supervision** – use this category to record supervision in a face-to-face setting with a licensed or certified field supervisor. This includes 1:1 face-to-face hours receiving professional supervision on activities in your field experience. This may include 1:1 with your field supervisor and/or 1:1 with your university supervisor.
- Peer supervision** – use this to record time spent with doctoral student supervisors, peers/colleagues consulting on cases, may also include district psychologist meetings if the meeting is not an official in-service. This time would include you serving as a peer mentor to another such as checking and correcting another's protocol, reviewing and providing constructive feedback to peer on a report, etc.

- LEA supervision**- use this to record supervision with district or school leadership on administrative functions and issues (not case specific as that supervision comes from the field supervisor). You may not have any hours in this area as a practicum student.
- **Other** – use this to record group supervision activities such as practicum class time spent discussing cases and field work practices to guide your practicum work activities. Use this to record site visit meetings by your university supervisor.

Research and Program Evaluation (NASP 3.9). This category includes the use of statistics, research, and evaluation methods that improve services for children and families. This category can also include evaluation of research, translation of research into practice, program evaluation, and conducting a specific literature review to plan for case work. This area includes three categories:

- Dissertation/Thesis** – It is important to note that Arizona Revised Statutes do not allow the counting of dissertation/thesis hours toward the pre-doctoral internship total of 1,500 hours for licensure as a Psychologist in Arizona. Specifically pertaining to doctoral students: “That time spent fulfilling academic degree requirements such as course work applied to the doctoral degree, practicum, field laboratory, dissertation, or thesis credit is not credited toward the 1,500 hours of professional experience hours required by A.R.S. § 32-2071(D). This rule does not restrict a student from participating in activities designed to fulfill other doctoral degree requirements; however, the Board shall not credit such time toward the hours required by A.R.S. § 32-2071(D)”
- Case preparation** – use this category to record time spent doing specific, targeted literature reviews and reading to formulate a case plan. Be sure your narrative log provides explanation of time logged here.
- Other** – use this category to record time spent in program evaluation or other research activities at the school/field site. This may include preparation and analysis of data for administrative decisions, program observations for evaluation such as PBIS implementation observations, RTI systems implementation observations, etc.



College of Education

Box 5774
Flagstaff, AZ 86011

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults and others in schools.

Ed.S. in SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT

THIS AGREEMENT is entered into by and between the Arizona Board of Regents for and on behalf of Northern Arizona University, located in Flagstaff, Arizona, hereinafter referred to as “University” and _____ School District, located in _____ County, _____, hereinafter referred to as the “School District.”

The term of this Agreement shall be up to five (5) years, commencing on the effective date of _____, 2015, and may be renewed on a year-to-year basis by written agreement of the parties. The parties may revise or modify this Agreement only by a written amendment signed by both parties.

This Agreement establishes a relationship between the University and the School District, for the purpose of enabling Psychology Student Interns, who are employed by the School District, hereinafter referred to as “Interns,” to perform an internship at the School District. The internship qualifies for academic credit in accordance with the prescribed curriculum at Northern Arizona University’s College of Education, Educational Psychology Department.

SECTION I

The School District agrees to:

- A. Commit to the internship as a training experience.
- B. Provide appropriate orientation and information regarding the policies, rules and regulations of the School District to incoming Interns.
- C. Provide the Intern with the opportunity to carry out major professional functions under appropriate supervision of an On-Site Supervisor employed by the School District in a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills. The professional functions should include (but not necessarily be limited to) the following experiences:
 1. Psycho-educational assessments with a variety of age levels (i.e., pre-school through high school) and different populations (representation of the range of special education categories of services). The number of psycho-educational assessments being completed by the Intern should increase as the year progresses and be determined by joint agreement of the Intern, On-Site Supervisor, and the University Supervisor. The number of

evaluations completed by the Intern should not exceed more than two-thirds of the typical case load of fully certified school psychologists, also employed by the School District.

2. The Intern will have the opportunity to provide consultation to parents, teachers, and support personnel involved with serving the children of the School District.
 3. The Intern will have opportunities to participate in universal screening, progress monitoring and functional behavior analysis, as well as to design, implement, and evaluate instructional and behavioral interventions.
 4. The Intern will have the opportunity to engage in individual and group counseling with students as deemed appropriate by the Intern, On-Site Supervisor, and the University Supervisor.
 5. The Intern will attend and participate in staff meetings that relate to the services provided (both pre-referral and children being considered for or receiving special education services). The Intern will have the opportunity to function as the district representative when deemed appropriate by the On-Site Supervisor.
 6. The Intern will be afforded the opportunity to engage in professional development programs such as conferences, workshops, and in-services with similar district support as the other school psychologists employed by the School District. Appropriate leave time will be arranged to allow the Intern to attend professional development activities.
 7. The Intern will perform other professional functions of school psychologists that are within School District policy.
 8. The Intern will have the opportunity to interact with other Interns during the internship experience.
- D. Provide a training experience of a minimum of 1,200 supervised hours, obtained in not less than a 12-month period.
- E. Provide appropriate support for the internship experience, including:
1. Employee leave time, materials, clerical assistance, and office space that is consistent with those of other school psychologists employed by the School District.
 2. Employ a clearly designated, actively licensed/certified professional school psychologist who is responsible for the integrity and quality of the internship experience and act as On-Site Supervisor. This person shall be responsible for no more than two Interns at any given time.
 3. Provide a minimum of two hours per week of regularly scheduled, formal, face-to-face supervision with the specific intent of dealing with school psychological services rendered directly by the Intern.
 4. Assure that at least 25% of the total hours of the Intern's time involves direct client contact.

5. Assure that the Intern has scheduled and unscheduled opportunities, such as in-service meetings, conferences, etc., to interact professionally with other school psychology Interns, school psychologists, and persons from other disciplines and agencies.
 6. Designate the Intern status by the title of "Psychologist Intern".
 7. Assure that the reports completed by the Intern for consumers (consumers is defined as employees of the School District, and parents of the students), are co-signed by the On-Site Supervisor.
 8. Provide an evaluation of the Intern's experience consistent with specific training objectives bi-annually.
 9. Certify when the internship requirements have been met and provide appropriate recognition to the Intern's successful completion of the internship.
 10. Inform the University of changes in district policies, procedures, and staffing that may affect the internship experience.
- F. Be responsible for the acts and omissions of its employees and agents, including the Intern as an employee, and maintain adequate insurance (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the School District's employees and agents. The School District is not responsible for maintaining insurance to cover liability arising from the acts and omissions of the employees and agents of the University.

SECTION II

University agrees to:

- A. Certify at or before the time of arrival of the Intern:
 1. Completion of course work in scientific, applied and specialty areas, including formal assessment/diagnosis and intervention/treatment.
 2. Completion of a formal introduction to ethical and professional standards.
- B. Notify the On-Site Supervisor of any change in the Intern's status prior to the internship beginning.
- C. Assign a University Supervisor, who shall maintain an ongoing relationship with the On-Site Supervisor at the School District. The University Supervisor will make a minimum of two on-site visits (one each semester) to School District during the course of the internship.
- D. Be responsible for the acts and omissions of its employees and agents and maintains insurance coverage through the State of Arizona's Risk Management Division self-insurance program to cover liabilities arising from the acts and omissions of the University's employees, students, and agents participating under this Agreement. The University is not responsible for maintaining insurance coverage for liability arising from the acts and omissions of the School District's employees and agents including the Intern.
- E. Have the Intern read and sign the attached Appendix A, acknowledging that they understand and agree to fulfill their responsibilities as stated therein.

SECTION III

It is mutually agreed by the University and the School District that:

- A. The policies, rules, and regulations of the School District shall be applicable to the Intern, and that the School District shall inform Interns of their policies, rules, and regulations. Each Intern is expected to perform with high standards at all times and comply with all written policies, rules, and regulations of the School District.
- B. The Intern shall receive due process at the same level as other similarly-employed non-certificated employees of the School District consistent with School Board policy and applicable laws.
- C. A log of activities associated with the Intern experience will be kept and reviewed by the On-Site Supervisor on a weekly basis. Monthly summaries of the internship activities will be submitted to the University Supervisor.
- D. The Intern's competencies will be evaluated a minimum of two times during the course of the internship by the On-Site Supervisor. A professional growth plan for the Intern may be formulated based on the strengths and needs of the Intern.
- E. The University or the School District shall remove from the School District's premises and not return any Intern or University employee or representative to whom the School District makes reasonable objection in the interest of student, staff or other persons' safety and well-being. Either the University or the School District may require withdrawal or dismissal from participation at the School District of any Intern whose performance record or conduct does not justify continuance.
- F. Neither the University nor the School District is obligated to provide for the Intern's transportation to and from the School District, or for health insurance for the Intern.
- G. Each Intern must adhere to the School District's established dress and performance standards.
- H. Nothing in this Agreement is intended to modify, impair, destroy or otherwise affect any common law or statutory right to indemnity or contribution that the University may have against the School District by reason of any act or omission of the School District's employees and agents.

Miscellaneous:

- A. The University and School District recognize that student educational records are protected by the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g). FERPA permits disclosure of student "educational records" to "school officials" that have a "legitimate educational interest" in the information. The federal Family Compliance Office has recognized that institutions can designate other entities, including vendors and consultants, as "other school officials". Designated representatives

of School District will be designated as "other school officials" for purposes of this Agreement. No designated representative of the School District shall disclose student educational records it receives under this Agreement to any third party, except with the prior written consent of the student or as permitted by law. Any disclosures made by the School District will comply with the University's definition of "legitimate educational interest." School District agrees and warrants that it shall use student educational records solely to accomplish its obligations under this Agreement and solely in a manner and for purposes consistent with the terms and conditions of this Agreement and University policies and procedures. School District agrees and warrants that it shall not make any disclosures of student educational records without prior notice to and consent from the University. If any designated representative discloses or misuses any educational record, the University and/or School District will take appropriate action against the designated representative that is similar to action NAU would take against one of its employees who disclosed or misused the educational records of its students.

- B. University and School District have determined that they may be a Covered Entity under the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Student Interns shall function as part of the School District's "workforce" as defined in 45 CFR §160.103 and shall be subject to the HIPAA policies and procedures of the School District. School District shall be responsible for providing the assigned Student Interns with the appropriate training in their HIPAA policies and procedures. University shall ensure that the assigned Interns are familiar with HIPAA prior to their assignment to the School District. Any person reviewing documents shall execute a HIPAA and/or other nondisclosure agreement to protect the confidentiality of protected health information or other confidential information pertaining to client, patient, or student records.
- C. To the extent required by Arizona Revised Statutes Section 15-512, or other law, any Intern who will be present with a client and outside the supervision of a certificated School District employee shall be fingerprinted at the Intern's expense, and the results of the fingerprint check provided to the School District.
- D. The parties agree to comply with all applicable state and federal laws, rules, regulations, and executive orders governing equal employment opportunity, immigration, nondiscrimination, including the Americans with Disabilities Act.
- E. This Agreement is subject to Section 38-511 of the Arizona Revised Statutes. This Agreement may be cancelled if any person significantly involved in initiating, negotiating, securing, drafting or creating this Agreement on behalf of the University is, at any time while this Agreement or any extension thereof is in effect, an employee or agent of the other party to this Agreement in any capacity or a consultant to any other party with respect to the subject matter of this Agreement.
- F. To the extent required by Section 35-214 of the Arizona Revised Statutes, School District agrees to retain all records relating to this Agreement. School District further agrees to make those records available at all reasonable times for inspection and audit by University or the Auditor General of the State of Arizona during the term of this Agreement and for a period of five (5) years after the completion of this Agreement. The records shall be provided at Northern Arizona University, Flagstaff, Arizona, or another location designated by University upon reasonable notice to the School District.

- G. Pursuant to Section 12-1518 of the Arizona Revised Statutes, the parties acknowledge and agree that they may be required to make use of mandatory arbitration of any legal action that is filed in the Arizona Superior Court concerning a controversy arising out of this Agreement if required by Section 12-133 of the Arizona Revised Statutes.
- H. The parties agree to work cooperatively and in good faith to resolve any disputes that may arise under this Agreement.
- I. Any other provision of this Agreement to the contrary notwithstanding, the parties acknowledge that Northern Arizona University is a public institution, and as such is subject to Title 39, Chapter 1, Article 2 of the Arizona Revised Statutes (Sections 39-121 through 39-127). Any provision regarding confidentiality is limited to the extent necessary to comply with the provisions of state law.
- J. If the University's performance under this Agreement depends upon the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then the University may provide written notice of this to School District and cancel this Agreement without further obligation of the University. Appropriation is a legislative act and is beyond the control of the University.
- K. Except as otherwise agreed in writing, School District acknowledges that its relationship with the University is limited to the student internship contemplated herein. School District shall not make any representations stating or implying that the parties engage in broader transactions or that the University is otherwise associated with the School District without first obtaining express written permission from the University. In addition, School District shall not use any trade name, trademark, service mark, logo, domain name, and any other distinctive brand feature owned or used by the University without prior written authorization from the University.
- L. This Agreement constitutes the entire agreement and understanding of the parties with respect to its subject matter. No prior or contemporaneous agreement or understanding will be effective.
- M. If any section, paragraph, subdivision, clause, sentence or phrase of this policy shall for any reason be held illegal or unenforceable, such decision shall not affect the validity of the remaining portions of the Agreement. If any provision of this Agreement contains an ambiguity, which may be construed as either valid or invalid, the valid construction shall prevail.

NOTICES

Any notice required or permitted hereunder shall be in writing and shall be deemed given if delivered in person or three days after mailing by United States registered or certified mail, postage prepaid, and addressed as follows:

To School District:

To the University:

Robert A. Horn, Ph.D.
Associate Professor and Chair
Educational Psychology
Northern Arizona University
PO Box 5774
Flagstaff, AZ 86011
928-523-0362
Fax 928-523-9284

The individuals signing below represent and warrant that they are duly authorized to execute and deliver this Agreement on behalf of the University and the School District, respectively.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives.

District Representative

**Arizona Board of Regents for and on
behalf of Northern Arizona University**

Date

Dean _____
Date

AGREEMENT APPENDIX
STUDENT INTERN RESPONSIBILITY STATEMENT

Student Intern:

Complete Address:

School District:

Complete Address:

Dates of Internship:

Primary On-Site Supervisor:

Secondary On-Site Supervisor:

University Supervisor:

This Acknowledgment is made by the Student Intern identified below to acknowledge certain duties and responsibilities with regard to his/her participation in the internship.

DUTIES AND RESPONSIBILITIES OF INTERN

1. The Student Intern will complete and be responsible for the cost of providing all health forms and certificates requested by the School District.
2. The Student Intern will comply with all applicable policies, procedures, and rules of the School District, and the University.
3. The Student Intern will participate in orientation, required mandatory education, and skill training as required by the School District.
4. The Student Intern will demonstrate professional behavior appropriate to the environment, including adhering to professional dress code, and maintaining high standards of patient care.
5. The Student Intern will follow the policies, rules, and regulations of the School District, including HIPPA requirements regarding confidentiality of protected health information or other confidential information pertaining to client and patient records.
6. The Student Intern will at all times conduct himself/herself, both at the School District and outside normal business hours, in a personally and professionally ethical manner.

COMPETENCY EVALUATION OF FIELD EXPERIENCE



COMPETENCY EVALUATION OF FIELD EXPERIENCE SCHOOL PSYCHOLOGY PROGRAM

Practicum Candidate/Intern: _____ Fall/Spring (circle) Year _____

Field Supervisor: _____ NAU Supervisor _____

Field Experience: _____ Practicum _____ Internship _____ Doctoral Practicum _____ Doctoral Internship

Field Placement: District _____ School(s) _____

Instructions

This evaluation aligns with the Domains of Practice from the National Association of School Psychologists. We strongly suggest using those statements to provide context for completing your evaluation. This form requires both the self-evaluation of the NAU trainee or intern and evaluation by the field-based supervisor.

Practicum Candidate/Intern Instructions:

1. Provide a brief summary of this semester's activities in each of the program areas.
2. Provide a self-evaluation of your competency development in each area, with commentary.
3. Discuss your self-evaluation with your field supervisor; obtain field supervisor's evaluation.
4. **Make copies for yourself, your field supervisor, and your university supervisor; Submit original to the Program Office to be placed in your cumulative file.**

Field Supervisor Instructions

- Review the Practicum Candidate/intern self-evaluation and discuss with her/him.
- Provide your evaluation of the trainee/intern's competency development.
- Please provide comments in support of your evaluation, especially if you have concerns or commendations, or if your evaluation differs from the trainee/intern's self-evaluation.

COMPETENCY EVALUATION OF FIELD EXPERIENCE

We recognize that professional competencies are developed over time and across multiple settings. The rating is comparing the student to what you expect based on end of internship (End of the program) competency.

Evaluation of Competency Development compared to the END of the Program (End of Internship)

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
1	Minimal	little to no experience and is in need of direct supervised assistance
2	Adequate	requires some direct assistance in this area
3	Emerging	requires minimal supervision, but no direct assistance
4	Entry	requires occasional supervision/consultation
5	Professional	can independently demonstrate the skill with no supervision

A rating of “1” represents an area of significant concern suggesting that remediation is needed if the candidate is in the internship year. Ratings in this range are acceptable for beginning practicum. A specific plan for development of competency (at adequate) should be discussed and implemented. The possibility of a Professional Growth Plan should be discussed, however, an informal plan is more common. The area of concern should be discussed mid-semester in the Spring to determine if progress has been shown. A rating of “1” at the end of practicum or internship will be discussed with all supervisors and the candidate to determine how to effectively move student forward. Repeat of semester of field placement may be necessary in some cases if concerns are broad. Practicum students are expected to achieve level 2 by the end of practicum.

A rating of “2” during the Fall semester is an opportunity for growth for an intern. A rating of 2 in first semester of practicum for a practicum student is the target. The candidate skill level is considered to be likely to improve with additional experience and supervision. A rating of “2” should be discussed by the site supervisor, university supervisor and candidate if the candidate is an intern. An informal plan should be made to address areas of weakness or opportunities needed to achieve ratings of “3” by the end of internship.

A minimum average passing rating per section at the end of practicum is a “2” and by the end of internship is a “3.”

“No opportunities” should be rated sparingly as supervisors and students are encouraged to discuss issues within supervision to an extent that will allow supervisor to provide a judgement of student knowledge and skill.

These written evaluations are extremely important and must be submitted prior to obtaining a grade for the field experience this semester.

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.1

Data Based Decision Making & Accountability

Development of skills and habits in seeking and applying theoretical and research knowledge, including accessing and applying scientific knowledge bases

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating
Fluency with relevant theories of cognitive abilities and tests as evidenced in discussions and report writing	1 2 3 4 5 NO	1 2 3 4 5 NO
Administration & scoring of standardized achievement & IQ tests	1 2 3 4 5 NO	1 2 3 4 5 NO
Clearly and accurately defines student referral problems before conducting evaluations	1 2 3 4 5 NO	1 2 3 4 5 NO
Chooses appropriate assessment techniques relevant to a specific referral issue	1 2 3 4 5 NO	1 2 3 4 5 NO
Effectively communicates assessment results to consumers (teachers, staff, parents, outside agencies)	1 2 3 4 5 NO	1 2 3 4 5 NO
Considers social/academic/psychological/environmental/cultural factors when making diagnostic or intervention decisions	1 2 3 4 5 NO	1 2 3 4 5 NO
Interpretation of test data in professionally written format that integrates evaluation information	1 2 3 4 5 NO	1 2 3 4 5 NO
Behavioral assessment: Observation skills	1 2 3 4 5 NO	1 2 3 4 5 NO
Behavioral assessment: Behavior rating scales and social/emotional tests administered and scored	1 2 3 4 5 NO	1 2 3 4 5 NO
Adequately completes and interprets Functional Behavioral Assessments	1 2 3 4 5 NO	1 2 3 4 5 NO
Universal screening: CBM, DIBELS, other agency specific screenings	1 2 3 4 5 NO	1 2 3 4 5 NO
Integrates assessment data into well thought out recommendations linked to assessment results	1 2 3 4 5 NO	1 2 3 4 5 NO
Graphs progress monitoring data and makes decisions using research validated procedures	1 2 3 4 5 NO	1 2 3 4 5 NO

Briefly describe activities:

Comments (Trainee/Intern):

Supervisor's Comments:

NASP Domain 2.2

COMPETENCY EVALUATION OF FIELD EXPERIENCE

Consultation & Collaboration

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating
Interpersonal communication skills related to the development and facilitation of consultative and collaborative relationships (listening, empathy, paraphrasing)	1 2 3 4 5 NO	1 2 3 4 5 NO
Works collaboratively with others for school-based problem-solving	1 2 3 4 5 NO	1 2 3 4 5 NO
Conveys information effectively in writing	1 2 3 4 5 NO	1 2 3 4 5 NO
Conveys information effectively in speaking	1 2 3 4 5 NO	1 2 3 4 5 NO
Works effectively with school teams	1 2 3 4 5 NO	1 2 3 4 5 NO
Is able to effectively use various consultation models and processes in school settings	1 2 3 4 5 NO	1 2 3 4 5 NO
Implements effective systematic consultation process in school settings	1 2 3 4 5 NO	1 2 3 4 5 NO

Briefly describe activities:

Comments (Trainee/Intern):

Supervisor's Comments:

NASP Domain 2.3 Academic Interventions & Instruction

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Competencies	Self-Evaluation	Supervisor Evaluation
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COMPETENCY EVALUATION OF FIELD EXPERIENCE

	Circle rating						Circle rating					
Articulates and is able to work within existing intervention systems in schools	1	2	3	4	5	NO	1	2	3	4	5	NO
Identifies research-based and evidence-based academic interventions	1	2	3	4	5	NO	1	2	3	4	5	NO
Evaluates instruction/intervention for effectiveness using data and graphing techniques	1	2	3	4	5	NO	1	2	3	4	5	NO
Evaluates effective instructional strategies for student engagement	1	2	3	4	5	NO	1	2	3	4	5	NO
Delivers and/or monitors instruction and intervention for fidelity	1	2	3	4	5	NO	1	2	3	4	5	NO
Is able to demonstrate effective assessment of motivational factors in CBM and academic performance	1	2	3	4	5	NO	1	2	3	4	5	NO
Communicates with school teams regarding effective instructional practices	1	2	3	4	5	NO	1	2	3	4	5	NO

Briefly describe activities:

Comments (Trainee/Intern):

Supervisor's Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.4
Interventions for Social, Behavior & Mental Health Services

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating
Demonstrates effective communication with teams in recommendations of research-based and evidence-based social/behavioral interventions	1 2 3 4 5 NO	1 2 3 4 5 NO
Develops social and behavioral interventions based on FBA data	1 2 3 4 5 NO	1 2 3 4 5 NO
Evaluates social/behavioral intervention effectiveness using data and graphing techniques	1 2 3 4 5 NO	1 2 3 4 5 NO
Monitors social and behavioral interventions for fidelity	1 2 3 4 5 NO	1 2 3 4 5 NO
Models/implements social/behavioral interventions with integrity	1 2 3 4 5 NO	1 2 3 4 5 NO
Effectively communicates knowledge of typical and atypical development in various settings with staff and parents	1 2 3 4 5 NO	1 2 3 4 5 NO
Develops counseling plans to address student needs	1 2 3 4 5 NO	1 2 3 4 5 NO
Understands local resources available to meet student and family needs in the area of mental health	1 2 3 4 5 NO	1 2 3 4 5 NO

Briefly describe activities:

Comments (Trainee/Intern):

Supervisor's Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.5 School-wide Practices to Promote Learning

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating
Candidate utilizes knowledge of the school’s Multi-Tiered Support Systems in school-based service delivery	1 2 3 4 5 NO	1 2 3 4 5 NO
Problem solves with school teams regarding organizational/school-wide practices that enhance or impede student learning	1 2 3 4 5 NO	1 2 3 4 5 NO
Models and facilitates practices for positive school climate	1 2 3 4 5 NO	1 2 3 4 5 NO
Candidate consistently utilizes a PBIS philosophy in interactions and intervention planning	1 2 3 4 5 NO	1 2 3 4 5 NO
Develops and/or delivers training activities for staff and parents	1 2 3 4 5 NO	1 2 3 4 5 NO

Briefly describe activities:

Comments (Trainee/Intern):

Supervisor’s Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.6 Preventive & Responsive Services

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating
Effectively identifies typical or atypical features of child & adolescent development to facilitate case problem solving	1 2 3 4 5 NO	1 2 3 4 5 NO
Effectively identifies risk factors associated with conduct & other disorders and guide team discussion related to intervention	1 2 3 4 5 NO	1 2 3 4 5 NO
Identifies and/or recommends additional prevention and risk reduction programs to assist school teams (examples may be: Bully-Proofing your School, Second Step, Wilson Reading Programs)	1 2 3 4 5 NO	1 2 3 4 5 NO
Responds to crisis situations in the school setting (may rate as NO = no opportunity)	1 2 3 4 5 NO	1 2 3 4 5 NO
Identifies student needs (which Tier) for academic and behavioral and social-emotional support	1 2 3 4 5 NO	1 2 3 4 5 NO

Briefly describe activities:

Comments (Trainee/Intern):

Supervisor's Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.7
Family-School Collaboration

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating
Applies understanding of family characteristics and practices and their influence on development and behavior in case work	1 2 3 4 5 NO	1 2 3 4 5 NO
Promoting home-school collaboration permeates candidates school-based service delivery	1 2 3 4 5 NO	1 2 3 4 5 NO
Engages parents in interactions relative to children’s intervention needs and education process	1 2 3 4 5 NO	1 2 3 4 5 NO
Displays empathy and a supportive stance in interactions with families in the course of school-based service delivery	1 2 3 4 5 NO	1 2 3 4 5 NO
During supervision candidate effectively communicates how diversity may (or may not) influence their course of action in case work	1 2 3 4 5 NO	1 2 3 4 5 NO

Briefly describe activities:

Comments (Trainee/Intern):

Supervisor’s Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.8
Student Diversity in Development and Learning

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating
Guides discussions of issues related to dimensions of diversity in school-team activities	1 2 3 4 5 NO	1 2 3 4 5 NO
Incorporates knowledge of second-language acquisition in case consultation and evaluation	1 2 3 4 5 NO	1 2 3 4 5 NO
Candidate affirms student’s racial, cultural, socio-economic status, gender, ethnic, sexual orientation, religious, ability, and disability identification	1 2 3 4 5 NO	1 2 3 4 5 NO
Accommodates diversity in assessment and intervention, interaction with students, staff, families	1 2 3 4 5 NO	1 2 3 4 5 NO
Demonstrates multicultural sensitivity/responsiveness to ethnically, culturally, and racially different individuals (for example, judgment of eye contact with Native American individuals)	1 2 3 4 5 NO	1 2 3 4 5 NO

Briefly describe activities:

Comments (Trainee/Intern):

Supervisor’s Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.9 Research and Program Evaluation

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating
Candidate reads and interprets peer-reviewed journal articles from the field	1 2 3 4 5 NO	1 2 3 4 5 NO
Candidate uses quantitative methods to evaluate research data	1 2 3 4 5 NO	1 2 3 4 5 NO
Implements research design methods for research in school psychology	1 2 3 4 5 NO	1 2 3 4 5 NO
Assists school staff apply methods of program evaluation	1 2 3 4 5 NO	1 2 3 4 5 NO
Utilizes single-subject design methods in school setting	1 2 3 4 5 NO	1 2 3 4 5 NO

Briefly describe activities:

Comments (Trainee/Intern):

Supervisor's Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.10 Legal, Ethical, & Professional Practice

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Briefly describe activities:

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating
Engages in legal and ethical principles relevant to cases	1 2 3 4 5 NO	1 2 3 4 5 NO
Knows/is able to apply laws regarding special education	1 2 3 4 5 NO	1 2 3 4 5 NO
Participates in professional development activities	1 2 3 4 5 NO	1 2 3 4 5 NO
Persists in task completion with minimal oversight	1 2 3 4 5 NO	1 2 3 4 5 NO
Accepts responsibility for work and for choices	1 2 3 4 5 NO	1 2 3 4 5 NO
Adheres to institutional policies governing dress, attendance, punctuality, etc.	1 2 3 4 5 NO	1 2 3 4 5 NO
Candidate is organized in work	1 2 3 4 5 NO	1 2 3 4 5 NO
Awareness of personal strengths & weaknesses for example: actively uses self-evaluation and self-reflection to promote professional growth; seeks out training or feedback to ensure skill competency	1 2 3 4 5 NO	1 2 3 4 5 NO
Displays appropriate personal adjustment professionally & personally by reacting well and displaying patience in ambiguous or difficult situations	1 2 3 4 5 NO	1 2 3 4 5 NO
Ability to work cooperatively with others by actively expressing ideas and questions, listening with openness to ideas and thoughts expressed by others	1 2 3 4 5 NO	1 2 3 4 5 NO
Openness to Change, example: Responds well to feedback	1 2 3 4 5 NO	1 2 3 4 5 NO
Ability to work with individuals from diverse backgrounds	1 2 3 4 5 NO	1 2 3 4 5 NO
Candidate is timely with assignments and meetings	1 2 3 4 5 NO	1 2 3 4 5 NO
DOCTORAL PRACTICUM: Engages in supervision and mentoring activities with candidates from EPS675	1 2 3 4 5 NO	1 2 3 4 5 NO
DOCTORAL PRACTICUM: Forms productive relationship with supervisees and reflects on experiences during 741 supervision	1 2 3 4 5 NO	1 2 3 4 5 NO

Comments (Trainee/Intern):

Supervisor's Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

PROFESSIONAL INTERPERSONAL DISPOSITIONS

PLEASE RATE THE CANDIDATE’S PROFESSIONAL INTERPERSONAL DISPOSITIONS USING THE FOLLOWING SCALE:

RATINGS:

1	Unacceptable
2	Emerging Skill
3	Acceptable

Dispositions Critical to the Practice of School Psychology:

Disposition Rating	Self-Evaluation				Supervisor’s Evaluation			
	1	2	3		1	2	3	
Demonstrates positive interpersonal skills								
Establishes rapport and effectively interacts with students								
Establishes rapport and effectively interacts with parents								
Establishes rapport and effectively interacts with school staff								
Exhibits punctuality in all areas								
Uses sound, practical judgment								
Dresses appropriately								
Learns from feedback or criticism								
Candidate is organized in work								
Accepts and respects cultural diversity								
Assumes responsibility for personal/professional actions								
Aware of personal strengths and weaknesses								
Ability to work cooperatively with others by actively expressing ideas and questions, listening with openness to ideas and thoughts expressed by others.								
Openness to Change, example: Responds well to feedback								
Persists in task completion with minimal oversight								

Comments Intern/Trainee:

Supervisor’s Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

SUMMARY: OVERALL DEVELOPMENT

Trainee/Intern Self-Evaluation	Supervisor's Evaluation
Areas of Strength	Areas of Strength
Areas to Target for Growth	Areas to Target for Growth

COMPETENCY EVALUATION OF FIELD EXPERIENCE

<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="display: flex; justify-content: space-between;">Student SignatureDate</div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="display: flex; justify-content: space-between;">Field Supervisor SignatureDate</div>
--	---

Supervisor: Please indicate your recommendation for this individual's next phase of experience:

<u>Fall Semester [for Spring]</u> _____	<u>Spring Semester [for Next Year]</u> _____
<input type="checkbox"/> continue in this phase of field experience as planned	<input type="checkbox"/> advance to next phase of field experience as planned
<input type="checkbox"/> continue in internship as planned	<input type="checkbox"/> ready to advance to full-time internship
	<input type="checkbox"/> ready to work as a credentialed school psychologist
<input type="checkbox"/> OTHER: Please call, phone number(s) _____	

COMPETENCY EVALUATION OF FIELD EXPERIENCE

Intern Evaluation of School Supervisor

College of Education
Educational Psychology
Supervised Internship Experiences
Intern Evaluation of School Supervisor

Student Intern: _____ **Academic Program:** _____

School Supervisor: _____

School: _____ **Semester/Year** _____

DIRECTIONS: The intern is to complete this evaluation form at the end of the internship. The original completed form is given to the Faculty Supervisor and a copy is given to the School Supervisor.

	Below Ave.	Average	Above Ave.
1. Provided me with an orientation & understanding of the school.	1 2	3 4	5 6
2. Gave time & energy in supervising.	1 2	3 4	5 6
3. Accepted & respected me as a person.	1 2	3 4	5 6
4. Provided useful feed-back relative to my strengths & weaknesses.	1 2	3 4	5 6
5. Taught me new professional approaches in working with clients.	1 2	3 4	5 6
6. Helped me to identify & achieve work goals.	1 2	3 4	5 6
7. Was consistent & flexible in supervision.	1 2	3 4	5 6
8. Encouraged me to engage in professional behavior.	1 2	3 4	5 6
9. Provided clarifications & resource information upon request.	1 2	3 4	5 6
10. Explained and applied criteria fairly in evaluating my performance.	1 2	3 4	5 6

Additional Comments or Suggestions

Intern Signature _____ Date _____

School Supervisor Signature _____ Date _____

COMPETENCY EVALUATION OF FIELD EXPERIENCE

Intern Evaluation of School Site

Northern Arizona University
College of Education
Educational Psychology
Supervised Internship Experiences
Intern Evaluation of School Site

Student Intern: _____ **Academic Program:** _____

School: _____ **Semester/Year:** _____

DIRECTIONS: The intern is to complete this evaluation form at the end of the internship. The original completed form is given to the Faculty Supervisor and a copy is given to the School Supervisor.

	Below Ave.	Average	Above Ave.
1. Relevance of experience to career goals.	1 2	3 4	5 6
2. Exposure to program policies & procedures.	1 2	3 4	5 6
3. Exposure to professional roles & functions within the program.	1 2	3 4	5 6
4. Exposure to inter-school partnerships.	1 2	3 4	5 6
5. Exposure to an atmosphere that promotes cooperation & team-work.	1 2	3 4	5 6
6. Overall evaluation of site.	1 2	3 4	5 6

Strengths of the Site

Areas that Could be Improved at the Site

Intern Signature _____ Date _____

School Supervisor Signature _____ Date _____

COMPETENCY EVALUATION OF FIELD EXPERIENCE

Intern Evaluation of Faculty Supervisor

Northern Arizona University
College of Education
Educational Psychology
Supervised Internship Experiences
Intern Evaluation of Faculty Supervisor

Student Intern: _____ **Academic Program:** _____

Faculty Supervisor: _____

School: _____ **Semester/Year** _____

DIRECTIONS: The intern is to complete this evaluation form at the end of the internship. The original completed form is sent to the Department Chair, Educational Psychology, COE 5774, NAU, Flagstaff, AZ 86011.

	Below Ave.	Average	Above Ave.
1. Provided me with an understanding of the procedures of the internship.	1 2	3 4	5 6
2. Was available to answer questions.	1 2	3 4	5 6
3. Accepted & respected me as a person.	1 2	3 4	5 6
4. Facilitated a process that provided me with feed-back about my strengths & weaknesses.	1 2	3 4	5 6
5. Was consistent & flexible in supervision.	1 2	3 4	5 6
6. Encouraged me to engage in professional behavior.	1 2	3 4	5 6
7. Provided clarifications & resource information upon request.	1 2	3 4	5 6
8. Facilitated the application of criteria in evaluating my performance fairly.	1 2	3 4	5 6

Additional Comments or Suggestions

Intern Signature _____ Date _____

Chair Signature _____ Date _____

MID-YEAR CONTINUING STUDENT EVALUATION FORM



Department of Educational Psychology

Continuing Student Evaluation Form (mid-year)

During each semester following a student's admission to an Educational Psychology program, the respective EPS Faculty Committee will evaluate the student's progress in the program based upon the criteria identified below. If a student exhibits a weakness (rating of needs improvement or unacceptable) in any of the criteria, the student's advisor and student, in consultation with the Educational Psychology Chair, will develop a Professional Growth Plan (PGP) to remediate the weakness. The advisor will evaluate and report to the Chair and/or Program Committee successful completion of the PGP by the student. If the Advisor and the Chair and/or Program Committee determine that the student has met the objectives, activities, and timelines of the PGP, he or she can continue in the program. If the student has not met completed the PGP successfully, the advisor reports to the Chair and the Program Committee who will then make the determination that the student has not met the objectives, activities, and timelines of the PGP. If it is determined that the student has not met the objectives, activities, and timelines of the PGP, he or she will be denied continuance in the program. More details on grievance procedures and appeals are available at www.coe.nau.edu/academics/eps.

Student: _____ **Year in Program:** _____

Program: M.A. Counseling M.Ed. School Counseling Ed.S. School Psychology M.Ed. Student Affairs
 Ph.D. Counseling Psychology Ph.D. School Psychology

Advisor: _____ **Evaluation Date:** _____

Cumulative GPA: _____ **Cumulative Hours:** _____

Will student be rated this semester?: YES NO

If NO, please state reason: _____

Please rate this student on the following dimensions

A. Academic Aptitude

	Presently Unacceptable	Needs Improvement	Competent	Excellent	Outstanding	Haven't Observed
1. Writing Skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
2. Speaking Ability	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
3. Research Skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
4. Assessment Skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
5. Quantitative Skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

6. Content Knowledge	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
7. Technological Skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

B. Professional Skill Development

	Presently Unacceptable	Needs Improvement	Competent	Excellent	Outstanding	Haven't Observed
1. Working with Individuals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
2. Working with Groups	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
3. Leadership & Persuasive	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
4. Teaching & Presentation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

C. Goals & Objectives

	Presently Unacceptable	Needs Improvement	Competent	Excellent	Outstanding	Haven't Observed
1. Student Goals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
2. Desire to Achieve	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
3. Potential to Complete Program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

D. Professional and Personal Characteristics Relevant to Training

	Presently Unacceptable	Needs Improvement	Competent	Excellent	Outstanding	Haven't Observed
1. Openness to Change	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
2. Awareness of Personal Strengths & Weaknesses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
3. Displays Appropriate Personal Adjustment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

For Students in the School or Counseling Programs:
Group Experience Completed ___YES ___NO Form Submitted to Dept. ___YES ___NO

Professionally & Personally						
4. Ability to Work Cooperatively with Others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
5. Ability to Work with Individuals from Diverse Backgrounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
6. Professional & Ethical Behaviors	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
7. Displays Interpersonal Behavior that is not Disruptful/Injurious to Students, Faculty, Classes & Program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

Overall Strengths: _____

Overall Weaknesses: _____

*If student is in the second year and has not completed the group experience, please formulate PGP with specific timelines.

PGP Plan (check one) **YES** **NO** (If yes, please attach plan to evaluation form)

School Psychology Comprehensive Annual Continuing Student Progress Form

At the end of each year of study following a student's admission to the School Psychology program, the School Psychology Faculty Committee, with the student's participation and input, will evaluate the student's progress in the program based upon the criteria identified below. If a student exhibits an unacceptable weakness (rating of needs further development) in any of the criteria, the student's advisor and student, in consultation with the Educational Psychology Chair, will develop a Professional Growth Plan (PGP) to remediate the weakness. The advisor will evaluate and report to the Chair and/or Program Committee successful completion of the PGP by the student. If the Advisor and the Chair and/or Program Committee determine that the student has met the objectives, activities, and timelines of the PGP, he or she can continue in the program. If the student has not met/completed the PGP successfully, the advisor reports to the Chair and the Program Committee who will then make the determination that the student has not met the objectives, activities, and timelines of the PGP. If it is determined that the student has not met the objectives, activities, and timelines of the PGP, he or she will be denied continuance in the program.

Process for Completion of the Review: As the student approaches the end of the first year of study, the Advisor will meet with the student and provide guidance and direction for the student complete Part 2 *Program Activities* section and Part 3 *Self-Ratings/comments* sections. Once the student submits completed Parts 2 and 3 to Advisor, the Advisor schedules the Faculty Committee review. The Faculty Committee reviews all parts and provides ratings and additional comments. The Faculty Committee determines conclusion. The Advisor meets with candidate to review results and discuss actions. The Advisor schedules Professional Growth Plan meeting with Department Chair and Student if needed. Advisor submits completed evaluation to student file. **Part 3: Self-Ratings is completed by the student only during the evaluation(s) prior to entering practicum. Once in practicum, student self-ratings are completed at the training site on the practicum/intern evaluation instrument.*

PART 1: Program Status to be completed by advisor

Name (Last, First, MI): _____ **Year in Program:** _____

Program: Ed.S. School Psychology **Year Started Program:** _____

Date of Review: [Click here to enter a date.](#)

Total earned credits towards EdS degree: _____ (72 credits total)

Is the student on target with the Program of Studies? Choose an item.

Cumulative GPA: _____ **Acceptable for program continuation?** Choose an item.

NAU School Psychology Year 1 Exam: Choose an item.

NAU Pre-Internship Competency Exam: Choose an item.

Current Funding: Choose an item.

Advisor's Name: _____ **Evaluation Date:** [Click here to enter a date.](#)

Will student be rated this semester? Choose an item.

If NO, please state reason: _____

PART 2: Program Activities to be completed by student

List Courses completed and grades obtained this year:

Summer	Grade	Fall _____	Grade	Spring _____	Grade
Course		Course		Course	
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Field-Based Experiences during this evaluation period (leave blank if no field experiences):

School-Based Practicum Site #1 District: _____ Name of School _____

Course _____ Grade Level: Choose an item.

School-Based Supervisor: _____

Semester/Year Started and Ended: _____

Number of Hours Completed (to date): _____

School-Based Practicum Site #2 District: _____ Name of School _____

Course _____ Grade Level: Choose an item.

School-Based Supervisor: _____

Semester/Year Started and Ended: _____
Number of Hours Completed (to date): _____

Internship Site/District: _____ Name of School(s): _____

Type of Setting: _____

Course _____ Grade Level: Choose an item.

Internship work plan: Choose an item.

Funded: Choose an item.

Site Supervisor: _____

Year Started and Ended: _____

Number of Hours Completed (to date): _____

APPIC or APA-accredited site: Choose an item.

Professional Activities during this evaluation period:

Member of Professional Organization: Choose an item.

If YES, check all that apply: AASP NASP AzPA APA CEC AERA Other: _____

Number of Oral and/or Poster Presentations at conferences: _____

Number of regional/state conferences attended: _____

If YES, list all conferences attended: _____

Number of national conferences attended: _____

If YES, list all conferences attended: _____

Teaching Experience (at the college or university level): Choose an item.

If yes, list courses taught: _____

Research Experiences during this evaluation period:

Involved in faculty research: Choose an item.

Conducted student-initiated research in which an IRB was submitted: Choose an item.

Received grants for student research: Choose an item.

Comments/Descriptions: _____

PART 3: PROGRESS RATINGS

Faculty Committee Members Providing Ratings and Progress Review: _____

Developmental Path of Acquiring Competence

NAU School Psychology faculty recognizes that competencies are acquired at different rates.

Basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected at a competent professional level within the first year of training. *The differences in rate of skill development are reflected in the level of competence expected at the conclusion of practicum training (EPS 675).* For example, in the Consultation and Collaboration Section below, “Interpersonal communication skills (listening, empathy, paraphrasing).” is expected to be at the Competent or Exemplary level by the end of the practicum, since these skills are basic or foundational clinical skills; in the Data-Based Decision Making Section below, “Development of skills and habits in seeking and applying theoretical and research knowledge, including accessing and applying scientific knowledge bases in a school setting” is expected to be at the Emerging level at the end of practicum, since these skills will be a focus of considerable work in the internship year.

Please rate this student on the following dimensions using these performance definitions.

Exemplary - Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.

Candidate shows outstanding ability, initiative, and adaptability.

Acceptable/Proficient - Competence is assessed to be acceptable and proficient; only a minimal need for supervision.

Emerging - Competence is currently considered below average and requires supervision. Supervision and experience are expected to develop the skill. Candidates at the emerging level of competence have gained some skills, but are still considered below average. With additional supervision and experience, Candidate is expected to develop necessary skills.

Needs Further Development - Competence is considered to be in need of further development and training. Candidate has limited knowledge and understanding of skills and competencies. Candidate is not able to perform activity satisfactorily or seems to lack basic professional maturation in area.

Data-based decision making (NASP 2.1)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)
Development of skills and habits in seeking and applying theoretical and research knowledge, including accessing and applying scientific knowledge bases in a school setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of relevant theories of cognitive abilities and tests (EPS 664, 673)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration & scoring standardized achievement & IQ tests (EPS 673, 674, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly and accurately defines student referral problems before conducting Evaluations. (EPS 675 – not rated until year 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chooses appropriate assessment techniques relevant to a specific referral issue. (EPS 675 – not rated until year 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considers social/academic/psychological/environmental/cultural factors when making diagnostic or intervention decisions. (EPS 673, 674, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpretation of test data in professionally written format that integrates evaluation information. (EPS 664, 673, 674, 738, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral assessment: Observation skills (year 1 test behavior observations EPS 673, 674, year 2 addition of school and classroom observations EPS 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral assessment: Behavior rating scales and social/emotional tests administered and scored (EPS 738, 607, 675) (may not be rated until year 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universal screening: CBM, DIBELS (EPS 607, 674, 675) (may not be rated until year 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrate assessment data into well thought out recommendations linked to assessment results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Consultation & Collaboration (NASP 2.2)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)
Interpersonal communication skills (listening, empathy, paraphrasing) (EPS 660, 671, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works collaboratively with others (observation in all courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conveys information effectively in writing (observation in all courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conveys information effectively in speaking (observation in all courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of effective school teams (EPS 604, 671, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates effective “counseling process” skills (EPS 660, 671, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of consultation models and process for school settings (EPS 604, 671, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements effective systematic consultation process in school settings (EPS 675) Not rated until Year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Academic interventions & instruction (NASP 2.3)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)
Demonstrates knowledge of the history and evolution of RtI in school psychology. (EPS 604, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies research-based and evidence-based academic interventions (EPS 673, 674, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates intervention effectiveness using data and graphing techniques (EPS 607, 675) Not rated until year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge and skills for monitoring and implementing academic interventions with integrity & observes interventions for integrity (EPS 607, 675) Not rated until year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge and assessment skills of motivational factors in CBM and academic performance (EPS 605, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of effective instructional practices (EPS 605, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Interventions for social behavior & mental health services (NASP 2.4)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)
Demonstrates knowledge of research-based and evidence-based social/behavioral interventions (EPS 738, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates social/behavioral intervention effectiveness using data and graphing techniques (EPS 607, 675) Not rated until year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge and skills for monitoring and implementing social/behavioral interventions with integrity & observes interventions for integrity (EPS 607, 675) Not rated until year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of typical and atypical development (EPS 580, 640, 738, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops counseling plans to address student needs (EPS 622, 675) Not rated until student has completed EPS 622	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

School-wide Practices to Promote Learning (NASP 2.5)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)
Describes institutional/school or district wide practices that influence group behavior (EPS 604, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of organizational/school-wide practices that enhance or impede student learning (EPS 604, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of practices for positive school climate (EPS 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of effective disciplinary practices (EPS 606, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops training activities for staff and parents (EPS 607, 675) Not rated until year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Preventive & Responsive Services (NASP 2.6)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)
Demonstrates knowledge of typical features of child & adolescent development (EPS 580, 640)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of atypical features of child & adolescent development (EPS 580, 591, 640, 738)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows risk factors associated with conduct & other disorders (EPS 580, 738, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledgeable of prevention & risk reduction programs (EPS 604, 607, 738, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge and skills for response to crisis situations (EPS 604, 669, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of multi-tiered academic and social/behavioral services for various levels of risk in the school setting (EPS 604, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Family-School Collaboration (NASP 2.7)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)
Understands how characteristics of families and family-school interaction can impact children’s develop. (EPS 604, 607, 738, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has knowledge of family systems and their influence on children’s characteristics. (EPS 604, 622, 669, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of multi-tiered academic and social/behavioral services for various levels of risk in the school setting (EPS 601, 604, 607, 622, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has knowledge of evidence-based practices that promote collaboration and partnership between families, schools, and community agencies. (EPS 601, 622, 669)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the use of consultation techniques that improve family functioning and promote children’s learning. (EPS 604, 607, 622)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Student diversity in development & learning (NASP 2.8)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)
Describes issues related to dimensions of diversity (EPS 601, 604, 580, 591, 605, 660, 673, 674, 738, 607, 675; ESE 548)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates and uses knowledge of social bases of behavior and learning (example, behavioral theory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies occurrence & impact of institutional bias (EPS 604, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accommodates diversity in assessment and intervention, interaction with students, staff, families (EPS 673, 674, 738, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals. (EPS 604, 580, 591, 605, 660, 673, 674, 738, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Research and Program Evaluation (NASP 2.9)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)
Candidate reads and interprets peer-reviewed journal articles from the field (EPS 604, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidate demonstrates knowledge and application of quantitative methods to evaluate research data (EPS 625, 725)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of research design methods for research in school psychology (EDR 610, 767, 720)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of methods of program evaluation (EDR 610, 720, 767, EPS 599)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge about single-subject design methods (EDR 610, EPS 607)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Legal, Ethical, & Professional Practice (NASP 2.10)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)	Not Applicable	Needs Further Development (1)	Emerging (2)	Acceptable/Competent (3)	Exemplary (4)
Understands and applies legal/ethical principles relevant to schools (EPS 604, 670, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows/is able to apply laws regarding special education (ESE 548, EPS 604, 607, 675)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in professional development activities (AASP, NASP, AzPA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persists in task completion with minimal oversight (observed in all courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts responsibility for work and for choices (observed in all courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to institutional policies governing dress, attendance, punctuality, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidate is organized in work (observed in all courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of personal strengths & weaknesses for example: actively uses self-evaluation and self-reflection to promote professional growth; seeks out training or feedback to ensure skill competency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays appropriate personal adjustment professionally & personally by reacting well and displaying patience in ambiguous or difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work cooperatively with others by actively expressing ideas and questions, listening with openness to ideas and thoughts expressed by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness to Change, example: Responds well to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work with individuals from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidate is timely with assignments and meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds promptly to correspondence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____ Overall Strengths: _____ Overall Weaknesses: _____

Complete the appropriate conclusion that reflects the result of the evaluation:

- 1) Results of this evaluation, completed on [Click here to enter a date.](#), suggest that the Candidate is on track with the competencies/skills/activities at this point in the training program. The committee recommends continuation for the Candidate at this time.
- 2) Results of this evaluation, completed on [Click here to enter a date.](#), suggest that the Candidate is not satisfactorily on track with the competencies/skills/activities at this point in the training program. The committee recommends a *Professional Growth Plan* at this time.

Professional Growth Plan developed: Choose an item.

If Yes, Please attach the Professional Growth Plan.

Form Submitted to EPS Department: Choose an item.

School Psychology Candidate Signature	Date	Faculty Advisor Signature	Date
Faculty Reviewer	Date	Faculty Reviewer	Date
Faculty Reviewer	Date	Faculty Reviewer	Date



Professional Growth Plan (PGP) Form

Student: _____
Program: _____ Year in Program: _____
Advisor: _____ Evaluation Date: _____

Objective 1. _____

Activities to Accomplish the Objective: _____

Timeline for Completing Activities: _____
Criteria for Successfully Completing the Objective: _____

Objective 2. _____

Activities to Accomplish the Objective: _____

Timeline for Completing Activities: _____
Criteria for Successfully Completing the Objective: _____

Signature of Advisor Signature of Student Date

Date PGP Successfully Completed: _____
Advisor Signature: _____
Student Signature: _____
Chair Signature: _____

PROGRAM AGREEMENT CONTRACT

NORTHERN ARIZONA UNIVERSITY COLLEGE OF EDUCATION EDUCATIONAL PSYCHOLOGY

(This is placed in the student's file in the EPS Office)

I, _____(student name), have received and read the Student Handbook from the Northern Arizona University Educational Psychology Department.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I further agree that the Faculty in the Educational Psychology Department at Northern Arizona University has the right and responsibility to monitor my academic progress, professional skill development, professional goals and objectives, and personal characteristics relevant to training.

I understand that there may be policies against receiving counseling certifications from state credentialing offices if I was convicted of certain criminal offenses.

Student Signature

Date

Please have your faculty advisor sign it. Your advisor will sign the form and turn it into the EPS office where it will be placed in your student file.

Faculty Signature

Date