



WILLIAM JAMES  
COLLEGE

# School Psychology MA/CAGS Program Handbook

*2023-2024 School Year*

*Rev. 7/20/2023*

## About this Handbook

The *School Psychology MA/CAGS Program Handbook* is in effect for academic year 2023-2024. It supplements and elaborates upon the material in the William James College Graduate Student Handbook (included on the Office of Academic Affairs page at <http://www.williamjames.edu/academics/academic-affairs/index.cfm>), providing information that is specific to the School Psychology MA/CAGS Program. If there are apparent inconsistencies between this Handbook and the Graduate Student Handbook or other program information, please consult the Department Chair for clarification.

All policies and procedures of William James College are subject to change, in response to the evolving needs or demands of the institution and its programs. Appropriate notification of any such changes will be made.

# Table of Contents

|  |    |
|--|----|
| I. Philosophy and Mission .....  | 1  |
| II. Program Goals.....   | 1  |
| NASP Domains of Practice .....   | 2  |
| III. Program Requirements and Description .....                          | 5  |
| A. Academic requirements .....   | 5  |
| 1. Coursework.....   | 5  |
| 2. Field Education .....   | 9  |
| 3. Massachusetts Tests for Educator Licensure (MTEL) .....               | 9  |
| 4. Praxis Subject Assessment.....  | 9  |
| 5. Internship Case Studies .....   | 10 |
| 6. Internship Portfolio .....  | 10 |
| 7. Assessment and Planning (A&P) Conference .....                        | 11 |
| 8. First Year Examination.....   | 11 |
| 9. Professional Work Characteristics.....                                | 12 |
| B. Graduation Requirements for the M.A. in Professional Psychology ..... | 13 |
| C. Transition from MA to CAGS Level.....                                 | 14 |
| D. Graduation Requirements for the CAGS in School Psychology .....       | 15 |
| E. Tenure limits.....  | 16 |
| F. Transfer of Credit.....   | 16 |
| G. Substitution of Course Requirements .....                             | 17 |
| IV. Concentrations and Professional Development Opportunities .....      | 17 |
| A. College-Wide Concentrations .....                                     | 17 |
| B. Continuing Education and Professional Development .....               | 18 |
| C. Electives.....  | 18 |
| D. Professional Memberships .....  | 18 |
| E. Department Leadership .....   | 18 |
| V. Field Education.....  | 19 |
| A. Overview .....  | 19 |
| B. First and Second Year Practicum .....                                 | 20 |
| C. Internship .....  | 21 |
| D. Field Education Eligibility .....                                     | 22 |
| E. Evaluation of Field Education .....                                   | 23 |
| F. Summary of Expectations .....   | 24 |
| VI. Course Sequence.....   | 25 |
| A. Reduced Course Load Option .....                                      | 26 |
| VII. Course Descriptions .....   | 28 |
| VIII. Sample Class Schedule .....  | 34 |
| IX. Student Advising .....   | 36 |
| X. Professional Credentials.....   | 37 |
| A. School Psychologist .....   | 37 |
| B. Nationally Certified School Psychologist (NCSP).....                  | 37 |
| C. Licensed Educational Psychologist (LEP).....                          | 38 |
| XI. School Psychology Program Faculty .....                              | 39 |
| XII. Admissions.....   | 42 |
| A. Admission Requirements.....   | 42 |
| B. Application for Advanced Standing .....                               | 43 |
| 1. Definitions .....   | 43 |
| 2. Policy .....  | 44 |

|  |     |
|--|-----|
| 3. Application Procedure .....   | 45  |
| 4. Timeline .....  | 45  |
| C. Concurrent Application to Other William James College Programs .....          | 46  |
| XIII. Financial Information .....  | 47  |
| Appendices .....   | 48  |
| Appendix 1. NASP 2020 Domains Assessed in School Psychology Program Courses .... | 49  |
| Appendix 2. Advanced Standing Application Instructions .....                     | 51  |
| Appendix 3. Advanced Standing Credit Form - Sample .....                         | 52  |
| Appendix 4. Course Audit Form .....  | 54  |
| Appendix 5. Conditional Advanced Standing Credit Audit .....                     | 56  |
| Appendix 6. School Psychology Program Practicum Grid .....                       | 58  |
| Appendix 7. Year 1 Practicum Evaluation .....                                    | 60  |
| Appendix 8. Year 2 Practicum Evaluation .....                                    | 70  |
| Appendix 9. Year 3 Internship Evaluation .....                                   | 88  |
| Appendix 10. Assessment Case Study Rubric .....                                  | 107 |
| Appendix 11. Counseling Case Study Rubric.....                                   | 113 |
| Appendix 12. Consultation and Behavioral Intervention Case Study Rubric.....     | 117 |
| Appendix 13. Consultation and Academic Intervention Case Study Rubric .....      | 122 |
| Appendix 14. Internship Portfolio .....  | 126 |
| Appendix 15. Internship Portfolio Rubric .....                                   | 128 |
| Appendix 16. CAGS Internship Assessment & Planning Conference Guide .....        | 136 |
| Appendix 17. CAGS Practicum Assessment & Planning Conference Guide .....         | 137 |
| Appendix 18. Internship Assessment & Planning Conference Form.....               | 138 |
| Appendix 19. Practicum Assessment & Planning Conference Form .....               | 142 |
| Appendix 20. Assessment & Planning Conference Scheduling.....                    | 148 |
| Appendix 21. Leadership Activities .....   | 149 |
| Appendix 22. Serving as a Staff Member while on Internship Policy .....          | 150 |
| Appendix 23. Internship “Hours On-Site” and Graduation Requirements Policy ..... | 151 |
| Appendix 24. Pre-Service Assessment for Internship.....                          | 152 |
| Appendix 25. Requirements for Licensure as a School Psychologist .....           | 154 |

*William James College reserves the right to make any changes to its academic requirements, admission requirements, schedule and other policies which it considers necessary from time to time. The College reserves the right to withdraw, modify or add to the courses it offers at any time.*

## I. Philosophy and Mission

Graduate training in school psychology at William James College is grounded in an integrative philosophy of training and education, with ongoing application of classroom instruction in structured, closely supervised field experiences. Underlying this approach to professional training is a sustained focus on the development of the personal and professional self, an orientation towards community service, and respect for colleagues and clients. This is in accord with the William James College mission statement:

“William James College strives to be a preeminent school of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society.”

The William James College School Psychology Program is proud to offer exceptional training in a supportive environment for learning and growth. The program’s competency-based curriculum and experienced faculty provide the future school psychologist with an enduring foundation for a career in school-based mental health services.

## II. Program Goals

The William James College School Psychology MA/CAGS Program prepares future practitioners to provide a comprehensive model of school psychological services, and to develop effective professional work characteristics in accordance with the National Association of School Psychologists’ (NASP) *Model for comprehensive and integrated school psychological services* (2020; <http://www.nasponline.org/standards/practice-model/>). The program has the following goals:

**Goal 1.** Students will demonstrate professional work characteristics that optimize their effectiveness as practitioners.

**Goal 2.** Students will be prepared to apply a broad foundation of psychological knowledge and theory to professional practice, enabling them to apply an evidence-based perspective to their understanding of learning and human behavior.

**Goal 3.** Students will be prepared to apply a sound foundation of practice-related knowledge, skills, and attitudes in developing a comprehensive array of effective school psychological services.

**Goal 4.** Students will develop culturally responsive practices, enabling them to work effectively with culturally and linguistically diverse students, families, school personnel, and other members of the professional community.

**Goal 5.** Students will attain knowledge and develop skills and attitudes that prepare them to assume leadership roles in their work environments.

To accomplish the above goals, the Program ensures students gain competency in the following NASP Domains of Practice, both in the classroom and through supervised field experiences.

## **NASP Domains of Practice**

*Please note the term “Domains” is used throughout the Program’s Handbook and other relevant program materials. These Domains are identical to the “NASP Standards and Elements” nomenclature used as part of the NASP accreditation process.*

### ***Practices That Permeate All Aspects of Service Delivery***

#### Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

#### Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

### ***Direct and Indirect Services for Children, Families, and Schools***

#### **Student-Level Services**

##### Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

##### Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

#### **Systems-Level Services**

##### Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in

collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

#### Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

#### Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

### **Foundations of School Psychological Service Delivery**

#### Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

#### Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other



factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

The curriculum of the William James College School Psychology Program systematically addresses and assesses the NASP Domains (Appendix 1). Student competency in NASP Domains is also assessed annually during the first two years of the program by practicum field competency evaluations (Appendix 7 and 8), and during the internship year by internship field competency evaluations (Appendix 9) and the internship portfolio (Appendix 14).

### **III. Program Requirements and Description**

In keeping with the William James College training model, the School Psychology Program emphasizes development of advanced clinical skills through the integration of formal studies and diverse field experiences. The full sequence includes two graduate degrees: the M.A. in Professional Psychology and the Certificate of Advanced Graduate Study (CAGS) in School Psychology. There are several reasons for the two separate degrees:

1. The student's progress toward competency development and commitment to graduate training in school psychology are reviewed in multiple ways over the course of the program. The transition between the M.A. and CAGS degree is a key point at which to assess progress to date and to consider future plans.
2. A student who, for personal or academic reasons, does not complete the full program can exit with the Master's degree.
3. Requirements for the CAGS (i.e., specialist level) degree exceed that of master's degrees in other fields. This distinction may translate into higher pay levels in the salary schedules of school systems and mental health agencies.
4. The M.A., earned after one year of full-time study, enhances the status of trainees while they are enrolled in the program.
5. The two-degree structure enables a student with a master's degree or doctorate in a related area (e.g., counseling, special education) to be admitted with advanced standing and matriculate directly into the CAGS program.

#### **A. Academic requirements**

##### **1. Coursework**

Students earn a Master's Degree (M.A.) in Professional Psychology after completing 30 or more credits, including the core courses listed in Table 1. Students receive the Certificate of Advanced Graduate Study (CAGS) in School Psychology after completing the remaining program requirements, as listed in Table 2, to total 66 or more credits for the M.A. and CAGS combined. Students who have coursework waived (rather than transferred in, thereby receiving credit toward degree completion) may choose from electives identified by the School Psychology Program faculty to fulfill degree credit requirements. Students may opt to take elective courses that exceed the credit requirements for the program at a reduced tuition rate.

The standard course load is 11-14 credits per semester. Students who need to work part-time or who are contending with competing demands may opt to take 9 or more credits per semester and still be considered full-time. A limited number of core courses may be taken during the summer or as a non-matriculated student prior to enrolling in the program. The program is designed to be completed with students earning their M.A. in Professional Psychology by the end of the summer after the first year in the program. Alternatively, a student may begin the program on a part-time basis, as described in Section XII (Admissions).

Table 1  
*Core Course Requirements for the M.A. in Professional Psychology (30 credits)*

| <i>Course Number</i> | <i>Course Title</i>   | <i>Credit Hours</i> |
|----------------------|---|---------------------|
| CP 501               | Orientation to the Profession and Its Practice                                | 0                   |
| IA 520               | Instructional Assessment and Intervention                                     | 3                   |
| RS 526               | Statistics  | 3                   |
| LS 659               | Life Span Development   | 3                   |
| SN 512               | Children and Adolescents with Special Needs                                   | 3                   |
| FP 501               | Practicum I: School Environment and Educational Assessment                    | 2                   |
| PA 500               | Psychoeducational Assessment  | 3                   |
| BC 521               | Behavioral Assessment, Intervention, and Consultation                         | 3                   |
| PY 521               | Child & Adolescent Psychopathology  | 3                   |
| RS 555               | Research and Evaluation Methods   | 3                   |
| FP 502               | Practicum II: Psychoeducational Assessment and Intervention                   | 3                   |
|                      | <i>(Plus 1 additional credit from CC522 or PH501 during Summer Session I)</i> | 1                   |
| <b>Total</b>         |   | <b>30</b>           |

Table 2  
*Core Course Requirements for the CAGS in School Psychology (36 credits)*

| <i>Course Number</i> | <i>Course Title</i>   | <i>Credit Hours</i> |
|----------------------|---|---------------------|
| CC 522               | Diversity and Cross-Cultural Psychology                     | 3                   |
| PH 501               | Preventive Mental Health in Schools                         | 2                   |
|                      | <i>(1 credit from CC522 or PH501 goes towards MA)</i>       |                     |
| PA 600               | Social-Emotional Assessment                                 | 3                   |
| CX 610               | Counseling and Psychotherapy in Schools                     | 3                   |
| PS 630               | Ethical, Legal and Professional Issues in School Psychology | 3                   |
| FP 601               | Practicum III: Clinical Practice                            | 2                   |
| BL 622               | Biological Bases of Behavior and Learning                   | 3                   |
| CO 650               | Consultation in Schools                                     | 3                   |
| GR 611               | Group Process and Group Therapy                             | 3                   |
| FP 602               | Practicum IV: Clinical Practice                             | 2                   |
| CS 701               | Internship Seminar A  | 3                   |

|              |                      |           |
|--------------|----------------------|-----------|
| FP 701       | Internship A         | 2         |
| CS 702       | Internship Seminar B | 3         |
| FP 702       | Internship B         | 2         |
| <b>Total</b> |                      | <b>36</b> |

The course sequence is outlined in Section VI.

### Course Grades

William James College uses a traditional system of grading in most courses. Letter grades (A, B, C, D, F) are assigned, with the exception of practicum and internship seminars, which are graded on a credit/non-credit basis in accordance with the criteria listed below. Students must meet the assessment standards indicated in course syllabi to receive credit, and must earn a passing grade (i.e., a letter grade of B- or higher, or a grade of Credit or Credit Problematic) to demonstrate adequate content knowledge in NASP domains as assessed by the respective course. *An instructor should file a Corrective Action Notice as soon as performance on an individual assignment or a combination of assignments indicate that a student is at heightened risk of receiving a deficient grade (i.e., B-, C, D, Credit Problematic, or No Credit).* Criteria for assigning letter grades are as follows:

Students who earn an “**A**” in this course fully meet the course expectations described by the assessment criteria (see Assessments table in syllabus), with strong performance in mastering the theoretical material, concepts, knowledge, skills, and/or attitudes set forth in course objectives. *[Instructors may choose to quantify these criteria, for example, by specifying that a grade of A corresponds to a total of 94-100 out of a possible 100 points, and a grade of A- corresponds to a total of 90-93. Text for syllabus: “For this course, a grade of A corresponds to a total of 94-100 out of a possible 100 points, and a grade of A- corresponds to a total of 90-93.”]*

Students who earn a “**B**” in this course partially, and for the most part, meet the course expectations described by the assessment criteria (see Assessments table in syllabus), with satisfactory performance in mastering the theoretical material, concepts, knowledge, skills, and/or attitudes set forth in course objectives. *[Instructors may choose to quantify these criteria, for example, by specifying that a grade of B+ corresponds to a total of 87-89 out of a possible 100 points, a grade of B corresponds to a total of 84-86, and a grade of B- corresponds to a score of 80-83. Text for syllabus: “For this course, a grade of B+ corresponds to a total of 87-89 out of a possible 100 points, a grade of B corresponds to a total of 84-86, and a grade of B- corresponds to a score of 80-83.”]*

Students who earn a “**C**” in this course fail to adequately meet the course expectations described by the assessment criteria (see Assessments table in syllabus), with poor or substandard performance in various respects. *[Instructors may choose to quantify these criteria, for example, by specifying that a grade of C corresponds to a total of 70-79 out of a possible 100 points. Text for syllabus: “For this course, a grade of C corresponds to a total of 70-79 out of a possible 100 points.”]* **A grade of C will not earn credit for this course.**

Students who earn a “D” in this course consistently fail to meet the course expectations described by the assessment criteria (see Assessments table in syllabus), with unacceptable performance in most respects. [*Instructors may choose to quantify these criteria, for example, by specifying that a grade of D corresponds to a total of less than 70 out of a possible 100 points. Text for syllabus: “For this course, a grade of D corresponds to a total of less than 70 out of a possible 100 points.”*] **A grade of D will not earn credit for this course.**

For practicum and internship seminars, a more general scheme of student grade recording is used. The course syllabus will state when a course uses this grading system. Criteria for assigning other commonly assigned grades, as specified in the William James College Graduate Student Handbook (included on the Office of Academic Affairs’ page at <https://www.williamjames.edu/academics/academic-affairs/index.cfm>) are as follows (please view the Student Handbook for a listing of all possible assigned grades):

CR Credit:

Course requirements have been satisfactorily completed. Performance equivalent to A (90 – 100) or B (83 – 89).

CP Credit Problematic:

Course requirements have been completed and credit granted, but work done has been marginal or problematic. Performance equivalent to B- (80-82)

NC No Credit:

Course requirements were not completed at a level sufficient to award academic credit. Performance equal to or below C ( $\leq 79$ )

I Incomplete:

Some of the course requirements were not completed within the required time frame, but an arrangement, documented on an Incomplete Grade Form, has been made at the instructor’s discretion to complete all requirements by a mutually agreed upon date. The college does not automatically grant incompletes. Incompletes are always at the option of the professor. Grades for courses in which an “I” is not removed by the end of the following semester will be converted to “WF.” (The grade of “I” is not included in calculation of the grade-point-average.) The term of an I is for 4 credits following the last day of the previous semester. An extension request with substantial extenuating circumstances can be made to the Department Chair. The Department Chair may also consult with the APSC. The student may also choose to appeal the determination to the APSC.

W Withdraw without Evaluation:

Awarded when student withdrew from a course after the drop/add period but before the mid-point of the semester. The grade of “W” is not included in the calculation of the grade point average.

WP Withdrawal with a Record of Passing: After the midpoint of the semester or module, the grade will be entered as a WP if the student is in good academic standing in the course at the time of their departure from the course.

**WF** Withdrawal with A Record of Failing: After the midpoint of the semester or module, the grade will be entered as a WF if the student is not meeting academic expectations in the course at the time of their departure from the course.

Resubmission of problematic work for additional credit is at the discretion of the course instructor. Students are encouraged to consult with the instructor and/or their advisor about problematic performance.

Finally, each course specifies professional areas of practice (noted as “Evaluation of Program Competencies” at the end of each course syllabus), and students receive specific feedback in these areas along with their course grade.

## **2. Field Education**

Students complete a 300-hour practicum in the first year, a 500-hour practicum in the second year, and a 1200-hour full-time internship in the third year. Each field placement is supported by a seminar course that provides support for skill development, opportunities for reflection and to benefit from each others’ experiences and supplementary instruction. Field education is described in detail in Section V.

Evaluation of field work experiences (i.e., practica and internship) is primarily based on evaluations by the field supervisor and the practicum or internship seminar instructor. Field work evaluation procedures and measures are described in Section V (Field Education). These evaluations are organized according to the NASP Domains of Professional Practice as well as essential professional work characteristics.

In order to receive credit for field placements, students must attain a mean rating of 1 or higher in all NASP Domains and Professional Work Characteristics on their end-of-year Year 1 Practicum Evaluation, a mean rating of 2 or higher for all domains on their end-of-year Year 2 Practicum Evaluation (Appendix 7 and 8), and a mean rating of 3 or higher for all domains on their end-of-year Internship Evaluation (Appendix 9). Any “Unsatisfactory” ratings on individual items are also subject to remediation and must be addressed before the student advances to the next level.

## **3. Massachusetts Tests for Educator Licensure (MTEL)**

Students must obtain passing scores on the Communications and Literacy Skills test of the MTEL, which consists of two subtests (Reading and Writing). This is also a requirement for educator licensure in the state of Massachusetts. The passing scores (240 on each subtest) must be obtained as a requirement for transition from the MA to the CAGS level of the program. See [http://www.mtel.nesinc.com/TestView.aspx?f=HTML\\_FRAG/MA001\\_TestPage.html](http://www.mtel.nesinc.com/TestView.aspx?f=HTML_FRAG/MA001_TestPage.html) for test information. Please have score reports sent to William James College. It is expected that all students pass the MTEL by the third Monday of August following completion of first-year coursework. No students will be able to begin internship without having first successfully passed the MTEL. Any exceptions to this policy must be approved by the Program Director and/or Department Chair.

## **4. Praxis Subject Assessment**

Students must take the Praxis School Psychologist Test (5402 or 5403) prior to the internship year (see CAGS degree requirements, p. 13). Students are strongly encouraged to prepare prior to taking the exam. See [http://www.ets.org/praxis/prepare/materials/5402\\_or](http://www.ets.org/praxis/prepare/materials/5402_or) <http://www.ets.org/praxis/prepare/materials/5403> for test information and practice materials. Please have score reports sent to both William James College and NASP.

## **5. Internship Case Studies**

During the internship year, the student must successfully pass four required case studies as part of the clinical seminars accompanying the internship. These become part of the internship portfolio, and are further reviewed by faculty at the intern's Assessment and Planning (A&P) conference. Specific passing criteria are noted on the respective case study rubrics, as well as in the Internship Portfolio Rubric (Appendix 15).

Case Study 1 – This case study demonstrates attainment of competency in completing a comprehensive psychological evaluation by submitting a psychological report suitable for school based practice. This case study is initially evaluated by the seminar instructor using the William James College Assessment Rubric (Appendix 10) and reviewed by the advisor and a second faculty member using the Internship Portfolio Rubric (Appendix 15) as part of the internship A&P Conference.

Case Study 2 - This case study demonstrates attainment of competency in counseling by providing a social-emotional intervention. The case study is evaluated by the seminar instructor using the William James College Counseling Case Study Rubric (Appendix 11) and reviewed by the advisor and a second faculty member using the Internship Portfolio Rubric (Appendix 15) as part of the internship A&P Conference.

Case Study 3 - This case study demonstrates attainment of competency in consultation and problem-solving by providing consultation on an academic problem. The case study is evaluated by the seminar instructor using the William James College Consultation and Academic Intervention Case Study Rubric (Appendix 12) and reviewed by the advisor and a second faculty member using the Internship Portfolio Rubric (Appendix 15) as part of the internship A&P Conference.

Case Study 4 -This case study demonstrates attainment of competency in consultation and problem-solving by providing consultation on a behavioral problem. The case study is evaluated by the seminar instructor using the William James College Consultation and Behavioral Intervention Case Study Rubric (Appendix 13) and reviewed by the advisor and a second faculty member using the Internship Portfolio Rubric (Appendix 15) as part of the internship A&P Conference.

## **6. Internship Portfolio**

The internship portfolio is completed during the CAGS internship year, and includes a résumé, personal statement, internship log, and four case studies. The internship portfolio is reviewed by the advisor and an additional faculty member using the William James College MA/CAGS School Psychology Program Internship Portfolio Rubric (Appendix 15) prior to the student's internship year Assessment and Planning (A&P) conference; final ratings are assigned as part of the conference. Students are supported by internship seminar instructors as they prepare their portfolios.

## **7. Assessment and Planning (A&P) Conference**

Each student has an individual review at the end of each year in the program in the form of an Assessment and Planning (A&P) Conference. The A&P Conference is typically held in June for continuing students, and in May for interns that are scheduled to graduate in June. A minimum of three participants attend the A&P Conference for interns: the student, the advisor, and a second faculty member (selected by program faculty). The student may also invite the primary field supervisor from the concluding year or the following year to attend. While the current field supervisor is not required to attend, the supervisor's input must be represented in the form of the year-end competency evaluation. For continuing students, the A&P Conference includes the student and their advisor, and may include an additional faculty member on an as needed basis.

A&P Conferences serve two essential functions: (1) overall assessment of the student's performance in all aspects of the program; and (2) individualized degree program and career planning. The A&P Conference provides an opportunity to recognize students' strengths and to provide constructive feedback in assessing their progress toward the development of relevant knowledge, skills, attitudes, and professional work characteristics. For CAGS interns, this includes a collaborative rating of current progress toward program objectives, with conjoint input by the student and the participating faculty members. A&P conferences establish and assure clear academic and professional standards, while identifying and enabling feedback and reflection on the student's interests, learning goals, areas for further development, and professional aspirations.

Another purpose of this conference is to provide an opportunity for general feedback and discussion. The student is expected to reflect upon personal and professional development. A&P Conference participants use this occasion to recognize the student's accomplishments and leadership activities.

Outline of A&P Conference proceedings and the A&P Conference forms are provided in Appendix 17 and 19 (for Year 1 and 2 Practicum students) and Appendix 16 and 18 (for CAGS Interns). In preparation for the CAGS internship-level A&P Conference, the advisor and second faculty member bring the partially-completed Internship Portfolio Rubric to the conference. Following the conference, the completed Internship Portfolio Rubric becomes part of the internship A&P Conference record.

An intermediate A&P Conference may be convened by the advisor to address deficiencies in academic performance, field training, and/or professional behavior during the course of the school year.

## **8. First Year Examination**

The written First Year Examination is given within the first two weeks after the end of spring semester of Year of the program. Exam dates are announced during the fall semester, and students are required to take the exam on the scheduled dates.

The primary purposes of the exam are:

- a. to promote review and retention of important information;
- b. to ensure essential foundational skills and knowledge, and to provide formative evaluation for the individual student



- c. to provide feedback to the student and to the faculty about what has been learned and what needs more attention;
- d. to provide feedback to the student in preparing for the national school psychology exam; and
- e. to inform future instruction by faculty members.

The First Year Examination draws upon material from required first year fall and spring semester courses. Students may take the examination after having completed 25 or more credits towards the Master's degree. The exam is written and scored by the School Psychology Program faculty. In preparing for the exam, students should refer to course goals and objectives plus any specific guidance provided by the faculty. Students are provided with a general description of the examination and a clear description of exam procedures in advance.

The First Year Examination consists of several sections, each covering a portion of the Year 1 coursework. Each section of the exam is graded by the faculty member who taught the relevant course(s). Borderline scores are graded by two faculty members. All grading is done without knowledge of the individual students' name. Scores are reported to students by the end of June. Students are required to meet the criterion performance level for each section of the exam. Students who do not meet passing criterion on a particular section are required to take a second exam consisting of the sections that the student did not pass initially. The second exam date is typically in late July; the specific date is determined by school psychology faculty and announced to students in the Spring.

A student who does not obtain a passing score on the second exam must schedule an appointment to meet with their advisor. The goal of that meeting is to develop a plan that will prepare the student to pass the third, and final, re-take of the sections from the FYE that they have yet to pass, and ultimately be successful in the program. Options may include auditing a course, completing a directed study, taking a reduced course load, seeking support from the Academic Resource Center, and engaging in specific remediation activities with appropriate faculty. Following completion of the specified preparatory activities, the student will be given a take-home examination in the areas that have not been passed. This examination must occur no later than January 15 (towards the end of the add/drop period for the spring semester); the examination date will be determined by the student's advisor and the relevant instructor(s). Following the student's submission of this examination, the student will have a formal conversation with the appropriate faculty member(s), who will ask the student to reflect and elaborate upon the written exam responses. Based on both the take-home examination and follow-up conversation, the faculty will determine whether the student is able to pass the first year examination.

A passing score on the exam is *not* required in order to receive the M.A. in Professional Psychology. However, a student must demonstrate competency in each exam area with a passing score in order to be recommended for transition from the M.A. to the CAGS degree program. As described above, students will be given up to three attempts to successfully pass each exam area.

## **9. Professional Work Characteristics**

William James College students are expected to conduct themselves in a receptive, respectful and responsible manner as they relate to others and invest in their personal and professional

growth. These expectations are applicable in classes, fieldwork, and in routine dealings with faculty, administration, and other students. NASP standards refer to these behaviors as “professional work characteristics.” They include:

- Respect for human diversity
- Communication skills
- Effective interpersonal relations
- Ethical responsibility
- Adaptability
- Initiative/dependability

In the School Psychology program, students are expected to check their William James College email every business day during the semester and at least weekly during the summer when they are not enrolled in courses. Students are expected to respond to WJC and Department requests in a timely manner. In addition, students are expected to respond to the following administrative tasks within the specified time period:

1. Complete incoming student survey (incoming students only);
2. Complete advisor survey;
3. Submit completed field placement contract;
4. Complete field site evaluations (fall and spring);
5. Complete required trainings as requested (e.g., Title IX, HIPPA);
6. Register for fall, spring, and summer (if applicable) courses;
7. Schedule A&P Conference;
8. Submit A&P Conference paperwork to Department Coordinator and advisor; and
9. Attend to all other requests as indicated.
10. Submit evaluation of their field site at the end of the academic year.

Student responsiveness to the above administrative tasks is tracked, and lateness on two or more occasions will require follow-up from the student’s advisor and may result in a Corrective Action Notice.

In keeping with professional behavior, in-class use of laptop computers, iPads, and other technology during class should be limited to reasonable and respectful course-related purposes. Course instructors may establish more specific guidelines.

Professional work characteristics are also evaluated in students’ course evaluations, field work evaluations, through self-reflective assignments and at A&P Conferences. An advisor who has significant concerns about a student’s professional behavior should address them in an individual meeting or at an intermediate A&P Conference rather than wait until the end-of-year A&P Conference. Concerns related to professional work characteristics can also result in a Corrective Action Notice.

## **B. Graduation Requirements for the M.A. in Professional Psychology**

To graduate with an M.A. in Professional Psychology, students must successfully complete the following:

1. Coursework (see Section A.1 above)

Students must successfully complete 30 or more credits as specified in Table 1. Specifically, students must receive a grade of B- or higher, and receive credit for practicum seminars.

2. Year 1 practicum field experience (see Section A.2 above)

Students must successfully complete the 300-hour Year 1 practicum. Specifically, students must attain a mean rating of 1 or higher in all NASP Domains on their end-of-year Year 1 Practicum Evaluation.

3. First Year Examination (see Section A.8 above)

Students must take (though not necessarily pass) the First Year Examination.

## **C. Transition from MA to CAGS Level**

A student who meets the requirements for the M.A. in Professional Psychology is reviewed by the faculty prior to the start of the following semester for approval of transition to the CAGS degree program. For the usual progression through the program, this determination is made prior to the start of fall semester of the second year. The faculty makes this determination based on the student's performance in the M.A. degree program, with consideration of the following inputs:

1. Coursework (see Section A.1 above)

Students must have received grades of B- or higher during their MA-level courses, and receive credit for practicum seminars.

2. Year 1 practicum field experience (see Section A.2 above)

Students must successfully complete the 300-hour Year 1 practicum, including attaining mean ratings of 1 or higher in all NASP Domains on their end-of-year Year 1 Practicum Evaluation.

3. MTEL Communication and Literacy subtests (see Section A.3 above)

Prior to matriculation into the CAGS program, students must obtain passing scores on the Communication and Literacy Skills test of the Massachusetts Tests for Educator Licensure (MTEL), as required for licensure as a school psychologist in Massachusetts. The MTEL should be passed by the third Monday in August following completion of first-year coursework.

4. A&P Conference Summary rating (see Section A.6 above)

Although students receive various types of feedback during the first year that provide insight into their standing in the program, the A&P Conference Summary rating has special significance with respect to prior notice:

- As a general rule, a student who receives an A&P Conference Summary rating of A (“Satisfactory”) can expect a timely transition to the CAGS degree program.
- A student who receives an A&P Conference Summary rating of B should regard this as a signal that there is a possibility of not being recommended for transition to the CAGS degree program immediately upon completion of the M.A. degree program.
- A student who receives an A&P Conference Summary rating of C or D is not eligible for consideration of transition to the CAGS program at the beginning of the second year.)

#### 5. First Year Examination (see Section A.8 above)

Students must pass the First Year Examination by January 15 following the end of their M.A. program (typically, January 15 of Year 2).

The Program Director notifies students of faculty approval for transition to the CAGS degree program. If the faculty decision is “Not at this time,” the advisor shall notify the student prior to the beginning of Year 2 fall semester classes and expedite an A&P Conference to clarify issues, consider options, and/or identify what conditions or corrective actions through a Corrective Action Notice must be met to qualify for CAGS degree program transition.

## **D. Graduation Requirements for the CAGS in School Psychology**

The CAGS degree requires completion of a planned program that includes all remaining program requirements, as listed in Table 2, plus an internship of at least 1200 hours. CAGS degree requirements are as follows:

### 1. Coursework (see Section A.1 above)

The student must successfully complete (i.e., grade of B- or higher) a planned program of 36 or more semester credits that constitute the remainder of the 66 credits for the total program, after completion of the M.A. degree). This includes the ten required courses and internship-related coursework listed in Table 2. The student’s planned program must be approved by the faculty advisor.

### 2. MTEL Communication and Literacy subtests (see Section A.3 above)

Students must obtain passing scores on the Communication and Literacy Skills test of the Massachusetts Tests for Educator Licensure (MTEL), as required for licensure as a school psychologist in Massachusetts.

### 3. Praxis Subject Assessment (see Section A.4 above)

The School Psychologist Praxis Subject Assessment test, administered by ETS, assesses pre-service level knowledge and skills in school psychology. Students must take the School Psychologist Praxis test prior to the internship year. A student who does not pass the Praxis on the first administration must arrange to take the test again prior to graduation. A passing score on the Praxis (i.e., 147 or higher) is a requirement for the

*professional*, but not initial, license as a school psychologist in Massachusetts. A passing score on the Praxis is also required to qualify for the Nationally Certified School Psychologist (NCSP) designation upon graduation from the School Psychology Program.

3. Field Experience (see Section A.2 above)

The student must successfully complete a 500 hour Year 2 practicum experience and a 1200 hour internship (with at least 600 training hours in a school setting), which is the culminating training activity. Specifically, students must attain a mean rating of 2 or higher in all NASP Domains on their Year 2 Practicum Evaluation (Appendix 8) by the end of their second year of practicum, and a mean rating of 3 or higher in all NASP Domains on their Internship Evaluation (Appendix 9) by the end of their internship.

Satisfactory completion of the internship is determined by the field supervisor and the William James College internship seminar instructor, and verified by the Associate Director of Field Education for the School Psychology Department.

4. Internship Portfolio (see Section A.7 above)

The student must successfully complete the internship portfolio, (see Appendix 14), which is reviewed by faculty at the intern's A&P conference.

5. Final A&P Conference

Students must receive an A&P Conference Summary rating of A ("Satisfactory") in order to graduate (Appendix 18). Students must also receive satisfactory ratings on their portfolio by program faculty at their A&P (Appendices 14 and 15).

Program faculty notify students of faculty approval for graduation with the CAGS degree. If the faculty decision is "Not at this time," the advisor shall notify the student and convene an expedited A&P Conference to clarify issues, consider options, and/or identify what conditions or corrective actions must be met to qualify for CAGS degree.

## **E. Tenure limits**

Students are expected to complete all requirements for the Master's degree within two years from the first semester of enrollment. Students are expected to complete all requirements for the CAGS within 5 years from the first semester of MA/CAGS Program enrollment.

Requests for extensions of the tenure limit due to extenuating circumstances are reviewed by the Department Chair and Vice President for Academic Affairs.

Student progress toward program completion is reviewed periodically with the advisor, and at the annual Assessment and Planning Conference.

## **F. Transfer of Credit**

Up to 20 percent of the total credits for the degree may be transferred in and credited towards the degree. Therefore, students admitted to the MA/CAGS program may transfer in up to 13 credits, and students admitted to the MA/CAGS/PsyD program may transfer in up to 23 credits.

To qualify for transfer of credit, the prior coursework must be equivalent to required courses in the MA/CAGS program. The determination of coursework equivalence is made by the Program Director or designated faculty committee and approved by the Department Chair; this determination is not subject to appeal. Please refer to the *William James College Graduate Student Handbook* for additional information. Qualifying courses must:

- Have been taken at a regionally accredited institution;
- Have been taken at the graduate level;
- Have been taken within 5 years of the student's date of matriculation; and
- Have received a grade of B or better.

Prior graduate coursework that does not meet these criteria may be credited at the discretion of the Department Chair through a formally documented supplemental learning experience and demonstration of competence (e.g., auditing some or all classes, completing specified course readings and/or assignments, and/or obtaining a passing score on course examinations).

Students who are admitted with advanced standing may receive credit for higher amounts of prior coursework. Please refer to Section XII.B for the policy regarding admission with advanced standing.

## **G. Substitution of Course Requirements**

On the basis of a student's prior academic experience (including, but not limited to recognition of knowledge/skill acquired in previously completed courses which may not be eligible for transfer credit), the School Psychology Department Chair may substitute one or more required courses, and then designate a suitable curriculum replacement(s) or allow for free electives to allow the student to make up the credit requirements. However, in no case shall the substitutions constitute a reduction in the number of overall credits required for a degree program. The decision to grant substitutions is an exercise of the discretion of the Department Chair and is not subject to appeal. The Department Chair will notify the Registrar of any such course substitution arraignments.

## **IV. Concentrations and Professional Development Opportunities**

### **A. College-Wide Concentrations**

The following college-wide concentrations are available to School Psychology MA/CAGS students:

- African & Caribbean Mental Health
- Asian Mental Health
- Children & Families of Adversity & Resilience (CFAR)
- Global Mental Health
- Latino Mental Health
- LGBTQIA+ Studies
- Military and Veterans Psychology

These concentrations will result in additional credit loads (typically 5 additional credits). Submission of the “Concentration Declaration Form” ensures financial aid eligibility for all concentration courses. For detailed information on the academic requirements for College-Wide Concentrations, please refer to the College-Wide Concentrations Handbook which can be found on the William James College website at <https://www.williamjames.edu/academics/academic-affairs/upload/wjc-cross-department-concentrations-handbook.pdf>.

## **B. Continuing Education and Professional Development**

Students are welcome and encouraged to attend William James College Continuing Education programs, many of which are designed primarily for practicing school psychologists. William James College students can attend most CE programs, space permitting, at no cost. However, students must reserve space in advance, and must cancel their reservation if unable to attend. Information about CE offerings can be found on the William James College website at <http://www.williamjames.edu/academics/lifelong/index.cfm>.

Students are also encouraged to take advantage of professional development opportunities offered by their field sites, and attend conferences sponsored by the Massachusetts School Psychologists Association (MSPA) and NASP.

## **C. Electives**

Students who take the complete sequence of required courses do not need electives to fulfill the 66 credit requirement for the M.A./CAGS program. Registration for an elective requires advisor approval, and should be discussed with the advisor in advance (ideally, at the annual A&P Conference).

## **D. Professional Memberships**

Students are encouraged to join the Massachusetts School Psychologists Association (MSPA) and National Association of School Psychologists (NASP), both of which have reduced membership fees for students. Students are also encouraged to attend and present at MSPA Conferences and NASP Conventions. For more information, please visit <https://mspa.wildapricot.org/> and <http://www.nasponline.org/>. The William James College School Psychology MA/CAGS Program also nominates a NASP Student Leader and MSPA Student Representative each year.

## **E. Department Leadership**

The William James College School Psychology Program values and encourages the development of leadership skills—broadly defined as including, but not limited to, involvement in the professional community and William James College academic and extra-curricular activities

Students have opportunities for leadership and involvement within the School Psychology Department, including attending MA/CAGS faculty meetings, serving on the Events Committee, co-chairing the School Psychology Social Club, serving as Department ACES or LEAD members (i.e., WJC student governance), serving as NASP Student Leader, serving as MSPA Student Representative, and assisting with Admissions activities. Recurring opportunities are

summarized in Appendix 21; additional opportunities are shared with students as they arise.

## **V. Field Education**

### **A. Overview**

Students in the William James College School Psychology MA/CAGS Program are in field placements each semester of full-time enrollment and remain in the same placement for a given school year. Field placements represent a formal arrangement between William James College, the field supervisor, and the school district or agency and are intended to be of value to all parties. It is important that the supervisee's training activities have the support and approval of school administrators as well as field supervisors,

The Willingness to Participate (WTP) form formalizes the relationship between William James College and the field placement site and establishes the school or agency as a potential site for our students. The information provided in the WTP helps to determine the type(s) of placements for which the field site is appropriate (first year practicum, second year practicum and/or internship) and to document basic site information for student and faculty access.

A **Field Training Contract** must be on file for every student who has a field placement through William James College (see Appendices 16-18). This contract clarifies the terms of the placement, including (a) supervisor and school contact information, (b) beginning and end dates, (c) time commitment, (d) compensation, if any, (e) personal learning goals (for years 2 and 3), and (f) activities in which the trainee will be engaged. Having a contract on file is also for the protection of the supervisee and the field site, as this ensures that the supervisee is covered under William James College's liability insurance.

For school district placements, the contract must be signed by a school or district administrator (typically a special education director or principal), in addition to the field supervisor. This is to ensure that the supervisor's role and the trainee's proposed activities are understood and acceptable to the host institution. The contract may additionally designate a secondary supervisor who also provides regular support and/or supervision to the trainee.

Each year of field education is associated with a William James College seminar. This provides an opportunity for students to reflect on work at their field sites, integrate classroom learning with experiential learning, and benefit from each other's experiences. The seminar instructor acts as the primary liaison between William James College and the field site. Field supervisors meet seminar instructors at the annual Field Supervisors Orientation in September and communicate with them throughout the year, with a minimum of three in-person or virtual contacts over the academic year.

Close collaboration between the William James College faculty and field supervisors is central to the field education process. Seminar instructors and other faculty assume a significant role in assigning and monitoring course-related tasks, ensuring proficiency of course-related skills, and providing clinical supervision. Seminar instructors are available throughout the year to support the placement and the supervisory relationship. Field supervisors are strongly encouraged to contact the seminar instructor early if they have any concerns so we can intervene quickly and



remediate any difficulties. Dr. Elana Wolkoff [elana\\_wolkoff@williamjames.edu](mailto:elana_wolkoff@williamjames.edu), the Associate Director of Field Education, is also available to supervisors and students as needed.

## **B. First and Second Year Practicum**

Practicum placements are intended to afford trainees the opportunity to practice specific coursework-related skills that promote positive student outcomes. Practicum placements are arranged or facilitated by the William James College faculty to assure that the placement offers appropriate supervision and enables the student to engage in the requisite activities and training experiences.

The field supervisor must meet William James College criteria, including having a minimum of three years of experience working under their license, and agree to fulfill supervisory responsibilities as described in this document. In addition to informal guidance that is provided throughout the year, the field supervisor schedules a regular time for weekly individual face-to-face meetings with the student. William James College School Psychology faculty are available to support this process as needed.

The role of the field supervisor is both facilitative and supervisory. Key aspects of the field supervisor's facilitation role include orientation and monitoring the student's interactions with school personnel, arranging opportunities for the trainee to complete assigned coursework, and providing the practicum student with exposure to a range of experiences related to the role of the school psychologist. The field supervisor also ensures that the student is functioning in a manner that meets the performance standards and expectations of the setting through modelling, direct observation, individual supervision, regular feedback, and evaluation.

Please see Practicum Activities Grid (Appendix 6) for specific coursework that students are expected to complete at their field sites in each year of training. The field supervisor and school administration must be supportive of the placement and ensure that the school can provide opportunities for the student to practice the specific skills associated with the practicum. Students who complete the program on a part-time basis need to ensure that the courses listed in the Practicum by Concurrent Coursework Grid are taken concurrently with practicum.

Each year of practicum placement has a distinct focus, as described below.

### First Year Practicum

First year practicum students are on site at an elementary school one full day and one half day each week (a minimum of 10 hours) for a total of 300 hours over the course of the school year (i.e., from the opening of school through the first week of May). The primary field supervisor must provide a minimum of 30 minutes per week of individual face-to-face supervision.

Much of the first year practicum involves shadowing the daily practices of their supervisor. Early in their first year, students are trained to conduct structured observations, educational assessments, and progress monitoring of academic performance, as well as to provide services through Primary Project, a play based prevention program for kindergarten and first graders. By the end of their first year, practicum students are able to assist in many additional ways including conducting psychoeducational assessments, co-leading social skills groups, and providing check-ins with students.

First year students are trained to work with kindergartners and first graders using the Primary Project methodology. Primary Project is a nationally recognized preventative mental health program for children who are at risk for adjustment problems and is an established part of the first year of the MA/CAGS program. Practicum students are trained to use data to identify students who would most benefit from this service and then facilitate weekly individual child-led play sessions with selected students. This supplementary field experience is of value to both the school psychology trainee and the host school district. Students learn and practice essential skills that serve as a foundation for subsequent training in counseling and consultation. Host districts appreciate the support provided for at-risk students. Supervision for Primary Project is incorporated into the first year practicum seminars. Supervisors are provided with an overview of the Primary Project methodology at the annual Field Supervisors' Orientation in September.

### Second Year Practicum

The second year practicum student is on site at a secondary school 2-1/2 days (a minimum of 15 hours) per week, for a total of 500 hours over the course of the school year (i.e., from the opening of school through the end of the school year). The primary field supervisor must provide a minimum of 1 hour per week of scheduled individual face-to-face supervision. Clinical practice is the primary focus of the second year practicum. Important training opportunities include individual and group counseling, comprehensive evaluation (including cognitive and social-emotional assessment), presentation of evaluation results at team meetings, consultation with teachers, and intervention design and monitoring. Students should be encouraged to work with increased independence throughout the year, as deemed appropriate by the field supervisor.

The field supervisor assumes the primary role of supervising and evaluating training activities. Flexibility is afforded in the content and sequence of practicum activities, and it is expected that field supervisors will arrange activities above and beyond those required for concurrent coursework. To ensure that the field placement offers ample training experience in assessment as well as other domains of practice, it is recommended that second year practicum students conduct from 8 to 12 comprehensive assessments over the academic year. The number of assessments should not exceed 15.

## **C. Internship**

The specialist level internship is the culminating training experience in the William James College MA/CAGS School Psychology Program. Faculty supports students as they identify and pursue potential internship sites. Students can opt to work in a district of their choice and at any level(s), including preschool, primary, middle, and/or high school. They can also opt to work at two schools within a single district, or part of the time (up to 50%) in a clinical setting. If a student identifies two part time sites in separate school districts which provide substantially different experiences from each other, the student may seek permission from the Associate Director of Field Education to pursue part time placements in both sites. General information and recommendations for students about pursuing school psychology internships can be found on the NASP website at: <https://www.nasponline.org/resources-and-publications/graduate-students/the-school-psychology-internship-toolkit>

A few criteria are essential for a placement to qualify as an acceptable internship placement:

- A minimum of 1200 hours, of which at least 600 must be in a school setting, completed by the last Tuesday in May for June graduation
- Two or more hours of scheduled, face-to-face field based supervision per week from an appropriately licensed school psychologist with at least three years of experience or, for non-school settings, a psychologist appropriately credentialed for the setting; and
- Opportunities for the intern to practice and integrate a wide range of competencies across the domains of training and practice in school psychology, including, but not limited to, comprehensive assessment, counseling, and consultation. To ensure that the field placement offers ample training experience in assessment as well as other domains of practice, it is recommended that the intern conduct from 12 to 25 comprehensive assessments. The number of assessments should not exceed 30.
- Interns should be expected to work with increasing levels of independence over the academic year.

In most cases, the primary field supervisor will be in the same building alongside the intern. However, in cases where the primary field supervisor is not consistently present within the same building, the following additional conditions must be met:

- The primary field supervisor (a licensed school psychologist) must be on-site within the school district and available to the intern as needed by phone (or in person in the case of an emergency). The primary field supervisor must provide two hours of individual face-to-face supervision to the intern.
- A secondary supervisor must be identified within the building. The secondary supervisor can be a licensed principal, assistant principal, or special education administrator, and/or another on-site mental health professional (e.g., school counselor, social worker, adjustment counselor). The secondary supervisor must also sign the internship contract.
- During the fall semester, students must be identified as “interns” to the community, and not be considered a substitute school psychologist. Interns cannot have primary responsibility for a building until the spring semester (please see Appendix 22: Serving as a Staff Member while on Internship).

As is standard for school psychology internships nationally, and in keeping with the intern’s level of prior training and field experience, William James College strongly supports the expectation that full time interns receive a stipend. While the program encourages students to seek paid internships, due to the limited number of paid sites in the Greater Boston area, we cannot guarantee that every student will obtain a paid internship. The Associate Director of Field Education is available to discuss options for those seeking paid internships and/or stipends.

The primary supervisor assumes responsibility for the integrity and quality of the internship training and must co-sign any reports as well as other legal documentation. Interns are encouraged to select an area of personal interest in which to develop advanced expertise. The field supervisor is encouraged to propose an interest area that can be incorporated into the internship experience given the programming in the school and district.

## **D. Field Education Eligibility**

The determination of readiness for the Year 2 practicum or internship is made by the faculty at the Assessment and Planning (A&P) Conference prior to placement. This is formally documented as part of the A&P Conference form (Appendices 14 and 15). The student’s

advisor should convene an interim A&P Conference as early as possible during the school year if there is uncertainty as to whether the student will be ready for practicum or internship the following year. A student must have completed all required Year 1 and Year 2 coursework, met the minimum standards of achievement at their previous field placements, be in good academic standing, and have received passing grades on the Communication and Literacy Skills test of the Massachusetts Tests for Educator Licensure (MTEL) to be eligible for internship.

## **E. Evaluation of Field Education**

The William James College seminar instructor evaluates the trainee based on field supervisor written and verbal reports, work samples, and in-class reflections on field activities. Students have an annual Assessment and Planning Conference at which their progress towards attainment of professional competencies and their professional work characteristics are reviewed by faculty.

The field supervisor provides formative and summative evaluations of the student's field training performance. To provide William James College with input about field placements in the initial weeks, field supervisors electronically complete a brief Initial Feedback form at approximately the six week mark. About mid-semester in both fall and spring, the field supervisor is encouraged to use the Practicum or Internship Evaluation form (Appendices 7, 8 & 9) as a guide to provide informal feedback to the student. At the end of each semester, the field supervisor is sent an electronic link and asked to submit the respective evaluation form to William James College School Psychology Department. Graduate students at each level of training are expected to achieve a minimum level of competency by the end of the year in order to qualify for the next level of field placement, which is indicated on their respective evaluation forms. Field supervisors are asked to review their evaluation with their supervisees before or after submission. Note that these evaluations are required for the supervisee to receive credit and should be completed in a timely manner.

Students at each level of training are expected to meet a minimum level of competency by the end of the year in order to qualify for the next level of field placement. First year students must achieve a mean of 1 (Novice) for each domain that is assessed, second year students must attain a mean of 2 (Intermediate) for each domain, and interns are expected to attain a mean of 3 (Advanced Intermediate). Any "Unsatisfactory" ratings on individual items are also subject to remediation and must be addressed before the student advances to the next level. (See Appendices 7-9). The minimal standards for each level of field placement is indicated on the evaluation form. If there is any concern that a student may not be able to achieve the identified minimum level of competency, either due to poor performance or to lack of opportunity, it is expected that the supervisor will notify the student's seminar instructor or Elana Wolkoff ([elana\\_wolkoff@williamjames.edu](mailto:elana_wolkoff@williamjames.edu)), the Associate Director of Field Education, as early as possible. Field supervisors are encouraged to review the evaluation with their trainees before or after submission as part of supervision and goal setting.

Site visits or conferences between WJC faculty, field supervisor and supervisee, occur a minimum of three times per year, either in person or remotely. The September Field Supervision Orientation qualifies as the first of these three meetings. It is strongly encouraged that supervisors address any student training needs or other issues with the seminar instructors during scheduled conferences or at any other point during the school year.

## F. Summary of Expectations

All of the students' field work is supported by concurrent seminars at William James College. The seminar instructor acts as a liaison and collaborates with the field supervisor to maximize the benefit of the field placement to both the student and the field site.

The field supervisor is expected to:

- Attend the Field Supervisor Orientation program at William James College in September (either remotely or in person) and participate in meetings with the William James College seminar instructor and supervisee (either remote or in-person) two additional times per year;
- Provide regular supervision as required by the respective level of placement;
- Complete and return an Initial Feedback form six weeks into the field placement;
- Conduct an informal feedback meeting with the supervisee midway through each semester;
- Complete and return a field placement evaluation at end of each semester;
- Communicate directly with the William James College faculty in a timely manner if the trainee is at risk for not meeting the minimum level of achievement by the end of the year (see evaluation forms) or if there are any other concerns.

The William James College seminar instructor is expected to:

- Ensure that their contact information is available to the trainee and field supervisor at the start of the academic year;
- Be routinely available to both the field supervisor and the trainee;
- Arrange at least two remote or in-person site visits in addition to meeting at the Field Supervisor Orientation;
- Promote quality assurance by addressing practice issues in Seminar and reviewing students' work as needed.

The supervisee is expected to:

- Adhere to all rules, policies, regulations, and approved codes of conduct and behavior, including school, district, state, and federal regulations, and the ethical standards of the National Association of School Psychologists;
- Consistently engage in professional behavior;
- Be open to and integrate feedback;
- Actively prepare for and participate in supervision;
- Inform supervisor and/or seminar instructor of any concerns in a timely manner.

## VI. Course Sequence

| <b>Orientation Week (3 Days)</b>  |  | <b>Credits</b> |
|-----------------------------------|--|----------------|
| CP 501                            | Orientation to the Profession and Its Practice               | 0              |
| <b>Year 1, Fall Semester</b>      |  |                |
| IA 520                            | Instructional Assessment & Intervention                      | 3              |
| LS 659                            | Lifespan Development   | 3              |
| RS 526                            | Statistics   | 3              |
| SN 512                            | Educating Children & Adolescents with Special Needs          | 3              |
| FP 501                            | Practicum I: School Environment and Educational Assessment   | 2              |
| <b>Year 1, Spring Semester</b>    |  |                |
| BC 521                            | Behavioral Assessment, Intervention, and Consultation        | 3              |
| PA 500                            | Psychoeducational Assessment                                 | 3              |
| PY 521                            | Psychopathology of Childhood and Adolescence                 | 3              |
| RS 555                            | Research and Evaluation Methods                              | 3              |
| FP 502                            | Practicum II: Psychoeducational Assessment and Intervention  | 3              |
| <b>Summer Session<sup>1</sup></b> |  |                |
| CC 522                            | Diversity and Cross-Cultural Psychology                      | 3              |
| PH 501                            | Preventive Mental Health in the Schools                      | 2              |
| FP 102                            | Field Placement <sup>2</sup>                                 | 0              |
| <b>Year 2, Fall Semester</b>      |  |                |
| CX 610                            | Counseling and Psychotherapy in Schools                      | 3              |
| PA 600                            | Social-Emotional Assessment                                  | 3              |
| PS 630                            | Legal, Ethical, and Professional Issues in School Psychology | 3              |
| FP 601                            | Practicum III: Clinical Practice                             | 2              |
| <b>Year 2, Spring Semester</b>    |  |                |
| BL 622                            | Biological Bases of Behavior and Learning                    | 3              |
| CO 650                            | Consultation in Schools                                      | 3              |
| GR 611                            | Group Process and Group Therapy                              | 3              |
| FP 602                            | Practicum IV: Clinical Practice                              | 2              |
| <b>Summer Session</b>             |  |                |
| FP 102                            | Field Placement <sup>2</sup>                                 | 0              |
| <b>Year 3</b>                     |  |                |
| CS 701                            | Internship Seminar A   | 3              |
| FP 701                            | Internship A   | 2              |
| CS 702                            | Internship Seminar B   | 3              |
| FP 702                            | Internship B   | 2              |
| <b>Summer Session</b>             |  |                |
| FP 102                            | Field Placement <sup>2</sup>                                 | 0              |
| <b>TOTAL CREDITS</b>              |  | <b>66</b>      |

---

<sup>1</sup> Students are expected to take summer courses to earn the Master's degree after Year 1 and reduce their Year 2 course load. Under special circumstances, students may request to take CC 522 and PH 501 in Year 2.

<sup>2</sup> This 0 credit, no cost placeholder covers field placements that extend beyond the end of the spring semester.

## A. Reduced Course Load Option

Students who wish to complete the Program with a reduced course load each semester may do so as indicated by the course schedule below. Due to pre-requisite and co-requisite courses and fieldwork experiences, this is the only course sequence available to students who wish to pursue a reduced course load during each year of enrollment in the Program. Although this option spreads study over 5 years instead of the traditional 3 years, it includes periods of full-time study during which students can develop an affiliation with fellow classmates, faculty, and the profession.

Students who start the Program with the traditional course sequence but then wish to switch to a reduced course load in subsequent semesters may do so after consulting with their advisor and obtaining approval from the Program Director. Students can also elect to take a reduced course load during their first 3 years of study but not during their internship year, electing to complete the internship over 1 year. In this case, they would complete the Program in 4 years.

Please note that all students must be available during normal business hours for practicum work and courses. In addition, all students pursuing reduced course loads participate in annual Assessment & Planning conferences with faculty, and are subject to all program requirements as listed in Section III. In order to access financial aid, students must be enrolled for at least 5 credits each semester.

|  |  |                |
|--|--|----------------|
| <b>Orientation Week (3 Days)</b>                                   |  | <b>Credits</b> |
| CP 501   | Orientation to the Profession at Its Practice                | 0              |
| <b>Year 1, Fall Semester (8 credits)</b>                           |  | <b>Credits</b> |
| Practicum: 1.5 days/week   |  |                |
| IA 520   | Instructional Assessment and Intervention                    | 3              |
| SN 512   | Educating Children and Adolescents with Special Needs        | 3              |
| FP 501   | Practicum I: School Environment and Educational Assessment   | 2              |
| <b>Year 1, Spring Semester (9 credits)</b>                         |  |                |
| Practicum: 1.5 days/week   |  |                |
| PA 500   | Psychoeducational Assessment                                 | 3              |
| BC 521   | Behavioral Assessment, Intervention, and Consultation        | 3              |
| FP 502   | Practicum II: Psychoeducational Assessment and Intervention  | 3              |
| <b>Year 1, Summer Session (5 credits)</b>                          |  |                |
| CC 522   | Diversity and Cross Cultural Psychology                      | 3              |
| PH 501   | Preventive Mental Health in the Schools                      | 2              |
| <b>Year 2, Fall Semester (9 credits)</b>                           |  |                |
| No practicum required; additional field experience can be arranged |  |                |
| RS 526   | Statistics   | 3              |
| LS 659   | Lifespan Development   | 3              |
| PS 630   | Legal, Ethical, and Professional Issues in School Psychology | 3              |
| <b>Year 2, Spring Semester (9 credits)</b>                         |  |                |
| No practicum required; additional field experience can be arranged |  |                |

|        |  |   |
|--------|--|---|
| PY 521 | Psychopathology of Childhood and Adolescence | 3 |
| RS 555 | Research and Evaluation Methods              | 3 |
| BL 622 | Biological Basis of Behavior and Learning    | 3 |

**Year 3, Fall Semester (8 credits)**

Practicum: 2.5 days/week

|        |   |   |
|--------|---|---|
| PA 600 | Social-Emotional Assessment             | 3 |
| CX 610 | Counseling and Psychotherapy in Schools | 3 |
| FP 601 | Practicum III: Clinical Practice        | 2 |

**Year 3, Spring Semester (8 credits)**

Practicum: 2.5 days/week

|        |                                 |   |
|--------|---------------------------------|---|
| CO 650 | Consultation In Schools         | 3 |
| GR 611 | Group Process and Group Therapy | 3 |
| FP 602 | Practicum IV: Clinical Practice | 2 |

**Year 4, Part-time internship (5 credits)**

Internship: 600 hours in field

|        |                      |     |
|--------|----------------------|-----|
| CS 701 | Internship Seminar A | 1.5 |
| FP 701 | Internship A         | 1   |
| CS 702 | Internship Seminar B | 1.5 |
| FP 702 | Internship B         | 1   |

**Year 5, Part-time internship (5 credits)**

Internship: 600 hours in field

|        |                      |     |
|--------|----------------------|-----|
| CS 701 | Internship Seminar A | 1.5 |
| FP 701 | Internship A         | 1   |
| CS 702 | Internship Seminar B | 1.5 |
| FP 702 | Internship B         | 1   |

**TOTAL CREDITS 66**



## VII. Course Descriptions

### CP501 Orientation to the Profession and Its Practice (0 credits)

This non-credit short course provides an orientation to important concepts and skills that serve as a basis for the initiation of professional training and early clinical/professional practice.

### Year 1, Fall Semester

#### IA 520 Instructional Assessment & Intervention (3 credits)

This course examines essential principles of classroom instruction, and methods of screening and assessing academic performance, critical learning skills, and the classroom environment. Data collection methods include structured observation, standardized educational testing, formal and informal skill inventories, curriculum based assessment and curriculum based measurement. Students apply these data to the design and evaluation of instruction and academic interventions, as guided by scientific evidence. Particular emphasis is placed on the acquisition of early reading skills. Field assignments for this course are arranged through the concurrent Practicum I.

#### RS 526 Statistics (3 credits)

This course covers descriptive and inferential statistical methods applied to educational and psychological research. Students learn how to use data analysis software (SPSS) to enter data, test assumptions, and analyze data; when and how to use different statistical procedures; how to interpret and report data; and how to measure individual progress in clinical and educational settings. Students learn to critically examine published research. The course also covers foundations of psychometrics, including measurement scales, standardization, reliability and validity, standardized scoring formats, and basic concepts of test construction.

#### LS 659 Lifespan Development (3 credits)

This course examines various theories of human development and considers the process of development through various life phases across the lifespan. Theories of biological, cognitive, social, and emotional development are explored to understand the interplay of nature and nurture from infancy through aging. Students examine the psychological and environmental contexts required to support normal development and adaptation in all stages of life. The primary focus of the course is to consider the range of possibilities of normal development and to explore multiple developmental pathways in the course of the lifespan. Individual differences as well as general trends are discussed. Current controversies in development are also addressed through the use of relevant research.

#### SN 512 Educating Children & Adolescents with Special Needs (3 credits)

This course provides an overview of students with disabilities that require special education services, Section 504 accommodations, and/or other specialized educational supports. The course devotes significant attention to legal mandates which have shaped current practices. We will examine characteristics and educational needs of children and adolescents with high incidence disabilities (i.e., learning disabilities, intellectual impairments, emotional and behavioral disorders, executive functioning impairments, and speech and language disabilities), and an introduction to children with low incidence disabilities. Particular emphasis will be placed on (1) identifying appropriate evidence based interventions; (2) establishing positive relationships and with parents and guardians and identifying common parental perspectives; (3) limitations of prevailing systems for service delivery; (4) universal design for learning; and (5) social influences on onset and treatment of disabilities. Other topics will include disproportionality in special education, inclusion, transitional planning, and assistive technology.

### FP 501 Practicum I: School Environment and Educational Assessment (2 credits)

This seminar supports and complements the 10 hour/week first year practicum, a field experience designed to orient the student to the general school environment and to provide an opportunity to apply skills introduced in the Instructional Assessment & Intervention and Educating Children & Adolescents with Special Needs courses. Students receive training in the implementation of Primary Project interventions. Assignments and class discussion help students understand the field of school psychology and how it is practiced on a daily basis. Assignments orient the student to school culture and operations, the classroom environment, instructional practices, and types of special classrooms and programs. The course also provides opportunities for practicing skills in administration and scoring of curriculum-based measures and nationally normed educational achievement tests. Opportunities to practice initial counseling skills are provided.

### **Year 1, Spring Semester**

#### PA 500 Psychoeducational Assessment (3 credits)

This course covers the knowledge and skills required to conduct individual assessment of educationally relevant cognitive functions and special abilities. Emphasis is placed on using multiple types of data, including structured observation, interviews, rating scales, and standardized tests. Students are expected to achieve a high level of proficiency in administration and scoring of standardized tests, and initial skills in analysis and integration of assessment data, report writing, and oral communication of assessment results. Historical influences and theoretical models for conceptualizing cognitive and neuropsychological functions and special abilities are presented. The course also addresses major issues and controversies in assessment of children and adolescents. Practice assignments for this course are arranged through the concurrent Practicum II.

#### BC 521 Behavioral Assessment, Intervention, and Consultation (3 credits)

This course examines major theoretical models and strategies for addressing behavior and emotional problems in the classroom setting, including principles of learning theory and behavior modification, and positive behavioral supports. Foundation skills will emphasize selection of target behaviors, techniques for increasing and decreasing behaviors, contingency contracting, and group management strategies. Cross-cultural perspectives will provide a context for understanding and addressing student behavior. Students will learn to problem-solve, anticipate and prevent problem behaviors, plan and implement interventions, and evaluate and modify interventions based on monitoring data. Students will apply these skills and conduct a functional behavioral assessment (FBA). Students will also generate a repertoire of strategies and learn to analyze appropriate approaches for individuals or groups of children.

#### PY 521 Psychopathology of Childhood and Adolescence (3 credits)

This course provides an overall introduction to psychopathology and diagnostic clinical work with children and adolescents. It includes an overview of classification, the context of normal development, diagnostic procedures and techniques, issues of culture and diversity in regard to assessment and diagnosis, as well as some of the biological underpinnings of psychological development. Basic theoretical constructs from developmental, psychodynamic, cognitive-behavioral, family systems, and trauma perspectives are introduced to allow the student to generate hypotheses about clinical data in terms of etiology and evidence-based treatment interventions. Use of how key diagnostic tools (e.g., DSM-5, ICD-10) can be used to make informed diagnoses is taught and major mental disorders impacting children and adolescents are covered, including, but not limited to: internalizing behavior disorders (e.g., Anxiety Disorders, Depressive Disorders, Personality Disorders), externalizing behavior disorders (e.g.,

Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder, Conduct Disorder, substance use disorders), and other significant psychopathology (e.g., Bipolar Disorder, Thought Disorders, Autism Spectrum Disorders). Students will gain basic understanding of the treatment approaches used for disorders in childhood and adolescence, as well as the ways in which issues of diversity and culture affect our understanding of psychopathology.

#### RS 555 Research and Evaluation Methods (3 credits)

This course provides students with an understanding of how productive research and evaluation questions are formulated, the critical distinction between empirical observation and inference, and factors governing the types of conclusions which can be drawn from empirical data. Issues such as sample size and types, correlational vs. experimental research designs, objective vs. subjective data are addressed. Special issues of qualitative research and single case studies are addressed, including the use of phenomenological research to generate research hypotheses. The material is presented with the primary intent of training student to be discriminating consumers of research. Students are introduced to program evaluation, and design an evaluation of a school program or service.

#### FP 502 Practicum II: Psychoeducational Assessment and Intervention (3 credits)

This seminar provides instructional and supervisory support for the 10 hour/week first year practicum, which enables the student to apply knowledge and skills introduced in concurrent courses, namely (1) Psycho-educational Assessment, (2) Behavioral Assessment, Consultation, and Collaboration, and (3) Research Methods and Evaluation. The seminar provides the forum to reflect on specific situations that occur in field work, and to address practice issues of general interest. Development of the professional self (e.g., attitudes, habits, ethics, and relational behaviors) is an ongoing theme and goal. Supervised training experience in preventive mental health as a Primary Project child associate is incorporated into this practicum.

### **Year 1, Summer Session**

#### PH 501 Preventive Mental Health in the Schools (2 credits)

Schools offer a unique and invaluable opportunity for delivery of mental health services. While the majority of mental health services for children are currently provided in school settings, they are often delivered in an inefficient and ineffective manner to select subsets of the school population (i.e., students with disabilities and those severe behavioral and emotional disorders). This course focuses on prevention and early intervention strategies, delivered within a continuum of services model that addresses the needs of all students. Evidence-based practice, positive behavioral interventions and supports, and school-community partnerships are major topics of study.

#### CC 522 Diversity and Cross-Cultural Psychology (3 credits)

This course examines the interaction between sociocultural variables and mental health. Students will learn frameworks for understanding and working with persons from diverse backgrounds. They will also examine how their own background and biases can impact the delivery of culturally responsive service delivery in the schools. Students will learn about implementing a social justice approach in their delivery of school-based services as a means of countering processes of oppression and discrimination. Methods of instruction include assigned readings, lecture, class discussion, experiential activities, media, and papers.

### **Year 2, Fall Semester**

#### PA 600 Social-Emotional Assessment (3 credits)

This course covers the history and use of personality, social-emotional, and behavioral measures with children and adolescents. The focus is on assessing social and emotional aspects of individuals with reference both to familial and cultural context and to traditional notions of emotional impairment and psychiatric diagnosis. Students learn methods of observation and interview, as well as the most recent objective and projective measures. Projective and objective measures are compared and contrasted with respect to value and appropriate use of each. Impact of cultural, linguistic, and socioeconomic factors are addressed. Legal and ethical implications are explored. Supervised experience in social-emotional assessment is arranged through the concurrent Practicum III.

#### CX 610 Counseling and Psychotherapy in the Schools (3 credits)

This course explores theoretical foundations and practical interventions involved in counseling and psychotherapy with children and adolescents, particularly as applied in school settings. Topics include establishing rapport, family-school collaboration, ethical responsibilities, intervention planning, psychodynamic techniques, behavioral techniques, treatment of selected disorders, relationships with social services and other providers, transference and counter-transference, and the influence of social and cultural factors. Supervised experience in counseling of individual students is arranged through the concurrent Practicum III: Clinical Practice.

#### PS 630 Legal, Ethical, and Professional Issues in School Psychology (3 credits)

This course broadens and deepens students' knowledge and appreciation of historical, legal, ethical, and professional issues in providing psychological services in schools. In addition to relevant laws and ethical and professional standards, the course addresses roles and priorities, use of supervision, professional development, and technology. Practical issues include the use of the personal computer and the Internet to organize and process information, write reports, network with other professionals, and find resource materials. These skills and perspectives are applied to the study of current issues and controversies in the field of school psychology. Particular emphases are conceptual, professional, legal, and ethical issues and emerging problems and opportunities in school psychology, including delivery models and methods.

#### FP 601 Practicum III: Clinical Practice (2 credits)

This seminar provides support for the second year (15 hour/week) secondary level school-based practicum, which is linked with concurrent coursework in Social-Emotional Assessment; Counseling and Psychotherapy in Schools; and Ethical, Legal and Professional Issues. The practicum seminar integrates the material learned in these courses with the practical aspects of providing treatment and educational interventions at the middle school and secondary levels. Discussions address how to use the total available resources to provide mental health and academic benefits for students and their families, with a focus on data based decision-making and the three-tiered model. Students are expected to be providing assessments, treatment, and educational interventions in their school placements. The practicum seminar provides a forum for students to discuss complex cases that they encounter in the field from an ecological perspective.

### **Year 2, Spring Semester**

#### BL 622 Biological Bases of Behavior and Learning (3 credits)

This course examines the biological bases of behavior and learning through the lifespan, including the fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology, neurochemistry, psychopharmacology, and temperament. Interactions between genes, brain, environment, and lifestyle (including effects of diet, exercise, and sleep)

will be emphasized, and how these impact brain development, learning and memory, and mental health. This knowledge is applied towards understanding typical maturation, as well as developmental conditions, such as learning disabilities, ADHD, and autism, and clinical mental health conditions, such as anxiety, depression, and psychosis. Students will critically examine a variety of intervention approaches with the goal of becoming lifelong consumers of new information in these areas. Principles and theories of learning, motivation, and neuropsychologically based interventions also are discussed.

#### CO 650 Consultation in Schools (3 credits)

This course provides the theoretical foundations and fundamental skills for the delivery of consultation services in schools using a problem solving approach. Students are introduced to several models, such as mental health, behavioral, social-cognitive, instructional, and systems-level consultation. Applicable interventions in consulting with parents, teachers, and other staff members are reviewed. Issues related to diversity and ethics are incorporated throughout the course. Students practice and reflect upon consultation skills through assignments conducted in their practicum placements and class discussions.

#### GR 611 Group Process and Group Therapy (3 credits)

This course provides a basic understanding of groups and teaches skills for leading groups in school, community and child clinical settings. Critical facets of group functioning are studied through key concepts that are applicable to all groups, including boundaries, task/maintenance, content and process, levels of group functioning, phases of group development, cohesiveness, conflict management, and working alliances. These principles are studied with reference to both leading student groups and participating with other adults in school/community teams and committees. The course provides an introduction to theory, research and practice in the area, and focuses on key decisions associated with planning and leading a group. The assignment of conducting a student group is arranged through the concurrent Practicum IV.

#### FP 602 Practicum IV: Clinical Practice (2 credits)

This seminar provides support for the second year (15 hour/week) secondary level school-based practicum, which is linked with concurrent coursework in Social-Emotional Assessment; Counseling and Psychotherapy in Schools; and Group Process and Group Therapy. The practicum seminar integrates the material learned in these courses with the practical aspects of providing treatment and educational interventions at the secondary level. Discussions address how to use available resources to provide mental health and academic benefits for students and their families, with a focus on databased decision-making and the three-tiered model. Students are expected to be administering assessments and providing interventions to support students' social emotional and academic development. The practicum seminar provides a forum for students to discuss complex cases that they encounter in the field from an ecological perspective.

### **Year 3**

#### CS 701 Internship Seminar A (3 credits)

This seminar supports the first segment of the 1200-hour internship, which provides the opportunity to refine and integrate skills, and develop the "professional self" and professional work characteristics. The internship enables interns to practice a comprehensive model of school psychological services that includes data-based decision-making, counseling, consultation, and group facilitation and leadership. The seminar addresses issues that surface during internship, such as ethical and practice dilemmas, use of supervision, and interactions with administration and staff. Over the course of the year, interns complete four formal case

studies in assessment, consultation (academic and behavioral intervention), and counseling, which are evaluated using William James College's case study rubrics. Guest presenters offer special sessions on featured topics.

#### CS 702 Internship Seminar B (3 credits)

This seminar supports the second segment of the 1200-hour internship, which provides the opportunity to refine and integrate skills, and develop the "professional self" and professional work characteristics. The internship enables interns to practice a comprehensive model of school psychological services that includes data-based decision-making, counseling, consultation, and group facilitation and leadership. The seminar addresses professional issues such as the job search, as well as issues that surface during internship, such as ethical and practice dilemmas, use of supervision, and interactions with administration and staff. The seminar also supports the interns in demonstrating competency in consultation and academic and behavioral intervention via Case Studies 3 and 4.

#### FP 701 & FP 702 (2 credits each semester)

School psychology interns register for the internship experience, in addition to the Internship Seminar, each semester. Students submit documentation of meeting time-on-site, supervision, and breadth of experience requirements to meet NASP standards, training program expectations, and Massachusetts licensure requirements.

### **Course Evaluation**

Instructors obtain formative course evaluation feedback from students mid-way through the semester using a standard written form and, if desired, by informal means (e.g., discussion).

Students complete a confidential institution-wide course evaluation electronically at the end of each semester. Compiled evaluation data are provided to the instructor and to the Department Chair.

## VIII. Sample Class Schedule<sup>3</sup>

### Year 1

| <b>Year 1, Fall Semester</b>                              | <b>Credits</b> |
|---|----------------|
| RS 526 Statistics: Section 1                              | 3              |
| IA 520 Instructional Assessment & Intvn: Section 1        | 3              |
| SN 512 Educating Child & Adol w/ Special Needs: Section 1 | 3              |
| FP 501 Practicum I: Section 1                             | 2              |
| FP 501 Practicum I: Section 2                             | 2              |
| LS 659 Life Span Development: Section 1                   | 3              |

| <b>Year 1, Spring Semester</b>                               | <b>Credits</b> |
|--|----------------|
| RS 555 Research and Evaluation Methods: Section 1            | 3              |
| RS 555 Research and Evaluation Methods: Section 2            | 3              |
| FP 502 Practicum II: Section 1                               | 3              |
| FP 502 Practicum II: Section 2                               | 3              |
| BC 521 Behavioral Assess., Interv. & Consultation: Section 1 | 3              |
| BC 521 Behavioral Assess., Interv. & Consultation: Section 2 | 3              |
| PA 500 Psychoeducational Assessment: Section 1               | 3              |
| PA 500 Psychoeducational Assessment: Section 2               | 3              |
| PY 521 Psychopathology, Childhood/ Adolescence: Section 1    | 3              |
| PY 521 Psychopathology, Childhood/ Adolescence: Section 2    | 3              |

| <b>Year 1, Summer Semester</b>                 | <b>Credits</b> |
|--|----------------|
| PH 501 Preventive Mntl Health in the Schools   | 2              |
| CC 522 Diversity and Cross-Cultural Psychology | 3              |

### Year 2

| <b>Year 2, Fall Semester</b> | <b>Credits</b> |
|------------------------------|----------------|
|------------------------------|----------------|

<sup>3</sup> This is a sample schedule and is subject to change.

|        |   |   |
|--------|---|---|
| PA 600 | Social-Emot Assessment: Section 1           | 3 |
| PA 600 | Social-Emot Assessment: Section 2           | 3 |
| CX 610 | Couns & Psychotherapy in Schls: Section 1   | 3 |
| CX 610 | Couns & Psychotherapy in Schls: Section 2   | 3 |
| PS 630 | Ethical, Legal & Prof Issues in Sch Psych.  | 3 |
| FP 601 | Practicum III: Clinical Practice: Section 1 | 2 |
| FP 601 | Practicum III: Clinical Practice: Section 2 | 2 |

### **Year 2, Spring Semester**

### **Credits**

|        |   |   |
|--------|---|---|
| CO 650 | Consultation in Schools: Section 1          | 3 |
| CO 650 | Consultation in Schools: Section 2          | 3 |
| BL 622 | Biological Bases of Behavior and Learning   | 3 |
| GR 611 | Group Process and Group Therapy: Section 1  | 3 |
| GR 611 | Group Process and Group Therapy: Section 2  | 3 |
| FP 602 | Practicum III: Clinical Practice, Section 1 | 2 |
| FP 602 | Practicum III: Clinical Practice, Section 2 | 2 |

### **Year 3**

### **Year 3, Fall Semester**

### **Credits**

|        |                                 |   |
|--------|---------------------------------|---|
| CS 701 | Internship Seminar A: Section 1 | 3 |
| CS 701 | Internship Seminar A: Section 2 | 3 |
| CS 701 | Internship Seminar A: Section 3 | 3 |
| FP 701 | Internship A                    | 2 |

### **Year 3, Spring Semester**

### **Credits**

|        |                                 |   |
|--------|---------------------------------|---|
| CS 702 | Internship Seminar A: Section 1 | 3 |
| CS 702 | Internship Seminar A: Section 2 | 3 |
| CS 701 | Internship Seminar A: Section 3 | 3 |
| FP 702 | Internship B                    | 2 |



## **IX. Student Advising**

Students in the program are assigned to an advisor who is a core faculty member. Assignments are made so as to equalize advisors' responsibilities, although consideration is also given to minimizing multiple relationships (e.g., a student who works with a faculty member as a project assistant or clinical supervisee might be assigned to a different faculty member) and matching subject area interests.

Faculty advisors meet with advisees at least once per semester (not including the A&P Conference) and more often as needed to discuss program planning, professional interests and any matters of academic or personal concern. The advisor chairs the student's annual A&P Conference and reviews their internship portfolio in advance of the internship A&P Conference. In addition, the Dean of Students is available to students to discuss personal and interpersonal concerns of a confidential manner. For matters concerning academic matters or relationships with faculty, students should first make reasonable efforts to resolve the matter with the party in question and/or the faculty advisor, with consultation from the Department Chair as needed.

A program-wide meeting for students and faculty is held at the beginning of fall semester. Advising issues of general concern (e.g., curriculum options, field placement search, obstacles to meeting program requirements) are addressed with students as a group, either in clinical seminars or program-wide meetings. Information regarding professional credentials and school psychology licensure are routinely addressed in the Internship Seminar.

## X. Professional Credentials

All graduates of the School Psychology Program will have met requirements to qualify for licensure as a school psychology in Massachusetts and in other states, and to apply to become a nationally certified school psychologist (NCSP).

### A. School Psychologist

Massachusetts Department of Elementary and Secondary Education (DESE) requirements for licensure as a School Psychologist are provided in Appendix 25. Program graduates must document completion of internship requirements with the Pre-Service Performance Assessment form (Appendix 24), which is kept on file by William James College.

#### DESE licensure instructions:

1. Complete the ELAR application online and send in your official **undergraduate** transcript months in advance of program completion;
2. At or shortly before the final internship seminar meeting, submit the completed Pre-service Performance Assessment form to the School Psychology Associate Director of Field Education;
3. Upon conclusion of the internship, submit your final Internship Log spreadsheet, with totals for overall hours and supervisory hours, to the School Psychology Associate Director of Field Education;
4. For graduates who have completed steps 2 and 3 above, William James College will send final official transcripts to DESE. (Note: if you have not submitted all required documentation by this time, you will need to request that your final transcript be submitted directly from the Registrar's office, and your Massachusetts licensure as a school psychologist may be delayed).

### B. Nationally Certified School Psychologist (NCSP)

The William James College School Psychology Program prepares and strongly encourages all program graduates to apply for the NCSP credential. Information on become an NCSP can be found at: <https://www.nasponline.org/standards-and-certification/national-certification>

#### NCSP application instructions:

1. Complete the Internship Verification form, obtaining necessary information and signatures from your internship field supervisor and the William James College supervisor (i.e., seminar instructor).
  - a. In the Education and Training section, you can indicate: CAGS degree in School Psychology, 36 Semester hours, and MA in Professional Psychology, 30 Semester hours
  - b. Below that, indicate **62** Total Hours in School Psychology (excluding internship) and **4** Total Internship Credit Hours for a Total of **66**. If you took electives above and beyond the 66 hours, indicate these as "Total Other Graduate Hours."
2. After you submit your final Internship Log, the School Psychology MA/CAGS Program Director will sign the Verification of Completion of School Psychology Program form and return it to you.
3. Submit all application materials together, as one packet, to NASP.

## **C. Licensed Educational Psychologist (LEP)**

After meeting subsequent requirements (i.e., two years of experience as a school psychologist and 60 hours of clinical supervision by an approved supervisor), program graduates may apply for Allied Mental Health and Human Services licensure as an educational psychologist in Massachusetts. The LEP allows for private practice, though at this time does not allow licensees to bill insurance. William James College offers Clinical Supervision Groups that meet the LEP supervision requirements for licensure.

Requirements and the application for licensure as an educational psychologist can be found at:  
<https://www.mass.gov/regulations/262-CMR-5-requirements-for-licensure-as-an-educational-psychologist>  
<http://www.mass.gov/ocabr/licensee/dpl-boards/mh>

## **XI. School Psychology Program Faculty**

The School Psychology Program faculty is composed of experienced practitioners who are trained in the fields of school psychology, clinical psychology, neuropsychology, special education, and counseling. Core faculty and teaching faculty serve as student advisors. All faculty members are active in program planning and coordination. The core and teaching faculty meets monthly, and the full faculty meets twice each semester. Students are welcome and encouraged to attend full faculty meetings.

### **Joan Axelrod, M.Ed., Adjunct Faculty**

Joan Axelrod is the Coordinator of the Academic Resource Center (ARC) at William James College and an adjunct faculty member in the School Psychology program. She has spent many years as a psychoeducational diagnostician evaluating school-aged with learning and developmental disabilities and consulting to local school systems on assessment and intervention. Her evaluations integrate cognitive, neuropsychological and educational assessment data to develop instructional recommendations. Prior to entering private practice, she was the Clinical Director at the Medical Educational Evaluation Center at North Shore Children's Hospital. She has been teaching at William James since 2007 and, since 2014, she has been providing writing and study support to William James students through the ARC. She holds a master's degree in special education from Boston University and completed doctoral coursework in educational psychology at Clark University.

### **Robyn Bratica, Ph.D., LEP, NCSP, MA/CAGS Program Director, Associate Professor\***

Robyn Bratica is a licensed educational psychologist and nationally certified school psychologist. She received her Ph.D. in School Psychology and a Graduate Certificate in Women's Studies from the University of Rhode Island, where she developed interests in bullying, relational aggression, and social emotional learning. She has worked as a School Psychologist in the Reading Public School District, and as a School Psychologist, School Adjustment Counselor, and most recently, as a Special Education Team Chairperson in the Milford Public School District. She was a member of the Teacher Advisory Cabinet for the Massachusetts Department of Elementary and Secondary Education, advising the department on a variety of topics related to educational policy. Through these experiences, she has developed additional interests in school threat assessment and prevention, special education eligibility and comprehensive school-based assessment practices, and school-based consultation and collaboration.

### **Jennifer Burns, Psy.D., M.A., RCPF, Adjunct Faculty**

Jennifer A. Burns is an organizational leadership psychologist with a vision for program development, implementation, and evaluation. Dr. Burns has decades of experience conducting action research to develop community interventions for diverse populations. She is passionate about designing interventions that nurture equity and inclusion. Dr. Burns is a trauma trained and informed practitioner that specializes in substance use recovery and community mental health. She believes that everyone teaches and everyone learns. Dr. Burns holds a Bachelor of Liberal Arts in Psychology and Legal Studies from the University of Massachusetts Lowell and a Master of Arts in Community Social Psychology from the University of Massachusetts Lowell. She holds a Doctorate in Organizational Leadership Psychology with a Neuropsychology AoE from William James College. Her research interests include the Hope Action Theory, Self-Compassion and Perceived Stress.

**Sharon Grossman, M.Ed., C.A.G.S., LEP, NCSP, Adjunct Faculty**

Sharon Grossman is a Licensed Educational Psychologist and Nationally Certified School Psychologist. She received her M.Ed., C.A.G.S. in School Psychology from the University of Massachusetts, Boston, and an M.Ed. in Expressive Therapies with a concentration in Art Therapy from Lesley College. She has most recently worked as a School Psychologist in the Wellesley Public Schools, from which she recently retired, and the Carlisle Public Schools and Timberlane (NH) Regional School District, as well as a School Psychologist/TEAM Chairperson in the Stoneham Public Schools. As a school-based School Psychologist, Ms. Grossman has deep experience in special education eligibility and comprehensive school-based assessment practices, individual and group counseling, consultation and collaboration, and provision of a range of social emotional skills training. She has also developed interests in growth mindset and the use of mindfulness as Tier 1 school-wide interventions and with individuals and groups.

**Lisa King Chalukian, Psy.D., NCSP, Assistant Professor\***

Lisa King Chalukian is an Assistant Professor in the Department of School Psychology as well as a licensed and nationally certified school psychologist. She earned her M.Ed./CAGS in School Psychology at the University of Massachusetts - Boston. She received her Psy.D. in School Psychology at William James College with a dissertation on English Language Learner teachers' practices in supporting the social emotional development of their immigrant students. Currently, she serves as the chair on the Transformative Social Emotional Learning (T-SEL) committee. Dr. Chalukian has also worked as a school psychologist in the Newton, Boston, and Brockton districts. She completed her post-doctorate fellowship at the Triumph Center, a counseling and consultation center serving clients in New England.

**Daniel Jacobs, Psy.D., M.B.A., Ed.M., Associate Professor\***

Dan Jacobs is a Licensed Psychologist and Health Service Provider in Massachusetts, and has had a private practice working with adolescents, adults, and families impacted by mental health and substance abuse concerns for over 20 years. He trains nationally and presents on a variety of mental health, substance abuse and systemic change topics and consults with schools and residential programs around curriculum and behavioral incident issues. Before going into private practice Dr. Jacobs was the Director of the Adolescent and Adult Partial Hospital Programs at NSMC/Salem Hospital in Salem, MA. He has a master's in education from Harvard University, a master's in business administration from Salem State University, and he earned his doctorate in clinical psychology from Massachusetts School of Professional Psychology (now William James College) in 1997.

**Betsy Juarez, Psy.D., Adjunct Faculty**

Betsy Juarez is a licensed Massachusetts school psychologist and New York bilingual school psychologist. She completed her undergraduate training at Boston College in psychology and Hispanic Studies. She completed her graduate training at St. John's University in Queens, NY, where she received an additional certificate as a bilingual school psychologist. Dr. Juarez currently practices as a school psychologist in Newton Public Schools where she also consults and evaluates district-wide regarding culturally and linguistically diverse learners.

**Jason Kaplan, Ph.D., LEP, NCSP, Department Chair, PsyD Program Director, Associate Professor\***

Dr. Jason Kaplan is a Nationally Certified School Psychologist and a Licensed Psychologist and Health Service Provider. He earned his Ph.D. in School and Counseling Psychology from Northeastern University and his M.Ed. and CAGS from the University of Massachusetts, Boston. While at Northeastern University, he completed a practicum at McLean Hospital Child and Adolescent Testing Service and his pre-doctoral clinical internship at Community Services

Institute, a community-based mental health agency treating children, adolescents, and adults. Before joining the School Psychology faculty at William James College in 2015 Dr. Kaplan served as an adjunct faculty member at the Massachusetts School of Professional Psychology (now William James College). In addition, Dr. Kaplan was a school psychologist in the Newton Public Schools, where he supervised school psychology graduate students for fourteen years. Prior to working in Newton and at William James College, Dr. Kaplan taught high school students with learning, emotional, and behavioral disabilities. Dr. Kaplan is also an active member of the Massachusetts School Psychologists Association, for which he serves as co-chair of the Ethics, Professional Standards and Credentialing Committee. His research interests include systems change, the assessment and treatment of children with learning, social and emotional disabilities, and supervision.

### **James Robbins, Ed.D., Adjunct Faculty**

James Robbins is a Special Education Administrator and licensed School Psychologist. He has served in the field of public education for twelve school years. James began his career in public education as a district-wide School Psychologist, in which he conducted assessments, consulted with school staff and families, and provided individual and group counseling for students in grades preK – 12. After several years as a School Psychologist, James transitioned into Special Education Administration. For the past five school years, James has served as a district-wide Student Services Director, which involves oversight and direction for the supports available to vulnerable student populations, including students with disabilities, English Learners, and students in foster care and homeless.

### **Joan Struzziero, Ph.D., NCSP, Adjunct Faculty**

For Dr. Struzziero, supervision in school psychology has been a long-standing research interest, resulting in the NASP publication *Effective Supervision in School Psychology* (co-authored with Virginia Harvey, PhD in 2000), followed by a 2nd edition in 2008. Since that time, she has participated in myriad national workshops at NASP, APA, and MSPA. Most recently, with Virginia Harvey and Sheila Desai, she co-authored the chapter on Supervision and Mentorship in the Best Practices in School Psychology series. As a practitioner, she worked at Scituate High School and as an adjunct faculty member at UMASS. She has also been an adjunct professor at Northeastern University. She has served on ethics boards at the local and national level. Dr. Struzziero earned her Ph.D. at Ph.D. in School Psychology from Northeastern University.

### **Elana Wolkoff, Ph.D., LEP, Associate Director of Field Education, Associate Professor\***

Elana Wolkoff is a Licensed Educational Psychologist and School Psychologist who has been on the William James College faculty since 2013. Elana earned her M.Ed. from Harvard University and her Ph.D. in School Psychology from Northeastern University. Prior to her doctoral training, Elana was employed as a counselor with homeless youth and a high school special education teacher. She completed her pre-doctoral internship at South Shore Mental Health in Quincy, MA and has since engaged in a wide range of professional roles, including 15 years as a practicing school psychologist for Cambridge and Wellesley Public Schools, Founding Member and Director of Student Support Services at Boston Collegiate Charter School, clinical and special educational consultant to Boston area charter schools, and an instructor at both Northeastern University and William James College. Elana's interests include: school and parent consultation; teaching children self-regulation skills; facilitating difficult conversations; and increasing educational equity. Elana has collaborated with WJC's Latino Mental Health Program to support a special education program in Ecuador and with the Global Mental Health program as part of a suicide prevention program in Guyana.

\*Core faculty

## **XII. Admissions**

Admission to the William James College School Psychology requires evidence of potential for academic success, personal and professional qualities deemed necessary to function as a school psychologist, and motivation for professional excellence and leadership in the field. Eligible applicants must hold a four year college degree. They should have prior coursework and/or work experience in psychology, education, or a closely related field.<sup>4</sup> Admissions information and application instructions can found on the William James College website at: <http://www.williamjames.edu/admissions/apply/school-ma-cags.cfm>.

### **A. Admission Requirements**

Application materials are enumerated in the current School Psychology Program application. The following are requirements for application to the program at the M.A. Degree level:

1. Earned B.A. or B.S. degree;
2. Completed application form;
3. Letters of recommendation;
4. Resume;
5. Work sample;
6. Autobiographical statement, including a statement of purpose and goals;
7. Financial plan;
8. Official transcript(s);
9. Non-native speakers of English may be required to take the Test of English as a Foreign Language (TOEFL).as evidence of their level of English as spoken and written in North America;
10. The general Graduate Record Examination (GRE) is recommended, but not required.

In selecting among candidates, the following qualifications are considered:

1. Prior coursework and work/volunteer experience in psychology or education;
2. Academic achievement at the undergraduate level;
  - Although there is no strict cutoff, a GPA of 3.0 or better is expected.
3. Communication skills (including expository writing);
4. Effective interpersonal relations;
5. Respect for human diversity;
6. Ethical behavior;
7. Adaptability;
8. Initiative;
9. Dependability.
10. Combined TOEFL score (listening, structure and writing expression, speaking and reading) of 550 or higher (paper-based), 213 or higher (computer-based), or 92 (internet-based).
11. Applicants whose undergraduate GPA or other qualifications are marginal may be requested to submit GRE scores as evidence of their academic capabilities. There is no strict cutoff, but the following levels are expected:
  - GRE combined score (Verbal and Quantitative) of 1000 or higher.
  - GRE-A score (Analytical Writing) of 4 or higher.

---

<sup>4</sup> If this criterion is not met, a matriculating student may be assigned a compensatory learning activity at the discretion of the School Psychology Program Director or Admissions Committee.

Completed application packets are thoroughly reviewed by members of the William James College faculty, who decide whether the applicant will be granted an interview. Each component of the application is an important piece of this process. The Graduate Record Exam (GRE) is not required, but applicants with marginal qualifications are advised to submit GRE scores as evidence of capacity to do graduate level work. Applicants who do not meet these standards are encouraged to address extenuating circumstances in their autobiographical statement.

## **B. Application for Advanced Standing**

Advanced standing is a formal status granted to a School Psychology MA/CAGS student who already has a MA degree in school psychology or a related field, and enters the Program at the CAGS level. Eligibility requirements are further defined below. The qualifications listed in Section III.A are used to evaluate the merits of an application for advanced standing.

Applicants who are offered admission with advanced standing to the School Psychology MA/CAGS Program have the opportunity to submit documentation to determine what prior coursework and experience will be approved to meet program requirements (see instructions, Appendix 2). Admitted applicants do so by completing an Advanced Standing Credit form for each course for which advanced standing credit is sought (see sample, Appendix 3).

The advanced standing application is reviewed by the program faculty, with four possible outcomes for each course under consideration:

1. A course is accepted toward advanced standing, with a concomitant reduction in the overall minimum number of credits required for the degree.
2. A course is conditionally accepted toward advanced standing, contingent upon the applicant subsequently demonstrating attainment of the program competencies addressed by the given course.
3. A course waiver is granted, with no reduction in the number of overall credits required for the degree.
4. No advanced standing credit or waiver is granted.

Upon entering the Program, students keep track of completed and projected coursework using the Course Audit form (Appendix 4). A separate form, Conditional Advanced Standing Credit Audit (Appendix 5), is used to track supplemental activities that must be completed as a condition for receiving advanced standing credit.

## **1. Definitions**

### **A. Advanced standing**

Advanced standing is a formal status granted to a School Psychology MA/CAGS student who enters the Program at the CAGS level. To be eligible, applicants must:

- Hold a Master's degree from an accredited institution in school psychology, or an earned Master's degree or doctoral degree in a closely related field (e.g., clinical psychology, counseling, special education);
- Have a GPA of 3.0 or better in the qualifying graduate program; and
- Have completed at least 18 graduate semester credits of coursework that matches, or is equivalent to, required courses in the William James College School Psychology MA/CAGS Program.



## B. Advanced Standing Credit

Advanced standing credit is credit toward meeting program requirements that is granted for satisfactory completion of a graduate course at another accredited institution prior to matriculation. To qualify for advanced standing credit, the course must be deemed equivalent in content and level of instruction to a course in the School Psychology MA/CAGS Program (i.e., listed in Table 1 or 2, pp. 5-6), as determined by the program faculty. Coursework completed at William James College as a non-matriculated student may be credited towards the allowable total, subject to the specified limit. Students admitted with advanced standing enter the Program with a concomitant reduction in the overall minimum number of credits required for the degree.

## C. Course Waiver

A course waiver exempts the student from taking the course as a program requirement, even though course credit cannot be granted. A course waiver will not reduce the number of overall credits required for a degree.

## 2. Policy

### A. Prior Notification

Prior to the decision date for accepting or declining the offer of admission, applicants are provided with an initial determination of the faculty review of their advanced standing application, indicating the projected advanced standing credits and course waivers that will be granted.

### B. Advanced Standing Credit

Consideration for advanced standing credit is limited to graduate level courses completed at another accredited institution for which a grade of B or better (not B-) was awarded. Courses completed within the past 5 years will receive full consideration for advanced standing credit. Applicants may, however, submit documentation of courses taken more than 5 years prior to matriculation, as advanced standing credit may be considered under the conditions described below. Graduate coursework that is proposed for advanced standing credit must be recognized as meeting licensure or accreditation standards, where applicable. No more than 30 credits that comprise a student's degree program may be satisfied through advanced standing credit.

Credit for a course completed more than 5 years prior to matriculation may be considered for credit under the following conditions:

- The course substantially addresses the program competencies associated with the William James College course;
- Course content has not significantly changed over time;
- After matriculating into the Program, the applicant must complete course requirements (e.g., readings and assignments) to ensure attainment of the program competencies associated with the course, as specified by a program faculty member with expertise in the subject area; and
- After indicated requirements are satisfactorily completed as determined by the designated faculty member, the faculty member confers with the student to determine

whether the student has attained course-related competencies commensurate with program expectations.

These requirements and their satisfactory completion are documented by the faculty member on the respective Advanced Standing Credit Form.

Within the first semester of acceptance into the CAGS program, applicants must obtain a passing score on the Communication and Literacy Skills test of the Massachusetts Tests for Educator Licensure (MTEL), which is required for licensure as a school psychologist in Massachusetts (see [www.mtel.nesinc.com](http://www.mtel.nesinc.com) for details).

To earn the CAGS degree, program graduates must complete all School Psychology Program requirements for the M.A. and CAGS degrees, with the exception of the First Year Examination (see Section III.D., Graduation Requirements for the CAGS in School Psychology pp. 14-15). Therefore, the overall CAGS degree program for advanced standing students may significantly exceed the 36 credit minimum.

### **3. Application Procedure**

Applicants must submit the Advanced Standing Credit Form (course information, syllabus, and corresponding transcript) specific to each course that is being considered (see sample, Appendix 3).

Materials submitted by applicants will be reviewed by faculty members, who make a recommendation to the program director. The decision to grant advanced standing credit or course waiver resides with the program director and is not subject to appeal.

If a decision cannot be made based on the applicant's submitted documentation for advanced standing credit, further information may be requested of the applicant.

Notification of an applicant's status will include a clear delineation of the graduate credits which are approved, prior to the date when applicants must accept or reject an offer of admission to the Program.

Following the applicant's acceptance into the Program, a program of study will be outlined for the applicant by core faculty members with the final approval of the program director. The information from the review and outcome process will be available to the applicant's assigned faculty advisor, who will guide the student in the ongoing progression of the curriculum.

### **4. Timeline**

Timelines for submitting advanced standing materials and for faculty review and notification are provided to applicants each year. As a general rule, individuals who are offered admission to the Program may submit the advanced standing credit application packet only after receiving the admission offer. Materials must be received prior to the start of the fall semester of the student's first year in the program.

## **C. Concurrent Application to Other William James College Programs**

Other graduate programs at William James College involve distinctly different graduate experiences and career opportunities. It is possible, however, that an applicant's interests fall within the realm of more than one program. Application may be submitted to more than one program, in which case each application will be evaluated separately. If applying to more than one program, each application should be submitted by its respective deadline. The application review process for each program is separate, including the interview. If the applicant is offered, and accepts, admission to another William James College program, the School Psychology Program application will no longer be considered.

An applicant should not enroll in one program with the expectation of transferring to another program. Admission to the School Psychology M.A./CAGS Program does not assure acceptance as a transfer student into a different William James College program. Program requirements are distinctly different, and few credits will transfer.

### **XIII. Financial Information**

MA/CAGS program tuition for the 2023-2024 school year is based on the rate of \$1,245 per credit. In addition, a student service fee of \$525 is assessed each fall and spring semester, and a student service fee of \$250 is assessed each summer for audio-visual, technology, and library services, test materials, and photocopying. A one-time graduation fee of \$500 is assessed the semester prior to graduation. Please visit <https://www.williamjames.edu/admissions/tuition-and-aid/fees-and-charges.cfm> for information on additional fees and charges (e.g., late registration fee).

Please visit <http://www.williamjames.edu/admissions/tuition-and-aid/index.cfm> for information about financial aid. Applicants for William James College financial aid must be enrolled at least half-time.

# Appendices

## Appendix 1. NASP 2020 Domains Assessed in School Psychology Program Courses

|   | 1                             | 2                               | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10                                    |
|---|-------------------------------|---------------------------------|--|--|--|--|--|--|--|---------------------------------------|
| Instructional Assessment and Intervention (IA 520)                    | X                             |                                 | X  |  |  |  |  |  |  |                                       |
| Statistics (RS 526)   |                               |                                 |  |  |  |  |  |  | X  |                                       |
| Life Span Development (LS 659)  |                               |                                 |  |  |  |  |  | X  |  |                                       |
| Educating Children and Adolescents with Special Needs (SN 512)        |                               |                                 | X  |  |  |  | X  |  |  | X                                     |
| Psychoeducational Assessment (PA 500)                                 | X                             |                                 | X  |  |  |  |  |  |  |                                       |
| Behavioral Assessment, Intervention, and Consultation (BC 521)        |                               |                                 |  | X  |  |  |  |  | X  |                                       |
| Research Methods and Program Evaluation (RS 555)                      |                               |                                 |  |  |  |  |  |  | X  |                                       |
| Psychopathology of Childhood and Adolescence (PY 521)                 |                               |                                 |  |  |  | X  |  | X  |  |                                       |
| Diversity and Cross-Cultural Psychology (CC 522)                      |                               |                                 |  |  |  |  |  | X  |  |                                       |
| Preventive Mental Health in Schools (PH 501)                          |                               |                                 |  |  | X  | X  |  |  |  |                                       |
| Social-Emotional Assessment (PA 600)                                  | X                             |                                 |  |  |  |  |  |  |  |                                       |
| Counseling and Psychotherapy in Schools (CX 610)                      |                               |                                 |  | X  |  |  | X  |  |  |                                       |
| Legal, Ethical, and Professional Issues in School Psychology (PS 630) |                               |                                 |  |  |  |  |  |  |  | X                                     |
| Consultation in Schools (CO 650)                                      |                               | X                               |  |  |  |  | X  |  |  |                                       |
| Group Process and Group Therapy (GR 611)                              |                               |                                 |  | X  |  |  |  |  |  |                                       |
| Year 1 Clinical Seminar, fall semester (FP 501)                       |                               |                                 |  |  | X  |  |  |  |  |                                       |
| Year 1 Clinical Seminar, spring semester (FP 502)                     |                               |                                 |  |  |  |  |  |  |  | X                                     |
| Year 2 Clinical Seminar, spring semester (FP 602)                     |                               | X                               |  |  |  |  | X  |  |  |                                       |
|   | Data-Based Decision<br>Making | Consultation &<br>Collaboration | Academic Intervns &<br>Instructnl Supports | Mental & Behavioral Health<br>Services & Interventions | School-wide Practices to<br>Promote Learning | Services to Promote Safe &<br>Supportive Schools | Family, School, &<br>Community Collaboration | Equitable Practices for<br>Diverse Student Populations | Research and Evidence-<br>Based Practice | Legal, Ethical, and Prof.<br>Practice |

For a complete description of the NASP Practice Model, please visit: <https://www.nasponline.org/standards-and-certification/nasp-practice-model>.

## Appendix 2. Advanced Standing Application Instructions

### *School Psychology MA/CAGS Program*

#### **ADVANCED STANDING APPLICATION INSTRUCTIONS**

1. The applicant completes a course-specific Advanced Standing Credit form and provides related documentation for each course for which advanced standing credit or course waiver is being requested. Each form must be accompanied by the course syllabus in order to receive full consideration for advanced standing credit. Please note that the entire application packet is submitted at once, either in hard copy or electronic format. A single transcript may be submitted for multiple courses in the packet. This can be an unofficial transcript (e.g., a copy) if William James College has the official transcript on file.
2. Advanced standing credit is considered only for graduate level coursework in which the applicant attained a grade of B or higher. Please refer to the guidelines at the webpage referenced below for other guidelines and restrictions.
3. In determining whether to request advanced standing credit for a previous graduate level course, the applicant should refer to the School Psychology MA/CAGS Program course syllabus (available from the Program Director), noting the course description, competencies, weekly topics, and assignments. As more than one course may be applicable, multiple courses may be listed on the Advanced Standing Credit form. The amount of advanced standing credit granted cannot exceed the number of previously earned graduate credits. Applicants are encouraged to submit documentation of non-course-related activities (e.g., professional development programs, in-service training, supervised learning experiences) if the proposed equivalent course was completed more than five years prior to the date of application.
4. The applicant may choose to submit materials in any of several forms, such as a 3-ring-binder, multiple-pocket portfolio, or file folders. However, **the document must (a) include a table of contents and tabs for each worksheet submitted, and (b) transcripts for all graduate coursework proposed to advanced standing credit (a copy is acceptable).**

Please submit your packet to:

MA/CAGS Program Director

Room 203

William James College

One Wells Ave.

Newton, MA 02459

[Robyn\\_Bratuca@williamjames.edu](mailto:Robyn_Bratuca@williamjames.edu)

Please address any questions about the application for advanced standing credit to Dr. Robyn Bratica at the email address above.



## Appendix 3. Advanced Standing Credit Form - Sample

### *School Psychology MA/CAGS Program*

#### ADVANCED STANDING CREDIT FORM (Sample)

Course: SN512 Educating Children and Adolescents with Special Needs

Applicant's Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Key Course Objectives:

To have a working understanding of critical concepts and components of Section 504 and of IDEA 2004, including LRE, continuum of services, and child find; definitions of special education and related services; disability category eligibility criteria; evaluation requirements; components of the IEP; and procedural safeguards.

To have a general knowledge of widely used and evidence based interventions for various educational disabilities, particularly high incidence disabilities (i.e., learning disabilities, speech/language impairments, emotional disturbance, and intellectual impairment).

To understand the pros and cons, components, and the differences in philosophy between the traditional (i.e., medical model) system for delivering services to children with disabilities, and the alternative service delivery system (i.e., response to intervention).

#### NASP Domains:

Domain 3 Interventions and Instructional Support to Develop Academic Skills

Domain 7 Family–School Collaboration Services

#### Program Competencies and Elements:

##### 3. Individual and cultural diversity

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

##### 7. Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

| Requirement  | Documentation Submitted  |
|--|--|
| <u>Course:</u><br>Please indicate course title, name, institution, date. |  |
| <u>Documentation provided:</u><br>(check all that apply)                 | <input type="checkbox"/> Syllabus<br><input type="checkbox"/> Catalog description<br><input type="checkbox"/> Other (specify): |

**Faculty Determination**

- Advanced standing credit
- Advanced standing credit, conditional upon meeting course requirements
- Course waiver
- No advanced standing credit or course waiver
- Further information required

Course credited, if applicable: \_\_\_\_\_ Advanced standing credits allowed: \_\_\_\_\_

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program director approval: \_\_\_\_\_ Date: \_\_\_\_\_

**Coursework requirements to address relevant program objectives (*applies to conditional advanced standing only*):**

|                                  |  |
|----------------------------------|--|
| 1.<br><br>2.<br><br>3.<br><br>4. |  |
|----------------------------------|--|

**Signatures below confirm that the applicant has satisfactorily met the course requirements identified above to qualify for advanced standing credit.**

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program director approval: \_\_\_\_\_

## Appendix 4. Course Audit Form

*School Psychology MA/CAGS Program*

### Course Audit Form

Name \_\_\_\_\_

Advisor \_\_\_\_\_

Year of Entry \_\_\_\_\_

| <b>Required (Core) Courses, M.A./CAGS</b>           |                      |  |                   |           |                        |                    |                   |                 |                            |   |                       |  |
|---|----------------------|--|-------------------|-----------|------------------------|--------------------|-------------------|-----------------|----------------------------|---|-----------------------|--|
| <b>ADVANCED STANDING DETERMINATIONS<sup>5</sup></b> |                      |  |                   |           |                        |                    |                   |                 | <b>AFTER MATRICULATION</b> |   |                       |  |
| <i>Credits</i>                                      | <i>Course Number</i> | <i>Course Title</i>                                  | <i>AS Credits</i> | <i>CW</i> | <i>Course credited</i> | <i>Institution</i> | <i>Year taken</i> | <i>Comments</i> | <i>Credits/ if earned</i>  | <i>DS or TC (If TC, note course # and institution; if DS, note course name)</i> | <i>Semester/ Year</i> |  |
| 3   | IA 520               | Instructional Assessment & Intervention*             |                   |           |                        |                    |                   |                 |                            |   |                       |  |
| 3   | RS 526               | Statistics   |                   |           |                        |                    |                   |                 |                            |   |                       |  |
| 3   | LS 659               | Lifespan Development                                 |                   |           |                        |                    |                   |                 |                            |   |                       |  |
| 3   | SN 512               | Educating Children & Adol. with Special Needs*       |                   |           |                        |                    |                   |                 |                            |   |                       |  |
| 3   | PA 500               | Psychoeducational Assessment                         |                   |           |                        |                    |                   |                 |                            |   |                       |  |
| 3   | BC 521               | Behavioral Assessment, Intervention, & Consultation* |                   |           |                        |                    |                   |                 |                            |   |                       |  |

<sup>5</sup> Students admitted with advanced standing must meet MA/CAGS course requirements through advanced standing (AS), course waiver (CW), directed study (DS) as allowable, transfer of credit (TC), or by taking the MA/CAGS course.

\*Course requirements may be met by a 2-credit directed study.

|                 |               |  |            |    |                 |             |            |          |                    |  |                |
|-----------------|---------------|--|------------|----|-----------------|-------------|------------|----------|--------------------|--|----------------|
| 3               | PY 521        | Psychopathology of Childhood & Adolescence     |            |    |                 |             |            |          |                    |  |                |
| 3               | RS 555        | Research and Evaluation Methods*               |            |    |                 |             |            |          |                    |  |                |
| 3               | CC 522        | Diversity and Cross Cultural Psychology        |            |    |                 |             |            |          |                    |  |                |
| 2               | PH 501        | Preventive Mental Health in the Schools        |            |    |                 |             |            |          |                    |  |                |
| 3               | CX 610        | Counseling and Psychotherapy in Schools        |            |    |                 |             |            |          |                    |  |                |
| Credits         | Course Number | Course Title                                   | AS Credits | CW | Course credited | Institution | Year taken | Comments | Credits/ if earned | DS or TC (If TC, note course # and institution; if DS, note course name) | Semester/ Year |
| 3               | PA 600        | Social-Emotional Assessment                    |            |    |                 |             |            |          |                    |  |                |
| 3               | PS 630        | Legal, Ethical & Prof. Issues in School Psych. |            |    |                 |             |            |          |                    |  |                |
| 3               | BL 622        | Biological Bases of Behavior and Learning      |            |    |                 |             |            |          |                    |  |                |
| 3               | GR 611        | Group Process and Group Therapy                |            |    |                 |             |            |          |                    |  |                |
| 3               | CO 650        | Consultation in Schools*                       |            |    |                 |             |            |          |                    |  |                |
| <b>Subtotal</b> |               |  |            |    |                 |             |            |          |                    |  |                |

## Appendix 5. Conditional Advanced Standing Credit Audit

*School Psychology MA/CAGS Program*

### Conditional Advanced Standing Credit Audit

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Year of Entry: \_\_\_\_\_ Deadline for all Supplemental Activity: \_\_\_\_\_ (submit form to registrar by this date)

| Core Courses, MA/CAGS |               |   |   |  |  |  |           |                   |
|-----------------------|---------------|---|---|--|--|--|-----------|-------------------|
| Credits               | Course Number | Course Title                                      | Conditional AS Credit (check box below to indicate) | Supplemental Activity to begin: (semester, year) | Supplemental Activity to be completed by last day of: (semester, year) | Supplemental Activity Criteria Met: (designated faculty member enters initials and date) | Comments: | AS Credits Earned |
| 3                     | IA 520        | Instructional Assessment & Intervention           | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | RS 526        | Statistics  | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | LS 659        | Lifespan Development                              | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | SN 512        | Educating Children & Adol. with Special Needs     | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | PA 500        | Psychoeducational Assessment                      | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | BC 521        | Behavioral Assessment, Intervention, Consultation | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | PY 521        | Psychopathology of Childhood & Adolescence        | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | RS 555        | Research and Evaluation Methods                   | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | CC 522        | Diversity and Cross Cultural Psychology           | <input type="checkbox"/>                            |  |  |  |           |                   |

| Core Courses, MA/CAGS |               |  |   |  |  |  |           |                   |
|-----------------------|---------------|--|---|--|--|--|-----------|-------------------|
| Credits               | Course Number | Course Title                                   | Conditional AS Credit (check box below to indicate) | Supplemental Activity to begin: (semester, year) | Supplemental Activity to be completed by last day of: (semester, year) | Supplemental Activity Criteria Met: (designated faculty member enters initials and date) | Comments: | AS Credits Earned |
| 2                     | PH 501        | Preventive Mental Health in the Schools        | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | CX 610        | Counseling and Psychotherapy in Schools        | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | PA 600        | Social-Emotional Assessment                    | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | PS 630        | Legal, Ethical & Prof. Issues in School Psych. | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | BL 622        | Biological Bases of Behavior and Learning      | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | GR 611        | Group Process and Group Therapy                | <input type="checkbox"/>                            |  |  |  |           |                   |
| 3                     | CO 650        | Consultation in Schools                        | <input type="checkbox"/>                            |  |  |  |           |                   |

## Appendix 6. School Psychology Program Practicum Grid

| <b>Practicum Course Title</b><br><i>(Must be taken concurrently with Practicum)</i>                    | <b>Concurrent Coursework</b>   | <b>Key Coursework-Related Practicum Activities</b>   |
|--|--|--|
| <b>Year 1, Fall</b><br><br><b>FP 501 Practicum I: School Environment and Educational Assessment</b>    | IA 520 Instructional Assessment & Intervention<br><br>SN 512 Children & Adolescents with Special Needs     | <ul style="list-style-type: none"> <li>• Observation of classroom instruction</li> <li>• Assist with screening or monitoring of literacy skills, preferably using curriculum based measurement (CBM)</li> <li>• Assist with “early intervening services” (i.e., students who need academic and behavioral support in general education)</li> <li>• Administer standardized educational tests</li> <li>• Observe special programs and classrooms</li> </ul> |
| <b>Year 1, Spring</b><br><br><b>FP 502 Practicum II: Psychoeducational Assessment and Intervention</b> | BC 521 Behavioral Assessment, Consultation, and Collaboration<br><br>PA 500 Psychoeducational Assessment 3 | <ul style="list-style-type: none"> <li>• Collect functional behavioral assessment data</li> <li>• Collect data to monitor effectiveness of individualized interventions.</li> <li>• Conduct a structured classroom observation</li> <li>• Conduct individual educational and cognitive assessments</li> </ul>  |
| <b>Year 2, Fall</b><br><br><b>FP 601 Practicum III: Clinical Practice</b>                              | CX 610 Counseling and Psychotherapy in Schools<br><br>PA 600 Social-Emotional Assessment 3                 | <ul style="list-style-type: none"> <li>• Provide individual and group counseling</li> <li>• Participate in teacher assistance/student support team process</li> <li>• Demonstrate positive outcomes of services provided</li> </ul>  |

|  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Conduct social-emotional assessment, interpret data and present findings in report</li> </ul>   |
| <b>Year 2, Spring</b><br><b>FP 602 Practicum IV: Clinical Practice</b> | GR 611 Group Process and Group Therapy<br>CO 650 Consultation in Schools | <ul style="list-style-type: none"> <li>• Engage in a consultation case with a teacher over a minimum of four recorded sessions</li> <li>• Observe multiple team meetings or committees</li> <li>• Facilitate or co-facilitate six week group (if possible)</li> <li>• Consult/collaborate with teacher(s)</li> <li>• Group facilitation</li> </ul> |
| <b>Year 3, Fall</b><br><b>CS 701 Internship Seminar A</b>              | FP 701   | <ul style="list-style-type: none"> <li>• Engage in full NASP Practice Model of service delivery</li> </ul>   |
| <b>Year 3, Spring</b><br><b>CS 702 Internship Seminar B</b>            | FP 702   | <ul style="list-style-type: none"> <li>• Engage in full NASP Practice Model of service delivery</li> </ul>   |



## Appendix 7. Year 1 Practicum Evaluation

### William James College School Psychology Program MA/CAGS Year 1 Practicum Evaluation

Instructions: The field supervisor completes this form and submits it to William James College twice during the school year—at the end of Fall semester and the end of Spring semester. Field supervisors are advised to also use this form as a guide when providing informal formative feedback to the student at a meeting held for this purpose in the middle of each semester. The ratings of the practicum student should be based on your actual observations, as well as reports received from school staff, administrators, parents, and others. Please rate each item by indicating the number that best describes the student's levels of competency at this time using the scale below. Note that the scale below, which is used throughout Section I, describes expectations related to successive stages of the student's training. *Please note: expected level of proficiency at the end of Year 1 is a rating of 1 or higher, and the student will not be permitted to progress to the subsequent field placement experience or receive the M.A. degree unless their mean rating for each area assessed meets this criteria. Any "Unsatisfactory" ratings on individual items are also subject to remediation and must be addressed before the student advances to the next level.* If you anticipate that the student is at risk for not meeting this level of competency at the end of the year in any area, please contact the student's seminar instructor and/or the Associate Director of Field Education.

**0 = Unsatisfactory:** Trainee's performance is not satisfactory in this area.

**1 = Novice:** Trainee has a limited level of knowledge and understanding. Engages in developmentally appropriate level analysis of situations; requires substantial support. Trainee should demonstrate this level of functioning by the end of the MA/CAGS Year 1 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**2 = Intermediate:** Trainee has gained some experience and is able to recognize important details and features. Skills do not yet generalize to new situations, and trainee requires support to guide performance. Trainee should demonstrate this level of functioning by the end of the MA/CAGS Year 2 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**3 = Advanced Intermediate:** Trainee has begun to generalize skills and effectively apply them with supervision. Trainee is expected to demonstrate this level of functioning by the end of the MA/CAGS Year 3 Internship, which covers specialist level skills and knowledge, and is not permitted to graduate from the program unless the student's mean rating for each domain assessed meets this criteria.

**4 = Advanced:** Trainee has gained deeper, more integrated knowledge and, with appropriate supervision, can fulfill expectations independently.

You can return to these instructions at any time by selecting the "Back" arrow button at the bottom of the page. However, if you have entered information on a particular page, be sure to hit "Next" prior to going back - this will save the information you've inputted on the page.

Student Information

Student:

First Name:

Last Name:

Semester:

Fall

Spring

Primary Supervisor:

First Name:

Last Name:

Credentials:

School/District:

Other person(s) providing input:

**NASP Domains of School Psychology Training and Practice**

Domain 1: Data-Based Decision-Making and Accountability

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Systematically collects information to identify a problem and determine strengths and needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Uses assessment information to plan services and make decisions                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Uses data to evaluate service and intervention outcomes                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

Comments:

Domain 2: Consultation and Collaboration

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Establishes collaborative relationships with school personnel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Communicates effectively with families                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Communicates effectively with children and youth              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

Comments:

Domain 3: Interventions and Instructional Support to Develop Academic Skills

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Demonstrates knowledge of child development as it relates to learning                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of social, cultural, and environmental influences on learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Links assessment data to the development of instructional interventions                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Understands how to use intervention data to guide instructional decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Comments:

Domain 5: School-wide Practices to Promote Learning

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|
| Is knowledgeable about policies and procedures concerning special education and related services  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Is knowledgeable about school services and operations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Demonstrates an understanding of educational uses of technology, as they relate to universal design for learning and adaptive instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |

Comments:

Domain 7: Family-School Collaboration Services

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Communicates effectively with families  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of the influence of families on children's learning and mental health | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates knowledge of evidence based strategies to promote family support of student learning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

Comments:

Domain 8: Diversity in Development and Learning

|  | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|--|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Recognizes when and how diversity issues should be addressed         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Recognizes the impact of language and culture on student performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Considers families' cultures, backgrounds and individual learning characteristics when developing interventions                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates awareness of and sensitivity toward cultural and individual differences in working with diverse individuals, groups, and communities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates knowledge and skills that enhance the capacity to work effectively with diverse individuals, groups, and communities                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Domain 9: Research and Program Evaluation

|   | Unsatisfactory 0      | Novice 1              | Intermediate 2        | Advanced Intermediate 3 | Advanced 4            |
|---|-----------------------|-----------------------|-----------------------|-------------------------|-----------------------|
| Demonstrates knowledge of varied data collection and analysis techniques for use in monitoring student performance and behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates knowledge of principles of measurement and psychometric standards in the selection, use and interpretation of assessment instruments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Critically evaluates the professional literature in selecting assessment and intervention strategies  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Domain 10: Legal, Ethical, and Professional Practice

|  | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|--|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Demonstrates an understanding of the role of the school psychologist and related professional issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Values and actively pursues ongoing professional learning development and learning                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Appropriately protects privacy of confidential information   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates understanding of relevant laws and ethical and professional standards and how these are applied in practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Comments:

## II. Professional Work Characteristics

|  | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced Intermediate<br>3 | Advanced<br>4         |
|--|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|
| Presents appropriate appearance and demeanor   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Demonstrates time management and organization  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Follows instructions; follows through on tasks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Demonstrates initiative and dependability      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Demonstrates adaptability and flexibility      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |



|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Interact with colleagues, supervisors, instructors, clients, and consumers in a respectful, professional manner that is conducive to development and maintenance of effective relationships and to constructive management of difficult situations | ○ | ○ | ○ | ○ | ○ |
| Demonstrates effective communication skills – oral, nonverbal, and written – in conveying ideas and information and using professional language, as required for effective practice  | ○ | ○ | ○ | ○ | ○ |
| Demonstrates receptivity and responsiveness to feedback and supervisory input  | ○ | ○ | ○ | ○ | ○ |
| Engages in self-assessment of current levels of expected knowledge and skills, and responds accordingly to maintain and improve performance  | ○ | ○ | ○ | ○ | ○ |

Comments:

### III. Narrative Summary

Please comment on the student's overall progress this year:

Student's main strengths:

Areas most in need of further development:

Recommendations for the student's ongoing professional development:

Additional Comments:

### Direct Observation

A direct observation of this student's practice has been conducted at least once this semester. This in-person or video recording has been conducted or reviewed by the immediate supervisor responsible for the activity or experience being evaluated.

Yes      No

### Credit

Do you recommend that credit be granted for the student's field placement work this semester? We expect your recommendation regarding credit to be based on progress towards realizing curricular and learning goals specified in the contract, adequate progress in the areas specified on this evaluation, and on any other contractual agreements with the student.

- Yes
- Yes, with reservations
- No

**If you selected "Yes, with reservations" or "No", please elaborate:**

**By electronically signing this document you are confirming that you have reviewed / discussed this evaluation with your trainee and you are also verifying that all information is true and accurate.**

Primary Supervisor's Signature: \_\_\_\_\_

Secondary Supervisor's Signature (If applicable): \_\_\_\_\_

## Appendix 8. Year 2 Practicum Evaluation

### William James College School Psychology Program MA/CAGS Year 2 Practicum Evaluation

Instructions: The field supervisor completes this form and submits it to William James College twice during the school year—at the end of Fall semester and the end of Spring semester. Field supervisors are advised to also use this form as a guide when providing informal formative feedback to the student at a meeting held for this purpose in the middle of each semester. The ratings of the practicum student should be based on your actual observations, as well as reports received from school staff, administrators, parents, and others. Please rate each item by indicating the number that best describes the student's levels of competency at this time using the scale below. Note that the scale below, which is used throughout Section I, describes expectations related to successive stages of the student's training. *Please note: expected level of proficiency at the end of Year 2 is a rating of 2 or higher, and the student will not be permitted to progress to the subsequent field placement experience or receive the M.A. degree unless the student's mean rating for each area assessed meets this criteria. Any "Unsatisfactory" ratings on individual items are also subject to remediation and must be addressed before the student advances to the next level.* If you anticipate that the student is at risk for not meeting this level of competency at the end of the year in any area, please contact the student's seminar instructor and/or the Associate Director of Field Education.

**0 = Unsatisfactory:** Trainee's performance is not satisfactory in this area.

**1 = Novice:** Trainee has a limited level of knowledge and understanding. Engages in developmentally appropriate level analysis of situations; requires substantial support. Trainee should demonstrate this level of functioning by the end of the MA/CAGS Year 1 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**2 = Intermediate:** Trainee has gained some experience and is able to recognize important details and features. Skills do not yet generalize to new situations, and trainee requires support to guide performance. Trainee should demonstrate this level of functioning by the end of the MA/CAGS Year 2 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**3 = Advanced Intermediate:** Trainee has begun to generalize skills and effectively apply them with supervision. Trainee is expected to demonstrate this level of functioning by the end of the MA/CAGS Year 3 Internship, which covers specialist level skills and knowledge, and is not permitted to graduate from the program unless the student's mean rating for each domain assessed meets this criteria.

**4 = Advanced:** Trainee has gained deeper, more integrated knowledge and, with appropriate supervision, can fulfill expectations independently.

You can return to these instructions at any time by selecting the "Back" arrow button at the bottom of the page. However, if you have entered information on a particular page, be sure to hit "Next" prior to going back - this will save the information you've imputed on the page.

Student Information

Student:

First Name:

Last Name:

Semester:

Fall

Spring

Primary Supervisor:

First Name:

Last Name:

Credentials:

School/District:

Other person(s) providing input:

**NASP Domains of School Psychology Training and Practice**

Domain 1: Data-Based Decision-Making and Accountability

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Systematically collects information to identify a problem and determine strengths and needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Uses assessment information to plan services and make decisions                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Uses data to evaluate service and intervention outcomes                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <p>Demonstrates proficiency in administering and interpreting various types of assessment data, including observations, interviews, and standardized tests</p>                            | ○ | ○ | ○ | ○ | ○ |
| <p>Demonstrates the ability to design an appropriate assessment battery, selecting measures and information sources appropriate to the referral questions and hypotheses to be tested</p> | ○ | ○ | ○ | ○ | ○ |
| <p>Demonstrates the ability to present accurate and relevant assessment findings orally and in writing in a manner that is useful to consumers</p>  | ○ | ○ | ○ | ○ | ○ |

Comments:

Domain 2: Consultation and Collaboration

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Establishes collaborative relationships with school personnel                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Communicates effectively with families  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Communicates effectively with children and youth  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Communicates effectively with community professionals   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Appropriately mediates and resolves conflict  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates conceptual knowledge of the stages of consultation and the problem-solving process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

Comments:

Domain 3: Interventions and Instructional Support to Develop Academic Skills

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Demonstrates knowledge of child development as it relates to learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates an understanding of social, cultural, and environmental influences on learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uses appropriate assessment strategies to assess learning difficulties                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Links assessment data to the development of instructional interventions                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understands how to use intervention data to guide instructional decisions                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates knowledge of evidence-based instructional methods and interventions            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engages in efforts to maximize treatment integrity of interventions                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appropriately evaluates outcomes of interventions   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assists colleagues in translating research into educational practice                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates general knowledge of evidence based interventions for educational disabilities and difficulties                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates a working knowledge of how educational assessments are used to inform instruction and monitor academic progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

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

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|
| Demonstrates knowledge of child development as it relates to social engagement and behavior                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |
| Demonstrates an understanding of social, cultural, and environmental influences on social engagement and behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> |



|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Uses appropriate assessment strategies to assess behavioral, social affective and adaptive domains | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appropriately analyzes and interprets behavioral assessment data                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Links assessment data to the development of behavioral interventions                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uses ecological and behavioral approaches when developing behavior change programs                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appropriately evaluates outcomes of interventions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uses intervention data to guide decisions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assesses treatment integrity of intervention implementation  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates knowledge of behavioral principles and theoretical models for addressing behavior and emotional problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates the ability to apply evidence-based knowledge and techniques to the practice of individual counseling    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates the ability to apply evidence-based knowledge and techniques to the practice of group counseling         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Domain 5: School-wide Practices to Promote Learning

|  | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|--|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Is knowledgeable about policies and procedures concerning special education and related services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Is knowledgeable about school services and operations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates an understanding of educational uses of technology, as they relate to universal design for learning and adaptive instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Applies principles of systems theory to promote learning, prevent problems, and create effective learning environments                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supports effective design and functioning of problem-solving team   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participates in the development, implementation and/or evaluation of programs that promote safe schools                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Domain 6: Preventive and Responsive Services

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Is knowledgeable of current theory and research about child/adolescent development, psychopathology, social stresses and crisis in school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Is knowledgeable about protocol and need for collaboration with school personnel, parents and the community in the aftermath of a crisis  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of biological and social risk factors in learning and mental health   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Participates in the development, implementation, and/or evaluation of academic or mental health prevention services                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Displays initiative and resourcefulness to meet mental health needs   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

Comments:

Domain 7: Family-School Collaboration Services

|  | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|--|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Communicates effectively with families   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of the influence of families on children's learning and mental health  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates knowledge of evidence based strategies to promote family support of student learning  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of the impact of culture on family dynamics and engagement   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Facilitates home-school communication and collaboration  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Participates in the development and/or implementation of programs and services that strengthen connections between school, home, and community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

Comments:

Domain 8: Diversity in Development and Learning

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Recognizes when and how diversity issues should be addressed  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Recognizes the impact of language and culture on student performance  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Considers cultural factors and ELL status when selecting assessment tools and interpreting assessment data  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Considers families' cultures, backgrounds and individual learning characteristics when developing interventions                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates awareness of and sensitivity toward cultural and individual differences in working with diverse individuals, groups, and communities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates knowledge and skills that enhance the capacity to work effectively with diverse individuals, groups, and communities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Comments:

Domain 9: Research and Program Development

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Demonstrates knowledge of varied data collection and analysis techniques for use in monitoring student performance and behavior                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates knowledge of principles of measurement and psychometric standards in the selection, use and interpretation of assessment instruments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Critically evaluates the professional literature in selecting assessment and intervention strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uses single-subject research designs in the evaluation of interventions                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates an understanding of essential psychometric principles and methods                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Domain 10: Legal, Ethical, and Professional Practice

|  | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|--|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Demonstrates an understanding of the role of the school psychologist and related professional issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Values and actively pursues ongoing professional learning development and learning                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |



|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Appropriately protects privacy of confidential information   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates understanding of relevant laws and ethical and professional standards and how these are applied in practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

## II. Professional Work Characteristics

|  | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|--|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Presents appropriate appearance and demeanor   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates time management and organization  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Follows instructions; follows through on tasks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates initiative and dependability      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates adaptability and flexibility      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <p>Interacts with colleagues, supervisors, clients, and consumers in a respectful, professional manner that is conducive to development and maintenance of effective relationships and to constructive management of difficult situations</p> | ○ | ○ | ○ | ○ | ○ |
| <p>Demonstrates effective communication skills – oral, nonverbal, and written – in conveying ideas and information and using professional language, as required for effective practice</p>  | ○ | ○ | ○ | ○ | ○ |
| <p>Demonstrates values and attitudes of integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</p>  | ○ | ○ | ○ | ○ | ○ |
| <p>Demonstrates receptivity and responsiveness to feedback and supervisory input</p>  | ○ | ○ | ○ | ○ | ○ |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Engages in self-assessment of current levels of expected knowledge and skills, and responds accordingly to maintain and improve performance | ○ | ○ | ○ | ○ | ○ |
| Apply professional values and attitudes in effectively responding to complex situations   | ○ | ○ | ○ | ○ | ○ |

Comments:

**III. Narrative Summary**

Please comment on the student's overall progress this year:

Student's main strengths:

Areas most in need of further development:

Recommendations for the student's ongoing professional development:

Additional Comments:

**Direct Observation**

A direct observation of this student's practice has been conducted at least once this semester. This in-person or video recording has been conducted or reviewed by the immediate supervisor responsible for the activity or experience being evaluated.

Yes      No

## Credit

Do you recommend that credit be granted for the student's field placement work this semester? We expect your recommendation regarding credit to be based on progress towards realizing curricular and learning goals specified in the contract, adequate progress in the areas specified on this evaluation, and on any other contractual agreements with the student.

- Yes
- Yes, with reservations
- No

**If you selected "Yes, with reservations" or "No", please elaborate:**

**By electronically signing this document you are confirming that you have reviewed / discussed this evaluation with your trainee and you are also verifying that all information is true and accurate.**

Primary Supervisor's Signature: \_\_\_\_\_

Secondary Supervisor's Signature (If applicable): \_\_\_\_\_

## Appendix 9. Year 3 Internship Evaluation

### William James College School Psychology Program MA/CAGS Year 3 Internship Evaluation

If you would like to view the full form prior to starting the electronic submission process, please click here: [School Psych MACAGS Internship Evaluation 2022-2023](#)

Instructions: The field supervisor completes this form and submits it to William James College twice during the school year—at the end of Fall semester and the end of Spring semester. Field supervisors are advised to also use this form as a guide when providing informal formative feedback to the student at a meeting held for this purpose in the middle of each semester. The ratings of the intern should be based on your actual observations, as well as reports received from school staff, administrators, parents, and others. Please rate each item by indicating the number that best describes the student's levels of competency at this time using the scale below. *Please note: expected level of proficiency at the end of Year 3 is a rating of 3 or higher, and the student will not be permitted to progress to the subsequent field placement experience or receive the M.A. degree unless the student's mean rating for each area assessed meets this criteria. Any "Unsatisfactory" ratings on individual items are also subject to remediation and must be addressed before the student advances to the next level.* If you anticipate that the student is at risk for not meeting this level of competency at the end of the year in any area, please contact the student's seminar instructor and/or the Associate Director of Field Education.

**0 = Unsatisfactory:** Trainee's performance is not satisfactory in this area.

**1 = Novice:** Trainee has a limited level of knowledge and understanding. Engages in developmentally appropriate level analysis of situations; requires substantial support. Trainee should demonstrate this level of functioning by the end of the MA/CAGS Year 1 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**2 = Intermediate:** Trainee has gained some experience and is able to recognize important details and features. Skills do not yet generalize to new situations, and trainee requires support to guide performance. Trainee should demonstrate this level of functioning by the end of the MA/CAGS Year 2 Practicum and is not permitted to progress within the program unless the student's mean rating for each domain assessed meets this criteria.

**3 = Advanced Intermediate:** Trainee has begun to generalize skills and effectively apply them with supervision. Trainee is expected to demonstrate this level of functioning by the end of the MA/CAGS Year 3 Internship, which covers specialist level skills and knowledge, and is not permitted to graduate from the program unless the student's mean rating for each domain assessed meets this criteria.

**4 = Advanced:** Trainee has gained deeper, more integrated knowledge and, with appropriate supervision, can fulfill expectations independently.

You can return to these instructions at any time by selecting the "Back" arrow button at the bottom of the page. However, if you have entered information on a particular page, be sure to hit "Next" prior to going back - this will save the information you've imputed on the page.

Student Information

Student:

First Name:

Last Name:

Semester:

Fall

Spring

Primary Supervisor:

First Name:

Last Name:

Credentials:

School/District:

Other person(s) providing input:

**NASP Domains of School Psychology Training and Practice**

Domain 1: Data-Based Decision-Making and Accountability

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Systematically collects information to identify a problem and determine strengths and needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Uses assessment information to plan services and make decisions                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Uses data to evaluate service and intervention outcomes                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates proficiency in administering and interpreting various types of assessment data, including observations, interviews, and standardized tests                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates the ability to design an appropriate assessment battery, selecting measures and information sources appropriate to the referral questions and hypotheses to be tested | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates the ability to present accurate and relevant assessment findings orally and in writing in a manner that is useful to consumers  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Domain 2: Consultation and Collaboration

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Establishes collaborative relationships with school personnel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Communicates effectively with families  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicates effectively with children and youth  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicates effectively with community professionals   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appropriately mediates and resolves conflict  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates conceptual knowledge of the stages of consultation and the problem-solving process   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates a conceptual understanding of various consultation orientation and models, and applies at least one model in practice as appropriate to the referral concern | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates collaborative and effective communication skills during consultation sessions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates knowledge and respect for the roles and perspectives of other professions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Comments:

Domain 3: Interventions and Instructional Support to Develop Academic Skills

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Demonstrates knowledge of child development as it relates to learning                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of social, cultural, and environmental influences on learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Uses appropriate assessment strategies to assess learning difficulties                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Links assessment data to the development of instructional interventions                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Understands how to use intervention data to guide instructional decisions                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates knowledge of evidence-based instructional methods and interventions            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Engages in efforts to maximize treatment integrity of interventions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appropriately evaluates outcomes of interventions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assists colleagues in translating research into educational practice   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates general knowledge of evidence based interventions for educational disabilities and difficulties                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates a working knowledge of how educational assessments are used to inform instruction and monitor academic progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

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

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Demonstrates knowledge of child development as it relates to children's social engagement and behavior            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of social, cultural, and environmental influences on social engagement and behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Uses appropriate assessment strategies to assess behavioral, social affective and adaptive domains                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Appropriately analyzes and interprets behavioral assessment data  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Links assessment data to the development of behavioral interventions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Uses ecological and behavioral approaches when developing behavior change programs                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Appropriately evaluates outcomes of interventions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uses intervention data to guide decisions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assesses treatment integrity of intervention implementation  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates the ability to apply evidence-based knowledge and techniques to the practice of individual counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates the ability to apply evidence-based knowledge and techniques to the practice of group counseling      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Domain 5: School-wide Practices to Promote Learning

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Is knowledgeable about policies and procedures concerning special education and related services  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Is knowledgeable about school services and operations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of educational uses of technology, as they relate to universal design for learning and adaptive instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Applies principles of systems theory to promote learning, prevent problems, and create effective learning environments                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Supports effective design and functioning of problem-solving team   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Participates in the development, implementation and/or evaluation of programs that promote safe schools | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Comments:

Domain 6: Preventive and Responsive Services

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Is knowledgeable of current theory and research about child/adolescent development, psychopathology, social stresses and crisis in school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Is knowledgeable about protocol and need for collaboration with school personnel, parents and the community in the aftermath of a crisis  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of biological and social risk factors in learning and mental health   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Participates in the development, implementation, and/or evaluation of academic or mental health prevention services   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Displays initiative and resourcefulness to meet mental health needs   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates knowledge of behavioral principles and theoretical models for addressing behavior and emotional problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Domain 7: Family-School Collaboration Services

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Communicates effectively with families  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of the influence of families on children's learning and mental health | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates knowledge of evidence based strategies to promote family support of student learning  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates an understanding of the impact of culture on family dynamics and engagement   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Facilitates home-school communication and collaboration  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participates in the development and/or implementation of programs and services that strengthen connections between school, home, and community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Domain 8: Diversity in Development and Learning

|  | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|--|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Recognizes when and how diversity issues should be addressed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |



|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Recognizes the impact of language and culture on student performance  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Considers cultural factors and ELL status when selecting assessment tools and interpreting assessment data  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Considers families' cultures, backgrounds and individual learning characteristics when developing interventions                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates awareness of and sensitivity toward cultural and individual differences in working with diverse individuals, groups, and communities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates knowledge and skills that enhance the capacity to work effectively with diverse individuals, groups, and communities                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Domain 9: Research and Program Development

|   | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|---|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Demonstrates knowledge of varied data collection and analysis techniques for use in monitoring student performance and behavior                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates knowledge of principles of measurement and psychometric standards in the selection, use and interpretation of assessment instruments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Critically evaluates the professional literature in selecting assessment and intervention strategies  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Uses single-subject research designs in the evaluation of interventions   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates an understanding of how to use data to evaluate program effectiveness  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates an understanding of essential psychometric principles and methods | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Comments:

Domain 10: Legal, Ethical, and Professional Practice

|  | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|--|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Demonstrates an understanding of the role of the school psychologist and related professional issues                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Values and actively pursues ongoing professional learning development and learning                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Appropriately protects privacy of confidential information   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates understanding of relevant laws and ethical and professional standards and how these are applied in practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

Comments:

II. Professional Work Characteristics

|  | Unsatisfactory<br>0   | Novice<br>1           | Intermediate<br>2     | Advanced<br>Intermediate<br>3 | Advanced<br>4         |
|--|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|
| Presents appropriate appearance and demeanor   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates time management and organization  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Follows instructions; follows through on tasks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates initiative and dependability      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| Demonstrates adaptability and flexibility      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <p>Interacts with colleagues, supervisors, clients, and consumers in a respectful, professional manner that is conducive to development and maintenance of effective relationships and to constructive management of difficult situations</p> | ○ | ○ | ○ | ○ | ○ |
| <p>Demonstrates effective communication skills – oral, nonverbal, and written – in conveying ideas and information and using professional language, as required for effective practice</p>  | ○ | ○ | ○ | ○ | ○ |
| <p>Demonstrates values and attitudes of integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</p>  | ○ | ○ | ○ | ○ | ○ |
| <p>Demonstrates receptivity and responsiveness to feedback and supervisory input</p>  | ○ | ○ | ○ | ○ | ○ |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Engages in self-assessment of current levels of expected knowledge and skills, and responds accordingly to maintain and improve performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Apply professional values and attitudes in effectively responding to complex situations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

**III. Narrative Summary**

Please comment on the student’s overall progress this year:

Student’s main strengths:

Areas most in need of further development:

Recommendations for the student’s ongoing professional development:

Additional Comments:

**Direct Observation**

A direct observation of this student’s practice has been conducted at least once this semester. This in-person or video recording has been conducted or reviewed by the immediate supervisor responsible for the activity or experience being evaluated.

Yes      No

**Credit**

Do you recommend that credit be granted for the student’s field placement work this semester? We expect your recommendation regarding credit to be based on progress towards realizing curricular and learning goals

specified in the contract, adequate progress in the areas specified on this evaluation, and on any other contractual agreements with the student.

- Yes
- Yes, with reservations
- No

**If you selected "Yes, with reservations" or "No", please elaborate:**

**By electronically signing this document you are confirming that you have reviewed / discussed this evaluation with your trainee and you are also verifying that all information is true and accurate.**

Primary Supervisor's Signature: \_\_\_\_\_

Secondary Supervisor's Signature (If applicable): \_\_\_\_\_

## Appendix 10. Assessment Case Study Rubric

### William James College School Psychology Assessment Case Study Rubric

Student's Name:

Total score = \_\_\_\_\_ out of 54 points

*(46 points needed to pass, as well as passing scores on items 7-11 and 15-18)*

|  | <b>MASTERY<br/>(3)</b>  | <b>NEAR MASTERY<br/>(2)</b>   | <b>NEEDS IMPROVEMENT<br/>(1)</b>  |
|--|---|---|---|
| <b>1. Overall Organization and Identifying information</b> | <p>Report includes all sections pertinent to the assessment conducted, in the prescribed order, with appropriate content (see Psychological Report Writing Template).</p> <p>Identifying information is fully and accurately documented and adequately protects client's/stakeholder's confidentiality.</p> | <p>A section is missing or misplaced; some sections contain material that belongs elsewhere.</p> <p>Identifying information is not fully or accurately documented and client's/stakeholder's confidentiality is not adequately protected.</p> | <p>Missing critical section(s) or many misplaced sections, multiple sections fail to address intended purposes.</p> <p>Significant missing identifying information, or failure to protect client's/stakeholder's confidentiality.</p> |
| <b>2. Referral Question</b>                                | <p>Reason for referral identifies essential child-specific questions and concerns from all stakeholders (e.g. parents/guardian, school) in general terms and highlights key points.</p> <p>Referral concerns fully match assessment procedures.</p>   | <p>Reason for referral includes some irrelevant information, omits key points, or is overly detailed.</p> <p>Referral concerns partially match assessment procedures.</p>   | <p>Reason for referral is highly irrelevant or generic and/or fails to adequately identify key points.</p> <p>Referral concerns do not match assessment procedures.</p>   |



|  |   |  |  |
|--|---|--|--|
| <b>3. Assessment Procedures</b>  | <p>Selected measures are clinically and technically appropriate and cover the breadth and depth of referral question(s) and hypotheses.</p> <p>Measures are correctly named.</p>  | <p>Selected measures are lacking in clinical or technical appropriateness, or do not adequately address referral question(s) and hypotheses.</p> <p>Some measures are correctly named.</p> | <p>Tests selected are not clinically and technically appropriate, or significantly fail to address referral question(s) and hypotheses.</p> <p>Majority of measures are not correctly named.</p> |
| <b>4. Background Information</b>   | <p>Background information is relevant, clear, consistent, properly attributes sources, and protects privacy and adheres to legal and ethical standards.</p>   | <p>Some background information is irrelevant, confusing, inappropriate, insufficient, or fails to attribute source and does always adhere to legal and ethical standards.</p>              | <p>Background information is highly irrelevant, glaringly missing, or fails to respect privacy, legal and ethical standards.</p>   |
| <b>5. Behavioral Observations</b>  | <p>Observations are low inference: objectively descriptive of actual behavior or appearance.</p>  | <p>Some observations are inferential or insufficiently descriptive of the relevant behavior.</p>   | <p>Observations are highly inferential or inadequately described.</p>  |
| <b>6. Behavioral Observations</b>  | <p>Observations address referral question and illustrate key findings where possible, and provide an enhanced sense of the child's personality.</p>   | <p>Observations provide only minimal insights into referral question, key findings, and child's personality.</p>   | <p>Observations are lacking or irrelevant; fail to address referral question and illustrate key findings where possible.</p>   |
| <b>7. Test Results</b><br><br><i>Must Receive a 2 or higher in order to receive credit for the internship case study</i> | <p>Test results are presented in a clear and accurate manner, are meaningful and appropriately considers measurement error. Examiner recognizes when distribution of scores precludes interpretation of composites.</p> | <p>Test results are generally presented clearly, but with some imprecision or confusion and/or with minor confusion or inaccuracy regarding measurement error.</p>                         | <p>Test results are presented in a misleading or incomprehensible manner with no recognition of measurement error.</p>   |

|  |   |  |   |
|--|---|--|---|
| <p><b>8. Test Results</b></p> <p><i>Must Receive a 3 in order to receive credit for the internship case study</i></p>                            | <p>Test results are organized thematically (i.e., by areas of functioning), with reported areas relevant to the given case and appropriate title.</p>                                   | <p>Test results are organized by theme but heavily influenced by test structure, or with areas of functioning mislabeled or not well matched to the given case.</p>                      | <p>Test results are organized by tests administered.<br/> <i>***(Exception can be the social and emotional section)***</i></p>  |
| <p><b>9. Summary/Clinical Impressions</b></p> <p><i>Must Receive a 2 or higher in order to receive credit for the internship case study</i></p>  | <p>Summary/Clinical Impressions addresses referral question, and only contains clinically/educationally significant/relevant findings.</p>  | <p>Summary/Clinical Impressions fails to highlight referral questions or clinically/educationally relevant findings; includes material introduced for the first time.</p>                | <p>Summary/Clinical Impressions fails to address referral question or key findings and includes inappropriate material.</p>   |
| <p><b>10. Summary/Clinical Impressions</b></p> <p><i>Must Receive a 2 or higher in order to receive credit for the internship case study</i></p> | <p>Clinical impressions are supported by convergent data and integrate findings from multiple assessment sources. (e.g. domains of functioning)</p>                                     | <p>Some clinical impressions are not well supported, or assessment findings do not sufficiently integrate assessment sources. (e.g. insufficient or limited integration of findings)</p> | <p>Clinical impressions are incorrect and do not integrate multiple assessment sources. (e.g. findings from different sources and domains are reported separately, with no attempt at integration )</p> |
| <p><b>11. Summary/Clinical Impressions</b></p> <p><i>Must Receive a 2 or better to receive credit for the internship case study.</i></p>         | <p>Clinical impressions effectively address all referral questions and hypotheses, providing valuable insight/understanding into the child's life and functioning and implications.</p> | <p>Clinical impressions somewhat address referral questions/hypotheses, providing only some insight/understanding into the child's life and functioning.</p>                             | <p>Clinical impressions do not effectively address most referral questions/hypotheses, provides limited or no insight/understanding into the child's life and functioning.</p>                          |
| <p><b>12. Recommendations</b></p>  | <p>Recommendations are empirically and clinically sound (i.e. address referral concerns and are based on assessment results).</p>   | <p>Recommendations are limited, vague, or not sufficiently evidence-based.</p>   | <p>Recommendations are missing, significantly unfounded, or not consistent with findings.</p>   |

|   |  |  |   |
|---|--|--|---|
| <b>13. Recommendations</b>  | Recommendations address key findings and are individualized, meaningful, practical and respectful of legal requirements and team responsibilities. Brief rationale for each recommendation is provided.  | Recommendations do not adequately address key findings, or are insufficiently individualized, meaningful, or practical and encroach on team responsibilities or pose other procedural problems.  | Recommendations fail to address key findings, are not meaningful, or practical, pose serious procedural problems and are not respectful of legal requirements and team responsibilities.                          |
| <b>14. Data Summary</b>   | Data Summary follows the report (as or similar to an appendix) and includes all scores, appropriately labeled.   | Data Summary has missing or problematically presented scores, or no interpretive guidance.   | Data Summary is missing or misplaced, or misinforms the reader because of serious errors.   |
| <b>15. Writing</b><br><br><i>Must receive a 2 or above in order to receive a passing grade.</i>                             | Avoids jargon; terms unfamiliar to teacher or parent are accompanied by definitions or clarifications.   | Occasional use of jargon or terminology, without definitions or clarifications.  | Includes terms and language that will be unfamiliar to teachers, parents, and some school psychologists.  |
| <b>16. Writing</b><br><br><i>Must receive a 2 or above in order to receive a passing grade.</i>                             | Writing is clear and concise; well constructed paragraphs, simple declarative sentences, proofread for mechanical errors and typos. Uses correct grammar, punctuation, and voice.  | Writing is unclear or awkward in parts; some poorly constructed sentences, problematic paragraph structure, mechanical errors.   | Writing is unclear or awkward in many parts; poorly constructed sentences, problematic paragraph structure, mechanical errors.  |
| <b>17. Follow-Up: Consumer Satisfaction</b><br><br><i>Must Receive a 3 to receive credit for the internship case study.</i> | Subsequent inquiry with consumers (e.g., teachers, parents, child) provides detailed information about whether the assessment clearly and completely addressed referral questions and concerns.<br><br>A mean score of 3 or higher on the corresponding Likert scale evaluating consumer satisfaction. | Subsequent inquiry with consumers (e.g., teachers, parents, child) provides limited information or only a general impression about whether the assessment effectively addressed referral questions and concerns.<br><br>A mean score of 2 to 2.9 on the corresponding Likert scale evaluating consumer satisfaction. | No subsequent inquiry is conducted to determine whether the assessment addressed referral questions and concerns.<br><br>A mean score below 2 on the corresponding Likert scale evaluating consumer satisfaction. |

|  |   |  |   |
|--|---|--|---|
| <p><b>18. Follow-Up: Recommendations</b></p> <p><i>Must Receive a 3 or better to receive credit for the internship case study.</i></p> | <p>Subsequent inquiry with one or more consumers (e.g., teachers, parents, child) provides detailed information about the extent to which recommendations were followed and implemented with fidelity.</p> <p>A mean score of 3 or 4 on the corresponding Likert scale evaluating level of understanding.</p> | <p>Subsequent inquiry with consumers (e.g., teachers, parents, child) provides limited information or only a general impression about the extent to which recommendations were followed and implemented with fidelity.</p> <p>A mean score of 2 on the corresponding Likert scale evaluating level of understanding.</p> | <p>No subsequent inquiry is conducted to learn about implementation of recommendations.</p> <p>A mean score of 1 on the corresponding Likert scale evaluating level of understanding.</p> |
|--|---|--|---|

## Assessment Rubric Likert Scales

### Rubric item #17: Consumer satisfaction (parent, teacher)

17a. As a result of reading the assessment report, to what extent were your referral questions answered?

- 1 Referral questions not answered
- 2 Referral questions somewhat answered
- 3 Referral questions mostly answered
- 4 Referral questions completely answered

17b. After reading the report, what was your level of understanding?

- 1 I was unable to understand the content of the report.
- 2 I was able to somewhat understand the content of the report.
- 3 I was able to mostly understand the content of the report.
- 4 I was able to completely understand the content of the report.

17c. After hearing the school psychology intern's presentation of the assessment results, what was your level of understanding?

- 1 I was unable to understand the content of the report.
- 2 I was able to somewhat understand the content of the report.
- 3 I was able to mostly understand the content of the report.
- 4 I was able to completely understand the content of the report.

### Rubric item # 18: Follow-up with teacher: Objective Targeted by Recommendations

18. To what extent have recommendations been implemented with fidelity?

- 1 Not implemented with fidelity
- 2 Somewhat implemented with fidelity
- 3 Mostly implemented with fidelity
- 4 Completely implemented with fidelity

## Appendix 11. Counseling Case Study Rubric

### William James College School Psychology Counseling Case Study Rubric (Adapted from NASP NCSP Case Study Rubric)

Student's Name: \_\_\_\_\_

Total score = \_\_\_\_\_ out of 54 points

(46 points needed to pass)

|  | Very Effective (3) | Effective (2)  | Needs Improvement (1)   |
|--|--------------------|--|---|
| <b>Section 0: General Presentation (out of 6 points)</b>                 |                    |  |   |
| 0.1  |                    | Writing has been carefully proofread and checked for typos, spelling errors, and grammatical mistakes. Writing is clear, concise, and coherent.  | Writing has not been carefully proofread; writing is unclear or incoherent.   |
| 0.2  |                    | APA style is used for references and citations.  | APA style is not used for references and citations.   |
| 0.3  |                    | Body of case study report does not exceed 10 pages, including relevant graphs but not including references and appendices.   | Body of case study report exceeds 10 pages, including graphs but not including references and appendices.   |
| <b>Section 1: Problem Identification and Analysis (out of 14 points)</b> |                    |  |   |
| 1.1  |                    | The counselor establishes rapport and explains the limits of confidentiality.  | The counselor does not establish rapport and/or does not explain the limits of confidentiality.   |
| 1.2  |                    | As part of the "intake" process, parents, teachers, and other relevant stakeholders are consulted regarding relevant history, and their perceptions of the presenting problem.   | Parents, teachers, and other relevant stakeholders are not consulted regarding relevant history, and their perceptions of the presenting problem. |
| 1.3  |                    | Data is used to identify the function(s) of the behavior and/or the conditions under which the behavior/condition occurs. Sources of data can include rating scales, previous psychological evaluations, interviews/clinical histories, observations, student file reviews, and/or a formal FBA. | Appropriate data are not collected to confirm the function(s) of the behavior or conditions under which the behavior/condition occurs.            |
| 1.4  |                    | Hypotheses consider multiple factors such as: home and community environments, and behavioral expectations.  | Hypotheses consider client factors only.  |
| 1.5  |                    | Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural).   | Hypotheses do not reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural).                                     |

|   |  |  |  |
|---|--|--|--|
| 1.6   |  | The client's social/emotional problem is defined in observable/measurable terms in the context of appropriate developmental expectations. Qualitative concerns are quantified using a Goal Attainment Scale (GAS).   | The client's social/emotional problem is identified but not defined in observable/measurable terms.  |
| 1.7   |  | Appropriate baseline data are collected and visually represented on a GAS.   | Appropriate baseline data are not collected and/or displayed.  |
| Section 2: Intervention Design (out of 16 points) |  |  |  |
| 2.1   |  | The intervention (e.g., treatment plan) addresses the student's baseline data (i.e., rubric 1.7), and is linked to a relevant measurable goal.   | The intervention does not address the student's baseline data, and is not linked to a measurable goal.   |
| 2.2   |  | The selected intervention is based on data from problem analysis (i.e., rubric 1.3) and is applied in an individualized manner.  | The selected intervention is not based on data from problem analysis (i.e., rubric 1.3), or it does not account for some of the relevant history or presenting problems. |
| 2.3   |  | The counselor is able to articulate a professionally accepted theoretical approach and/or a set of empirically validated intervention procedures. Relevant supporting literature is cited. <i>Please cite using APA style.</i>   | There is no research literature supporting the selected theoretical approach and/or intervention procedures.   |
| 2.4   | In addition to appropriate documentation of counseling intervention logistics, relevant documents such as process notes, worksheets, drawings, activity summaries, and other products from the counseling sessions are included as appendices. | The following logistics of the counseling intervention are documented: <ul style="list-style-type: none"> <li>• Clear and concise description</li> <li>• Number, location, and duration of counseling sessions</li> <li>• Materials needed</li> <li>• Communication of plan with parents and teachers</li> </ul> | Counseling intervention logistics are not documented.  |
| 2.5   |  | A progress monitoring plan is documented: <ul style="list-style-type: none"> <li>• Specific data to be recorded (should be the same as baseline data collected in rubric 1.7)</li> <li>• Persons responsible</li> <li>• Setting, dates, and times</li> </ul>   | A progress monitoring plan is not documented.  |
| 2.6   |  | Intervention considers unintended outcomes or limitations.   | Intervention does not consider unintended outcomes or limitations.   |

|   |  |   |  |
|---|--|---|--|
| 2.7   | Treatment integrity monitoring tools (e.g., case notes) are included as an appendix. | Treatment integrity is monitored and weekly case notes describe adherence to treatment plan/goals.  | Treatment integrity is not monitored.  |
| Section 3: Intervention Evaluation (out of 18 points) |  |   |  |
| 3.1   |  | Progress-monitoring data are visually represented on a Goal Attainment Scale, along with baseline data.   | Progress-monitoring data are not visually represented.   |
| 3.2   |  | <p>Progress monitoring data are demonstrated on a GAS and either:</p> <ul style="list-style-type: none"> <li>Intervention is found to be effective when compared to baseline based on moving one level in a positive direction in 50% or more of the goal areas on the GAS.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>Intervention is found to be ineffective based on lack of movement in a positive direction on GAS. Student provides hypotheses for lack of progress and a description of changes that could be made to future iterations of this intervention to achieve a more effective outcome.</li> </ul> <p style="color: red;">(Note that student must obtain a score of 2 for item 3.2 to pass case study).</p> | <p>Progress monitoring data are not demonstrated to be effective based on the client moving one level in a positive direction in 50% or more of the goal areas on the GAS.</p> <p style="text-align: center;">AND</p> <p>No hypotheses for lack of progress are offered; student does not provide a description of changes that could be made to future iterations of this intervention to achieve a more effective outcome.</p> |
| 3.3   |  | Data are used to inform problem solving and decision-making (e.g., continue or modify treatment plan).  | Data are not used to inform further problem solving and decision-making.   |
| 3.4   |  | The client's reactions to and satisfaction with the treatment plan are considered when evaluating intervention effectiveness.   | The client's reactions to and satisfaction with the treatment plan are not considered when evaluating intervention effectiveness.  |
| 3.5   |  | Parents, teachers, and/or other relevant stakeholders are consulted regarding their perceptions of the student's progress/change as a result of participating in counseling.  | Parents, teachers, and other relevant stakeholders are not consulted regarding their perceptions of the student's progress/change as a result of participating in counseling.  |
| 3.6   |  | Counselor provides thoughtful reflection and self-critique of the basis for the success or failure of the   | Counselor does not provide thoughtful reflection and self-critique of the basis for the  |



|     |  |  |  |
|-----|--|--|--|
|     |  | intervention, including any contributing therapeutic errors or oversights.   | success or failure of the intervention.  |
| 3.7 |  | Effectiveness of intervention is shared (describe with whom and how).  | Effectiveness of intervention is not shared.                                       |
| 3.8 |  | Strategies for transfer/generalizing outcomes to other settings (e.g., from counseling sessions to the lunch room) and/or identified concerns (e.g., from test anxiety to performance anxiety) are addressed and a plan is documented. | Strategies for transfer/generalizing outcomes to other settings are not addressed. |
| 3.9 |  | Appropriate termination is planned for.  | Appropriate termination is not planned for.  |

## Appendix 12. Consultation and Behavioral Intervention Case Study Rubric

### William James College School Psychology Consultation and Behavioral Intervention Case Study Rubric

(Adapted from NASP NCSP Case Study Rubric)

Student's Name: \_\_\_\_\_

Total score = \_\_\_\_\_ out of 57 points

(50 points needed to pass)

|  | Very Effective (3)   | Effective (2)   | Needs Improvement (1)   |
|--|--|---|---|
| Section 0: General Presentation (out of 6 points)    |  |   |   |
| 0.1  |  | Writing has been carefully proofread and checked for typos, spelling errors, and grammatical mistakes. Writing is clear, concise, and coherent.   | Writing has not been carefully proofread; writing is unclear or incoherent.   |
| 0.2  |  | APA style is used for references and citations.   | APA style is not used for references and citations.   |
| 0.3  |  | Body of case study report does not exceed 10 pages, including graphs but not including references and appendixes.   | Body of case study report exceeds 10 pages, including graphs but not including references and appendixes.   |
| Section 1: Problem Identification (out of 12 points) |  |   |   |
| 1.1  |  | The consultant introduces the consultation process and elicits the consultee's expectations for working together, including meeting schedule, non-evaluative collaboration, data collection, and expected outcomes. | The consultant does not introduce the consultation process to the consultee and does not consider the consultee's expectations for the consultation process.  |
| 1.2  |  | The consultee's initial concerns are collaboratively prioritized based on a keystone variable.  | The consultee's initial concerns are not collaboratively prioritized. The consultant may attempt to address all the initial concerns at the same time, or may not involve the consultee in prioritizing the concerns. |
| 1.3  | The student's problem behavior is defined in observable/measurable terms and described in the context of appropriate grade | The student's problem behavior is defined in observable/measurable terms.   | The student's problem behavior is identified but not defined in observable/measurable terms.  |

|   |   |  |  |
|---|---|--|--|
|   | and/or peer expectations (e.g., local norms).   |  |  |
| 1.4   | Appropriate baseline data (3+ data points) are collected and charted on a line graph, and trend lines are computed. Peer/grade norms and expectations are included if relevant. | Appropriate baseline data (3+ data points) are collected and charted on a line graph.  | Appropriate baseline data are not collected and/or graphed.  |
| 1.5   |   | An observable/measurable statement of current performance (e.g., what the student can presently do) is established based on baseline data.   | An observable/measurable statement of current performance is not established based on baseline data.         |
| Section 2: Problem Analysis (out of 11 points)    |   |  |  |
| 2.1   | Multiple hypotheses are collaboratively developed to explain the observable/measurable statement of current performance.  | One hypothesis is collaboratively developed (i.e., with the consultee) to explain the observable/measurable statement of current performance.  | No hypotheses are developed, or hypotheses are not developed collaboratively with the consultee.             |
| 2.2   |   | Problem identification and analysis considers mismatch between student behavior and expectations and/or environment.   | Hypotheses consider student factors only.  |
| 2.3   |   | Hypotheses reflect an understanding of how issues of diversity (e.g., cultural, linguistic, ability) may have an impact on student behavior and/or intervention.   | Hypotheses do not reflect an awareness of issues of diversity (e.g., social, linguistic, cultural, ability). |
| 2.4   |   | Data is used to identify the function(s) of the behavior and/or the conditions under which the behavior occurs. Sources of data can include rating scales, previous psychological evaluations, interviews/clinical histories, observations, student file reviews, and/or a formal FBA. | Appropriate data are not collected to confirm the function(s) of the behavior.                               |
| 2.5   |   | Hypotheses are confirmed or rejected based on collaborative examination of data.   | Hypotheses are not confirmed or rejected, or are evaluated without collaborative examination of data.        |
| Section 3: Intervention Design (out of 17 points) |   |  |  |
| 3.1   | The selected intervention addresses the student's baseline data (i.e., rubric 1.6) and  | The selected intervention addresses the student's baseline data (i.e., rubric 1.6) and is linked to a SMART goal (i.e.,  | The intervention does not address the student's baseline data and is not linked to a SMART goal.             |

|   |   |  |   |
|---|---|--|---|
|   | is linked to a SMART goal. Both short- and long-term goals are set.   | specific, measurable, attainable, realistic, timely).  |   |
| 3.2   |   | The selected intervention is based on data from problem analysis and hypothesis testing.   | The selected intervention is not based on data from problem analysis and hypothesis testing.  |
| 3.3   | Rationale and supporting literature are provided to support the choice of intervention. <i>Please cite using APA style.</i> | There is research literature or rationale to support the selected intervention. <i>Please cite using APA style.</i>  | There is no research literature or rationale to support the selected intervention.  |
| 3.4   |   | The following logistics of the intervention are collaboratively discussed and documented: <ul style="list-style-type: none"> <li>• Clear and concise description</li> <li>• Materials needed</li> <li>• Setting, dates and times</li> <li>• Persons responsible</li> <li>• Motivational strategies (if relevant)</li> </ul>  | Intervention logistics are not documented.  |
| 3.5   |   | Data collection plans are collaboratively discussed and documented: <ul style="list-style-type: none"> <li>• Specific behavioral data to be recorded (should be the same as the baseline data collected in rubric 1.5)</li> <li>• Persons responsible</li> <li>• Setting, dates, and times (<i>data should be recorded and graphed at least weekly</i>)</li> </ul> | Data collection plans are not documented.   |
| 3.6   |   | Intervention selection considers unintended outcomes or limitations prior to implementation  | Intervention selection does not consider unintended outcomes or limitations prior to implementation.  |
| 3.7   | Treatment integrity monitoring tools and data are included as an appendix.  | Treatment integrity is monitored and <i>data is collected at least weekly.</i>   | Treatment integrity is not monitored, or data is not collected at least weekly.   |
| Section 4: Intervention Evaluation (out of 11 points) |   |  |   |
| 4.1   | Progress-monitoring data indicate intervention  | Progress-monitoring data indicate intervention results on a line graph that also includes baseline data as follows:  | Progress-monitoring data are not demonstrated on a line graph. <ul style="list-style-type: none"> <li>• No goal line is specified.</li> </ul> |

|     |   |  |  |
|-----|---|--|--|
|     | <p>effectiveness on a line graph as follows:</p> <ul style="list-style-type: none"> <li>• Goal line is specified based on baseline data and anticipated timeframe for goal attainment.</li> <li>• Trend lines, based on a minimum of 3 data points, follow or exceed the goal line in the correct direction.</li> <li>• Phase lines marking intervention modifications (if relevant)</li> </ul> | <ul style="list-style-type: none"> <li>• Goal line is specified based on baseline data and anticipated timeframe for goal attainment.</li> <li>• Trend lines, based on a minimum of 3 data points, fail to reach the goal line by 1 or 2 points.</li> </ul>  | <ul style="list-style-type: none"> <li>• No student performance data is specified.</li> <li>• No trend line is specified.</li> <li>• Student performance data and/or trend lines are 3 or more points in the incorrect direction.</li> </ul> |
| 4.2 |   | <p>PND (percentage of non-overlapping data points) is calculated and an effective outcome of PND &gt; 70% is demonstrated.</p> <p style="text-align: center;">OR</p> <p>Hypotheses for lack of progress are offered and student provides a description of changes that could be made to future iterations of this intervention to achieve an effective outcome of PND &gt; 70%</p> <p><b>(Note that student must obtain a score of 2 for item 4.2 to pass case study).</b></p> | <p>Progress monitoring data are not demonstrated to be effective; no hypotheses is provided for lack of progress; no description of changes that could be made to the intervention are provided.</p>   |
| 4.3 |   | <p>Data are used to inform problem solving and decision-making (e.g., continue or modify intervention).</p>  | <p>Data are not used to inform further problem solving and decision-making.</p>  |
| 4.4 |   | <p>Effectiveness of intervention is shared (describe with whom and how) and, if suggested by the data, modifications are collaboratively identified and described.</p>   | <p>Effectiveness of intervention is not shared, and modifications (if needed) are not identified.</p>  |
| 4.5 |   | <p>Strategies for transfer/follow up/generalizing outcomes to other settings are addressed and a plan is documented.</p>   | <p>Strategies for transfer/ follow up/generalizing outcomes to other settings are not addressed.</p>   |



## Appendix 13. Consultation and Academic Intervention Case Study Rubric

### William James College School Psychology Consultation and Academic Intervention Case Study Rubric

(Adapted from NASP NCSP Case Study Rubric)

Student's Name:

Total score = \_\_\_\_\_ out of 55 points

(46 points needed to pass)

|  | Very Effective (3)   | Effective (2)   | Needs Improvement (1)   |
|--|--|---|---|
| Section 0: General Presentation (out of 6 points)    |  |   |   |
| 0.1  |  | Writing has been carefully proofread and checked for typos, spelling errors, and grammatical mistakes. Writing is clear, concise, and coherent.   | Writing has not been carefully proofread; writing is unclear or incoherent.   |
| 0.2  |  | APA style is used for references and citations.   | APA style is not used for references and citations. Please use APA style  |
| 0.3  |  | Body of case study report does not exceed 10 pages, including graphs but not including references and appendixes.   | Body of case study report exceeds 10 pages, including graphs but not including references and appendixes.   |
| Section 1: Problem Identification (out of 12 points) |  |   |   |
| 1.1  |  | The consultant introduces the consultation process and elicits the consultee's expectations for working together, including meeting schedule, non-evaluative collaboration, data collection, and expected outcomes.                   | The consultant does not introduce the consultation process to the consultee and does not consider the consultee's expectations for the consultation process.  |
| 1.2  |  | The consultee's initial concerns are collaboratively prioritized based on a keystone variable. For example, importance as a prerequisite skill (e.g., being able to identify a letter before being asked to identify a letter sound). | The consultee's initial concerns are not collaboratively prioritized. The consultant may attempt to address all the initial concerns at the same time, or may not involve the consultee in prioritizing the concerns. |
| 1.3  | The student's academic problem is defined in observable/measurable terms and described in the context of appropriate grade and/or peer | The student's academic problem is defined in observable/measurable terms.   | The student's academic problem is identified but not defined in observable/measurable terms.  |

|   |   |  |   |
|---|---|--|---|
|   | expectations (e.g., local norms).   |  |   |
| 1.4   | Appropriate baseline data (3+ data points) are collected and charted on a line graph, and trend lines are computed. Peer/grade norms and expectations are included if relevant. | Appropriate baseline data (3+ data points) are collected and charted on a line graph.  | Appropriate baseline data are not collected and/or graphed.   |
| 1.5   |   | An observable, measurable and meaningful statement of current performance (e.g., what the student can presently do) is established based on baseline data.   | An observable/measurable/ meaningful statement of current performance is not established based on baseline data.                                      |
| Section 2: Problem Analysis (out of 9 points) |   |  |   |
| 2.1   | Multiple hypotheses are collaboratively developed (i.e., with the consultee) to explain the observable/measurable statement of current performance.                             | One hypothesis is collaboratively developed (i.e., with the consultee) to explain the observable/measurable statement of current performance.  | No hypotheses are developed, or hypotheses are not developed collaboratively with the consultee.  |
| 2.2   |   | Hypotheses reflect consideration of previous experiences, including access to instruction, and development of identified problem.  | Hypotheses do not reflect an awareness of the impact of previous experiences, including access to instruction, and development of identified problem. |
| 2.3   |   | Problem identification and analysis considers mismatch between identified problem and instruction, curriculum, task, and environment, including mismatch between instructor and student.   | Problem identification and analysis do not consider instructional, curricular, task, or environmental mismatch.                                       |
| 2.4   |   | Hypotheses are confirmed or rejected based on collaborative examination of baseline data which includes: <ul style="list-style-type: none"> <li>• Curriculum based measures, instructional assessment, and/or review of work samples to assess relevant strengths and weaknesses as well as presence or absence of prerequisite skills.</li> <li>• Observations, student file review, evaluations, previous</li> </ul> | Hypotheses are not confirmed or rejected or are evaluated without collaborative examination of data.  |



|   |  |  |  |
|---|--|--|--|
|   |  | interventions and/or developmental history (as needed).  |  |
| Section 3: Intervention Design (out of 17 points)     |  |  |  |
| 3.1   | The selected intervention addresses the student's baseline data (i.e., rubric 1.6) and is linked to a SMART goal. Both short- and long-term goals are set. | The selected intervention addresses the student's baseline data (i.e., rubric 1.6) and is linked to a SMART goal (i.e., specific, measurable, attainable, realistic, timely).  | The intervention does not address the student's baseline data and is not linked to a SMART goal. |
| 3.2   |  | The selected intervention is based on data from problem analysis and hypothesis testing.   | The selected intervention is not based on data from problem analysis and hypothesis testing.     |
| 3.3   | Rationale and supporting literature are provided to support the choice of intervention. <i>Please cite using APA style.</i>                                | There is research literature or rationale to support the selected intervention. <i>Please cite using APA style.</i>  | There is no research literature or rationale to support the selected intervention.               |
| 3.4   |  | The following logistics of the intervention are collaboratively discussed and documented: <ul style="list-style-type: none"> <li>• Clear and concise description</li> <li>• Materials needed</li> <li>• Setting, dates and times</li> <li>• Persons responsible</li> <li>• Motivational strategies (if relevant)</li> </ul>                                      | Intervention logistics are not documented.   |
| 3.5   |  | Data collection plans are collaboratively discussed and documented: <ul style="list-style-type: none"> <li>• Specific academic data to be recorded (should be the same as the baseline data collected in rubric 1.5)</li> <li>• Persons responsible</li> <li>• Setting, dates, and times (<i>data should be recorded and graphed at least weekly</i>)</li> </ul> | Data collection plans are not documented.  |
| 3.6   |  | Intervention selection considers unintended outcomes or limitations.   | Intervention selection does not consider unintended outcomes or limitations.                     |
| 3.7   | Treatment integrity monitoring tools and data are included as an appendix.   | Treatment integrity is monitored and <i>data is collected at least weekly.</i>   | Treatment integrity is not monitored, or data is not collected at least weekly.                  |
| Section 4: Intervention Evaluation (out of 11 points) |  |  |  |

|     |  |   |  |
|-----|--|---|--|
| 4.1 | <p>Progress-monitoring data indicate intervention effectiveness on a line graph as follows:</p> <ul style="list-style-type: none"> <li>• Goal line is specified based on baseline data and anticipated timeframe for goal attainment.</li> <li>• Trend lines, based on a minimum of 3 data points, follow or exceed the goal line in the correct direction.</li> <li>• Phase lines marking intervention modifications (if relevant)</li> </ul> | <p>Progress-monitoring data indicate intervention results on a line graph that also includes baseline data as follows:</p> <ul style="list-style-type: none"> <li>• Goal line is specified based on baseline data and anticipated timeframe for goal attainment.</li> <li>• Trend lines, based on a minimum of 3 data points, fail to reach the goal line by 1 or 2 points.</li> </ul>  | <p>Progress-monitoring data are not demonstrated on a line graph.</p> <ul style="list-style-type: none"> <li>• No goal line is specified.</li> <li>• No trend line is specified</li> <li>• No student performance data are specified.</li> <li>• Student performance data and/or trend lines are 3 or more points in the incorrect direction.</li> </ul> |
| 4.2 |  | <p>PND (percentage of non-overlapping data points) is calculated and effective outcome of PND &gt; 70% is demonstrated.</p> <p>OR</p> <p>Hypotheses for lack of progress are offered and student provides a description of changes that could be made to future iterations of this intervention to achieve an effective outcome of PND &gt; 70%.</p> <p>(Note that student must obtain a score of 2 for item 4.2 to pass case study).</p> | <p>Progress monitoring data are not demonstrated to be effective, no hypotheses is provided for lack of progress, and/or no description of changes that could be made to the intervention are provided.</p>  |
| 4.3 |  | <p>Data are used to inform problem solving and decision-making (e.g., continue or modify intervention).</p>   | <p>Data are not used to inform further problem solving and decision-making.</p>  |
| 4.4 |  | <p>Effectiveness of intervention is shared (describe with whom and how) and, if suggested by the data, modifications are collaboratively identified and described.</p>  | <p>Effectiveness of intervention is not shared, and modifications (if needed) are not identified.</p>  |
| 4.5 |  | <p>Strategies are developed for follow-up, including generalizing outcomes, weaning off supports, transferring skills to other types of tasks, and/or addressing ongoing concerns.</p>  | <p>Strategies for follow up are not developed.</p>   |

## Appendix 14. Internship Portfolio

CAGS-level interns in the William James College School Psychology Program develop a portfolio that represents their best work and reflects their development as a professional. The portfolio provides evidence of their knowledge, skills, progress, and experience in the field of school psychology. Interns will complete drafts of portfolio elements and receive initial feedback as part of the internship seminar.

### Portfolio Requirements

Your portfolio should include the following material:

- A résumé, appropriate for an employment application by a beginning school psychologist, reflective of current training, experience, professional affiliations, accomplishments, presentations/publications, etc.
- A personal statement that addresses:
  - a. Philosophy of school psychology and theoretical orientation;
  - b. Achieved and desired personal/professional growth and career plans;
  - c. Strengths and areas of interest;
  - d. Summary of professional development to date and plans for the future; and
  - e. Involvement in relevant leadership, community service, and volunteer activities.
- A complete internship log of major activities and assignments undertaken at your internship each week, noting time on site for the day, week, and school year, as well as weekly supervision hours.
- Four case studies (Assessment, Counseling, Consultation and Academic Intervention, and Consultation and Behavioral Intervention) that meet NASP standards, as presented in the Internship Seminar. The Counseling, Academic Intervention, and Behavioral Intervention case studies must demonstrate measurable positive impact.

Please note the following additional requirements:

- All portfolios must be able to be reviewed electronically.
- Products should be free of spelling/grammar errors, instructor comments, and any confidential information.
- Required elements must be easily located within the portfolio.

### Portfolio Review

Prior to the internship A&P Conference, the candidate's advisor and a second faculty member will review the internship portfolio using the Internship Portfolio Rubric (Appendix 16). At the A&P Conference, candidates will be asked questions about their portfolio by the two attending faculty members. Examples of questions that may be asked include:

1. What important insights did you gain through the process of completing this case study:
  - about being a school psychologist?
  - about yourself?
  - about your client(s)?
2. In what ways are you a better practitioner now that you have completed this case study?

3. What was the most important thing you learned in completing this case, which will be helpful to you in the future?
4. How can you generalize what you learned in completing this case to both similar and dissimilar cases?
5. How did you select the student for this case and what makes this student unique?
6. Which part of the case study did you find most interesting: data collection, formulating clinical impressions, locating evidence-based recommendations, progress monitoring, etc.?
7. How does the in-depth study of a student [or, an identified concern] enhance your understanding/appreciation of the valuable work of a school psychologist?
8. What was the most satisfying aspect of this particular case for you? Did you feel that you made a difference?
9. What was most challenging for you in completing this case? Why is this so? How did completing this case help you improve your skills?
10. Which theoretical orientation(s) influenced you or guided you while completing the different case studies?
11. Why was collecting follow up data important for this student and for students in general?
12. What, if anything, would you do different with a case like this next time?
13. Describe obstacles or barriers you encountered with the case and how you handled them.

Portfolio rubric ratings will be finalized at the A&P Conference. Students must have an overall rating of 2.0 or higher in each of the five areas to pass the CAGS portfolio requirement.

## Appendix 15. Internship Portfolio Rubric

### William James College MA/CAGS School Psychology Program Internship Portfolio Rubric<sup>6</sup>

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

Date: \_\_\_\_\_

Faculty Reviewer #1: \_\_\_\_\_

Faculty Reviewer #2: \_\_\_\_\_

Two faculty reviewers will review each portfolio component and rate the five required elements according to the following scale:

**0 = Unsatisfactory/Missing**

**1 = Needs Improvement:** Candidate does not yet meet expectations for the specialist level of training or entry into the profession. Requires more practice and supervision.

**2 = Expected:** Candidate meets expectations for the specialist level of training and entry level competency in the profession.

**3 = Exemplary:** Candidate exceeds expectations for specialist level training and entry level competency in the profession.

Students must have an overall rating of 2.0 or higher in each of five areas to pass the CAGS portfolio requirement. (Note: Reviewers may give ratings of 1.5 and 2.5).

---

<sup>6</sup> Adapted with permission from the school psychology program at Winthrop University.

| 1. Candidate Information and Portfolio Organization   | Unsatisfactory | Needs Improvement | Expected | Exemplary | Overall Rating |
|---|----------------|-------------------|----------|-----------|----------------|
| <b>Résumé</b>   |                |                   |          |           | _____          |
| Résumé appropriate for an employment application by a beginning school psychologist.  |                |                   |          |           |                |
| Résumé accurately reflects the candidate's skills and accomplishments.  |                |                   |          |           |                |
| <b>Personal Statement</b>   |                |                   |          |           |                |
| Philosophy of school psychology and theoretical orientation is addressed.   |                |                   |          |           |                |
| Achieved and desired personal/professional growth and career plans.   |                |                   |          |           |                |
| Strengths and areas of interest.  |                |                   |          |           |                |
| Summary of professional development to date and plans for the future.   |                |                   |          |           |                |
| Involvement in relevant leadership, community service, and volunteer activities.  |                |                   |          |           |                |
| <b>Internship Log</b>   |                |                   |          |           |                |
| Thorough and appropriate documentation; identity of clients protected.  |                |                   |          |           |                |
| Log reflects experiences across the full range of school psychology domains.  |                |                   |          |           |                |
| Log reflects 1200 hours will be able to be completed prior to graduation, and documents 2 hours per week of supervision for each week worked. |                |                   |          |           |                |
| <b>Organization</b>   |                |                   |          |           |                |
| Portfolio content is well-organized and consistent with guidelines.   |                |                   |          |           |                |
| Confidentiality guidelines are followed. Names and other identifying information removed or changed.  |                |                   |          |           |                |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

| 2. Assessment Case Study   | Unsatisfactory | Needs Improvement | Expected | Exemplary | Case Study Rating |
|--|----------------|-------------------|----------|-----------|-------------------|
| Report is well written (organization, clarity, grammar, appearance, etc.).   |                |                   |          |           | _____             |
| Referral concerns are clearly described and reflect child-specific questions and concerns from all stakeholders.   |                |                   |          |           |                   |
| Selected measures are consistent with referral concerns and sufficiently appropriate to address areas of concern.  |                |                   |          |           |                   |
| Assessment data is organized by areas of functioning and includes a complete data summary following the report.  |                |                   |          |           |                   |
| Summary/Clinical Impressions integrate findings across assessment sources and domains of functioning, and are educationally relevant.                                      |                |                   |          |           |                   |
| Summary/Clinical Impressions helps reader gain greater understanding of the examinees functioning and implications.  |                |                   |          |           |                   |
| Summary/Clinical Impressions addresses referral question(s), and only contains clinically/educationally significant/relevant findings (e.g., implications for daily life). |                |                   |          |           |                   |
| Practical evidence-based recommendations are provided which address referral concerns and are based on assessment results.   |                |                   |          |           |                   |
| Follow-up data is provided to document consumer satisfaction with the report.  |                |                   |          |           |                   |
| Follow-up data provides information about the extent to which recommendations were followed and implemented with fidelity.   |                |                   |          |           |                   |
| Candidate responds appropriately to questions and comments about the case.   |                |                   |          |           |                   |

| 3. Counseling Case Study  | Unsatisfactory | Needs Improvement | Expected | Exemplary | Case Study Rating |
|---|----------------|-------------------|----------|-----------|-------------------|
| Case study is well written using APA style (organization, clarity, grammar, appearance, etc.).  |                |                   |          |           |                   |
| Appropriate data are collected, and a hypotheses/formulation is developed to explain the client's presenting social/emotional problem.  |                |                   |          |           |                   |
| Hypotheses consider multiple factors and an awareness of issues of diversity; key stakeholders are consulted.   |                |                   |          |           |                   |
| The intervention (e.g., treatment plan) addresses the student's baseline data, and is linked to a relevant measurable goal.   |                |                   |          |           |                   |
| <p>Progress monitoring data are demonstrated on a GAS and either:</p> <ul style="list-style-type: none"> <li>• Intervention is found to be effective when compared to baseline based on moving one level in a positive direction in 50% or more of the goal areas on the GAS.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Intervention is found to be ineffective based on lack of movement in a positive direction on GAS. Student provides hypotheses for lack of progress and a description of changes that could be made to future iterations of this intervention to achieve a more effective outcome.</li> </ul> <p><b>Candidate must receive a rating of Expected or Exemplary in this area.</b></p> |                |                   |          |           | _____             |
| Counselor provides thoughtful reflection and self-critique of the basis for the success or failure of the intervention, including any contributing therapeutic errors or oversights.  |                |                   |          |           |                   |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Candidate responds appropriately to questions and comments about the case. |  |  |  |  |  |
|--|--|--|--|--|--|

| <b>4. Consultation and Academic Intervention Case Study</b>  | <b>Unsatisfactory</b> | <b>Needs Improvement</b> | <b>Expected</b> | <b>Exemplary</b> | <b>Case Study Rating</b> |
|--|-----------------------|--------------------------|-----------------|------------------|--------------------------|
| Case study is well written using APA style (organization, clarity, grammar, appearance, etc.).   |                       |                          |                 |                  | —                        |
| Appropriate baseline data (3+ data points) are collected and charted on a line graph.  |                       |                          |                 |                  |                          |
| An observable/measurable statement of current performance (e.g., what the student can presently do) is established based on baseline data.                 |                       |                          |                 |                  |                          |
| Problem identification and analysis considers the match between instruction, task, curriculum and environment.   |                       |                          |                 |                  |                          |
| The selected intervention addresses the student's baseline data and is linked to a SMART goal (i.e., specific, measurable, attainable, realistic, timely). |                       |                          |                 |                  |                          |
| There is research literature or rationale to support the selected intervention.  |                       |                          |                 |                  |                          |
| PND (percentage of non-overlapping data points) is calculated and an effective outcome of PND > 70% is demonstrated.                                       |                       |                          |                 |                  |                          |
| OR   |                       |                          |                 |                  |                          |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>Hypotheses for lack of progress are offered and student provides a description of changes that could be made to future iterations of this intervention to achieve an effective outcome of PND &gt; 70%</p> <p><b><i>Candidate must receive a rating of Expected or Exemplary in this area.</i></b></p> |  |  |  |  |
| <p>Data are used to inform problem-solving and decision-making.</p>   |  |  |  |  |
| <p>Candidate responds appropriately to questions and comments about the case.</p>   |  |  |  |  |

| 5. Consultation and Behavioral Intervention Case Study  | Unsatisfactory | Needs Improvement | Expected | Exemplary | Case Study Rating |
|---|----------------|-------------------|----------|-----------|-------------------|
| Case study is well written using APA style (organization, clarity, grammar, appearance, etc.).  |                |                   |          |           | —                 |
| Appropriate baseline data (3+ data points) are collected and charted on a line graph.   |                |                   |          |           |                   |
| An observable/measurable statement of current performance (e.g., what the student can presently do) is established based on baseline data.  |                |                   |          |           |                   |
| Hypotheses consider multiple factors such as: behavioral expectations, classroom environment, and diversity factors.  |                |                   |          |           |                   |
| Data is used to identify the function(s) of the behavior and/or the conditions under which the behavior occurs.   |                |                   |          |           |                   |
| The selected intervention addresses the student's baseline data and is linked to a SMART goal (i.e., specific, measurable, attainable, realistic, timely).  |                |                   |          |           |                   |
| There is research literature or rationale to support the selected intervention.   |                |                   |          |           |                   |
| <p>PND (percentage of non-overlapping data points) is calculated and an effective outcome of PND &gt; 70% is demonstrated.</p> <p>OR</p> <p>Hypotheses for lack of progress are offered and student provides a description of changes that could be made to future iterations of this intervention to achieve an effective outcome of PND &gt; 70%</p> <p><b>Candidate must receive a rating of Expected or Exemplary in this area.</b></p> |                |                   |          |           |                   |
| Data are used to inform problem-solving and decision-making.  |                |                   |          |           |                   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
| Candidate responds appropriately to questions and comments about the case. |  |  |  |  |  |

## Appendix 16. CAGS Internship Assessment & Planning Conference Guide

Typical length: 45-50 minutes

### Purpose and Focus:

- (1) Assessment of the student's performance in all aspects of the program.
  - Assessment of portfolio
  - Reflections on academic performance, professional work characteristics, growth, effort, etc.
  - Emerging identity as a school psychologist, including interests and strengths
- (2) Individualized program planning.
  - Readiness for graduation (credits, MTEL, Praxis, electives, etc.) Goal setting for continued professional development

### Agenda:

1. Faculty assessment\ : approx. **25 minutes**
  - Review of portfolio
  - Coursework and field work performance
  - Professional behaviors, attitude, effort
  - Questions about case studies
  - Role in, and contributions to, the William James College community
2. Student's self-assessment/response (see #1 above): approx. **15 minutes** (can be combined with faculty assessment)
  - Focus on reflections, meaningful learning experiences, best work
  - Refer to portfolio
3. Student and faculty discussion of plans and goals (see #2 above): approx. **10 minutes**

### ADVANCE PREPARATION

- Advisor: Bring field placement evaluations and partially completed Internship Portfolio Rubric
- Student: Schedule conference with Malory using instructions provided in A&P email  
Submit portfolio to advisor and second faculty member 2 weeks before conference  
Bring partially completed A&P Conference form

### IMMEDIATELY FOLLOWING CONFERENCE

Advisor emails the completed A&P Conference form, Portfolio Rubric, and all portfolio documents to the Department Coordinator.

## Appendix 17. CAGS Practicum Assessment & Planning Conference Guide

### Purpose and Focus:

Typical length: 45-50 minutes

(1) Assessment of the student's performance in all aspects of the program.

Reflections on academic performance, professional work characteristics, growth, effort, etc.

Progress toward program competencies

Emerging identity as a school psychologist, including interests and strengths

Leadership and community service activities

Development of culturally responsive practice

“Growing edges”

- Skill improvement
- Development of the professional self

(2) Individualized program planning.

Status re: William James College program (credits, MTEL, Praxis, electives, etc.)

Goals and objectives, professional aspirations, interests

### Agenda:

1. Student's self-assessment (see #1 above): approx. **10-20 minutes**

Focus on reflections, meaningful learning experiences, best work

2. Faculty assessment/response: approx. **10-15 minutes**

Coursework and field work performance

Professional work characteristics

Reflections on emerging identity as a school psychologist

Role in, and contributions to, the William James College community

3. Student and faculty discussion of plans and goals (see #2 above): approx. **10-15 minutes**

### ADVANCE PREPARATION

Advisor: Bring field placement evaluations

Student: Schedule conference with Malory using instructions provided in A&P email

Bring partially completed A&P Conference form

Submit the following products to advisor and second faculty member 1 week before conference:

- Field placement log
- Résumé
- Reflection on Professional Work Characteristics (completed as part of Practicum Seminar)
- Reflection on Role of School Psychologist (completed as part of Practicum Seminar)

### IMMEDIATELY FOLLOWING CONFERENCE

Advisor emails the completed A&P Conference form and field placement log to the Department Coordinator.

# Appendix 18. Internship Assessment & Planning Conference Form

## *William James College School Psychology MA/CAGS Program* Internship Assessment & Planning Conference

### SUMMARY RECORD OF A & P CONFERENCE

Student: \_\_\_\_\_ Year in program: \_\_\_\_\_

Date of Conference: \_\_\_\_\_ Date submitted to office: \_\_\_\_\_

Conference Participants:

**NAME**

**ROLE**

1. \_\_\_\_\_

Student

2. \_\_\_\_\_

Advisor

3. \_\_\_\_\_  
\_\_\_\_\_

William James College Faculty  
Member/Instructor

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

Courses taught in past year, if any

4. \_\_\_\_\_

Other: \_\_\_\_\_

### Instructions to the student:

1. Prior to the A&P Conference, complete this cover sheet and Parts A, E.a., E.b., and E.c. of this packet.
2. When you receive the completed packet after the A&P Conference, sign the last page of the A&P form and retain copies for your records.
3. Submit the completed packet, including the Internship Portfolio Rubric, to the School Psychology Department Coordinator within one week of the date of the conference. It will become part of your student record.

**A. PROGRESS AND PLANNING IN COMPLETING DEGREE REQUIREMENTS FOR CAGS**

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **GRADUATION DATE:** \_\_\_\_\_

Please indicate date when MA was awarded \_\_\_\_\_

Please indicate date when all required pre-internship courses were completed \_\_\_\_\_

Please indicate below semester and grade for internship year courses (include prior summer):

|                             | Semester/Year | Grade |
|-----------------------------|---------------|-------|
| CS 701 Internship Seminar A | _____         | _____ |
| FP 701 Internship A         | _____         | _____ |
| CS 702 Internship Seminar B | _____         | _____ |
| FP 702 Internship B         | _____         | _____ |
| Other (electives):          | _____         |       |
| Other (electives):          | _____         |       |

MTEL requirement: indicate completion date (all areas passed) \_\_\_\_\_

PRAXIS Subject Assessment requirement: (indicate date taken) \_\_\_\_\_

**B. PROGRAM OBJECTIVES SUMMARY FORM (MA/CAGS/PsyD students only) – N/A**



## **C. SUMMARY RECORD OF A & P CONFERENCE**

### **Academic Standing**

1. Please note probationary status, remedial plans, Corrective Action Notices, and/or Intermediate A&P Conferences that may have been filed or occurred during the past academic year, or that are still unresolved from prior year(s).

2. How have these issues been addressed or resolved?

3. Has the student met academic requirements for graduation? Yes \_\_\_ No \_\_\_ Conditionally \_\_\_

Please describe conditions, or reason(s) for not being recommended:

### **Current Evaluation of Professional Development/Competence:**

4. Faculty Questions and Feedback about Internship Portfolio (See Internship Portfolio Rubric)

5. Areas of Strength:

6. Recommendations for further development:

**D. PROGRESS TOWARD DEGREE:**

Based on the above assessments (Sections A through C), please check one of the following and provide comments as needed. Please use the reverse side of form, if needed.

- A. **Satisfactory** progress towards meeting degree for this phase of the program
- B. **Adequate, with reservations.** There is some question about progress, but the student should continue in the program under the following conditions:
- C. **Questionable.** There is serious question about the student being able to successfully complete the program. Continuation may be considered with conditions such as those described below. (This recommendation will be reviewed by the Department Chair, who will determine any conditions that must be met prior to program continuation or graduation. Note any questions or considerations for the Chair to address, such as transfer of credit or remedial arrangements for instruction.)
- D. **Unsatisfactory.** The student has not made satisfactory progress. Recommendation is for dismissal, or leave of absence with conditions for return as stated below.

NOTE: Checking C or D above results in the recommendation to the Registrar and the Department Chair that the student be placed on probation and/or additional action(s). If this occurs, it is the Advisor's responsibility to notify the Department Chair and the Registrar of the circumstances involved by filing a Corrective Action Notice.

**E. Proposed Professional development Plan for \_\_\_\_\_**

Please list personal goals and objectives for the next phase of your professional development:

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**(Advisor's Signature)**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**(Student's Signature)**

# Appendix 19. Practicum Assessment & Planning Conference Form

## *William James College School Psychology MA/CAGS Program*

### Practicum Assessment & Planning Conference

#### SUMMARY RECORD OF A & P CONFERENCE

Student: \_\_\_\_\_ Year in program: \_\_\_\_\_

Date of Conference: \_\_\_\_\_ Date submitted to office: \_\_\_\_\_

Conference Participants:

**NAME**

**ROLE**

1. \_\_\_\_\_

Student

2. \_\_\_\_\_

Advisor

3. \_\_\_\_\_

William James College Faculty  
Member/Instructor

\_\_\_\_\_

Courses taught in past year

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

Other: \_\_\_\_\_

#### Instructions to the student:

1. Prior to the A&P Conference, complete this cover sheet and Parts A, D.1., D.2., and D.3. of this packet.
2. When you receive the completed packet after the A&P Conference, sign the last page of the A&P form and retain copies for your records.
3. Submit the completed packet to the School Psychology Department Coordinator within one week of the date of the conference. It will become part of your student record.

**A. PROGRESS AND PLANNING IN COMPLETING DEGREE REQUIREMENTS**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ ENTERING YEAR: \_\_\_\_\_

Please indicate when courses were taken or (if in progress) are being taken, and the grade received.

| COURSES |  | Semester/Year | Grade |
|---------|--|---------------|-------|
| RS 526  | Statistics   | _____         | _____ |
| LS 659  | Lifespan Development   | _____         | _____ |
| IA 520  | Instructional Assessment and Intervention                    | _____         | _____ |
| SN 512  | Educating Children & Adolescents with Special Needs          | _____         | _____ |
| FP 501  | Practicum I: School Environment and Educational Assessment   | _____         | _____ |
| PA 500  | Psychoeducational Assessment                                 | _____         | _____ |
| BC 521  | Behavioral Assessment, Intervention, and Consultation        | _____         | _____ |
| PY 521  | Psychopathology of Childhood and Adolescence                 | _____         | _____ |
| RS 555  | Research and Evaluation Methods                              | _____         | _____ |
| FP 502  | Practicum II: Psychoeducational Assessment and Intervention  | _____         | _____ |
| PH 501  | Preventive Mental Health in the Schools                      | _____         | _____ |
| BL 622  | Biological Bases of Behavior and Learning                    | _____         | _____ |
| CC 522  | Diversity and Cross-Cultural Psychology                      | _____         | _____ |
| PA 600  | Social-Emotional Assessment                                  | _____         | _____ |
| CX 610  | Counseling and Psychotherapy in Schools                      | _____         | _____ |
| PS 630  | Legal, Ethical, and Professional Issues in School Psychology | _____         | _____ |
| GR 611  | Group Process and Group Therapy                              | _____         | _____ |
| FP 601  | Practicum III: Clinical Practice                             | _____         | _____ |
| CO 650  | Consultation in Schools                                      | _____         | _____ |
| FP 602  | Practicum IV: Clinical Practice                              | _____         | _____ |
| CS 701  | Internship Seminar A   | _____         | _____ |
| FP 701  | Internship A   | _____         | _____ |
| CS 702  | Internship Seminar B   | _____         | _____ |
| FP 702  | Internship B   | _____         | _____ |
| _____   | Elective: _____  | _____         | _____ |
| _____   | Elective: _____  | _____         | _____ |

MTEL requirement: (indicate date taken or scheduled) \_\_\_\_\_

Praxis Subject Assessment requirement: (indicate date taken or scheduled) \_\_\_\_\_

## **B. SUMMARY RECORD OF A & P CONFERENCE**

### **Academic Standing**

1. Please note probationary status, remedial plans, Corrective Action Notices, and/or Intermediate A&P Conferences that may have been filed or occurred during the past academic year, or that are still unresolved from prior year(s).
  
2. How have these issues been addressed or resolved?
  
  
  
  
  
  
  
  
  
  
3. Is the student recommended for practicum or internship next year?
  - a. Yes \_\_\_\_
  - b. No \_\_\_\_
  - c. With reservations \_\_\_\_

Please describe reservations or reason(s) for not being recommended:

### **Current Evaluation of Professional Development/Competence:**

4. Feedback on work products:
  - Field placement log
  - Résumé
  - Reflection on Professional Work Characteristics
  - Reflection on Role of School Psychologist
  
  
  
  
  
  
  
  
  
  
5. Areas of Strength
  
  
  
  
  
  
  
  
  
  
6. Areas Needing Further Development (via coursework, field experience, etc.):

7. Recommendations for facilitating further development. (Please indicate with an asterisk those which the committee feels to be essential to continuation toward earning the degree):

**C. PROGRESS TOWARD DEGREE:**

Based on the above assessments (Sections A through C), please check one of the following and provide comments as needed. Please use the reverse side of form, if needed.

- A. **Satisfactory** progress towards meeting degree for this phase of the program
- B. **Adequate, with reservations.** There is some question about progress, but the student should continue in the program under the following conditions:
- C. **Questionable.** There is serious question about the student being able to successfully complete the program. Continuation may be considered with conditions such as those described below. (This recommendation will be reviewed by the Department Chair, who will determine any conditions that must be met prior to program continuation or internship. Note any questions or considerations for the Chair to address, such as transfer of credit or remedial arrangements for instruction.)
- D. **Unsatisfactory.** The student has not made satisfactory progress. Recommendation is for dismissal, or leave of absence with conditions for return as stated below.

NOTE: Checking C or D above results in the recommendation to the Registrar and the Department Chair that the student be placed on probation and/or additional action(s). If this occurs, it is the Advisor's responsibility to notify the Department Chair and the Registrar of the circumstances involved by filing a Corrective Action Notice.

**D. PROPOSED PROGRAM PLAN FOR \_\_\_\_\_**  
 (Next School Year)

1. Please state your proposed plan of study for the following school year. Indicate whether each is a required (R) or elective (E) course.

**FALL \_\_\_\_\_**

| Course | Instructor | # Credits | R, E |
|--------|------------|-----------|------|
|        |            |           |      |
|        |            |           |      |
|        |            |           |      |
|        |            |           |      |
|        |            |           |      |

**SPRING \_\_\_\_\_**

| Course | Instructor | # Credits | R, E |
|--------|------------|-----------|------|
|        |            |           |      |
|        |            |           |      |
|        |            |           |      |
|        |            |           |      |
|        |            |           |      |

**SUMMER \_\_\_\_\_**

| Course | Instructor | # Credits | R, E |
|--------|------------|-----------|------|
|        |            |           |      |
|        |            |           |      |
|        |            |           |      |
|        |            |           |      |
|        |            |           |      |

2. Please provide basic information about your field placement for next year (field site, supervisor(s), hours/week or hours/year, status of Field Training Contract).

---

---

---

3. Please list personal goals and objectives for the coming year. (These should be considered for inclusion in the Field Training Contract.)

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

1. Please check one of the following and add comments as needed.

Proposed program **approved**.

\_\_\_\_\_

Proposed program **approved with modifications/suggestions**.  
(Recommendations the committee considers essential indicated by \*.)

\_\_\_\_\_

**Not Approved** unless the recommendations/actions indicated below are satisfactorily resolved

\_\_\_\_\_

**Comments and Recommendations on Overall Plan:**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**(Advisor's Signature)**  
Program approved by the Committee - This approval does not constitute a binding contract.

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**(Student's Signature)**



## Appendix 20. Assessment & Planning Conference Scheduling

### Overview:

The William James College School Psychology Department uses Google Docs to schedule annual Assessment & Planning conferences. The Department Coordinator sends an email to notify students when it is time to start the A&P scheduling process. The student is responsible for following the instructions below to schedule their conference.

### Scheduling process:

1. The Department Coordinator shares an A&P conference sign-up sheet with students via One Drive.
2. Students sign-up for their A&P conference by entering their name next to an available time slot.
  - a. Available time slots are first-come, first-served.
  - b. Students may need to take time off work or internship to attend their A&P. Students are encouraged to sign-up early!
  - c. Students who do not schedule their A&P conference by the assigned deadline will receive a Corrective Action Notice (CAN).
  - d. Students should notify the Department Coordinator if any scheduling changes are made (i.e. if a student signs up for a time-slot and changes it the next day).
  - e. The OneDrive signup sheet cannot be edited after the scheduling deadline. Once the deadline has passed, students should coordinate with their advisor and second member to find a time.
3. Faculty select a second faculty member to participate at each student's A&P conference.
4. The Department Coordinator sends an Outlook calendar invitation with a room assignment to the student, their advisor, and their second member.

## Appendix 21. Leadership Activities

William James College School Psychology Program

### Leadership Activities

Student's Status (circle one): Year 1 Year 2 Year 3

School Year: \_\_\_\_\_

**Brief describe nature of leadership activity:**

William James College committee (ACE, LEAD, Events, School Psychology Social Club, etc.)

\_\_\_\_\_

Attendance at faculty meetings \_\_\_\_\_

Continuing education \_\_\_\_\_

Professional conferences \_\_\_\_\_

MSPA involvement \_\_\_\_\_

NASP involvement \_\_\_\_\_

Professional presentations or publications \_\_\_\_\_

Participation in community service activities \_\_\_\_\_

Voluntary Freedman Center/Warm Lines activities (e.g., parent meetings) \_\_\_\_\_

\_\_\_\_\_

Participation in Open Houses \_\_\_\_\_

Participation in Interview Day \_\_\_\_\_

Event planning (e.g., M.A. awards event) \_\_\_\_\_

Active role as buddy for incoming student \_\_\_\_\_

Participation in William James College extra-curricular activities \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

**Advisor:** \_\_\_\_\_

## **Appendix 22. Serving as a Staff Member while on Internship Policy**

### **School Psychology MA/CAGS Program Policy: Serving as a Staff Member while on Internship**

At times interns may have an opportunity to serve as a staff member within the districts in which they are interning. The following considerations apply when such opportunities arise:

For opportunities that arise during the fall of the internship year:

- A responsible school psychologist or designee must be assigned to the building.
- All reports and official documents must be co-signed by a certified school psychologist.
- The number of total assessments performed may not exceed 30, including assessments performed as part of internship.
- Regularly scheduled supervision with the primary field supervisor must continue.
- Intern must be able to engage in the full NASP Practice Model (i.e., 10 Domains of practice).

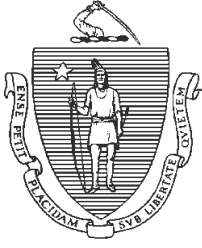
For opportunities that arise during the spring semester of the internship year:

- With faculty approval, an intern may consider becoming a sub or taking responsibility for a building during the spring semester.
- All reports and official documents must be co-signed by a certified school psychologist.
- The number of total assessments performed may not exceed 30, including assessments performed as part of internship.
- Regularly scheduled supervision with primary field supervisor must continue.
- Intern must be able to engage in the full NASP Practice Model (i.e., 10 Domains of practice).

## Appendix 23. Internship “Hours On-Site” and Graduation Requirements Policy

- As an institutional rule, William James College will only allow those students who have completed all their internship hours (1200 for MA/CAGS interns) prior to graduation to graduate in June.
  - Students who have not completed their internship hours by the Friday before the June graduation will receive their diplomas on August 31, but will be unable to walk until the following year’s June graduation ceremony.
- By Week 15 of the fall semester, you will need to have accrued 525 hours, documented in your logs, in order to be on track for June graduation.
- The expectation remains that you stay in your internship sites until the end of the district’s school year, which means you will continue accruing hours beyond 1200. Your final hourly count will be reported to NASP.
- Internship hours need to be completed on-site when your schools are open. However, if school is cancelled for an unanticipated reason, such as a snow day or other weather or emergency event (including pandemic), you may work from home on that day only, and count those hours as hours “on-site”.
- “On-site” internship hours can (and should) include any district-sponsored meetings and professional development opportunities relevant to school psychology as well as attendance at NASP or MSPA conferences.
- Up to 5 hours per week of “off-site” professional activities can be counted, so long as they occur when school is not in session. “Off-site” hours must be clearly documented as such in your logs. Examples of “off-site” activities that can be counted include:
  - Writing reports or preparing for other professional activities, completed from home after school hours.
  - ⊖ Attendance at professional events that occur during after school hours and on weekends,
- Attending professional sessions and engaging in professional activities at the NASP Convention can be counted beyond the 5 hours “off-site” hours total for that week. Please document your activities during this time. As a guideline, a full day of participation at NASP Convention can be equivalent to a typical full work day at your internship site (i.e., 7 hours).
- Internship seminar class time can count towards your hourly totals.

Please plan your internship schedule accordingly now, so that you are able to graduate on time.



## Appendix 24. Pre-Service Assessment for Internship

# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370

## Pre-service Performance Assessment Form

603 CMR 7.08 Professional Standards for Teachers

### Part 1 – To be completed by the candidate

Practicum  Internship

|  |  |  |               |
|--|--|--|---------------|
| First Name:  |  | Last Name:   |               |
| Street Address:  |  |  |               |
| City/Town:   |  | State:   | Zip:          |
| Sponsoring Organization:   |  |  |               |
| MEPID:            or License #:  |  |  |               |
| Program & Level:   |  |  |               |
| Practicum/Equivalent Course Number:  |  |  | Credit hours: |
| Practicum Course Title:  |  |  |               |
| Practicum/Equivalent Site:   |  | Grade Level(s) of Students:                              |               |
| Total Number of Practicum Hours:   |  | Number of hours assumed full responsibility in the role: |               |
| Other Massachusetts licenses held, if any:   |  |  |               |
| Have any components of the approved program been waived? 603 CMR 7.03(1)(b) <input type="checkbox"/> Yes <input type="checkbox"/> No |  |  |               |

### Part 2- To be completed by the Program Supervisor

|  |
|--|
| Name:  |
| The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:   |
| Candidate's License Field:            Grade Level:   |
| To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation. <input type="checkbox"/> Yes <input type="checkbox"/> No |

**Part 3- To be completed by the Supervising Practitioner**

|   |   |
|---|---|
| Name:   | Position:                               |
| School District:  |   |
| License: <input type="checkbox"/> Initial <input type="checkbox"/> Professional | # of years of experience under license: |
| MEPID:        or License #:   | License Field(s):                       |

**Part 4 – Initial 1, 2, 3**

|   |            |                     |                           |
|---|------------|---------------------|---------------------------|
| 1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the candidate.  |            |                     |                           |
| Date:   | Candidate: | Program Supervisor: | Supervising Practitioner: |
| 2. Meeting held midway through the practicum at which the Candidate’s progress toward the Professional Standards was discussed. |            |                     |                           |
| Date:   | Candidate: | Program Supervisor: | Supervising Practitioner: |
| 3. Final meeting held to complete evaluation and to allow the Candidate the opportunity to raise questions and make comments.   |            |                     |                           |
| Date:   | Candidate: | Program Supervisor: | Supervising Practitioner: |

**Part 5**

|   |      |
|---|------|
| Candidate has successfully completed the Pre-service Performance Assessment 603 CMR 7.03(2)(a)(4) & 7.04(2)(4)(b) <input type="checkbox"/> Yes<br><input type="checkbox"/> No |      |
| Program Supervisor:   | Date |
| Supervising Practitioner:   | Date |
| Mediator (if necessary see: 603 CMR 7.04(4))  | Date |

## Appendix 25. Requirements for Licensure as a School Psychologist

### Massachusetts Department of Elementary and Secondary Education Requirements for Licensure as a School Psychologist

#### 7.11: Professional Support Personnel Licenses

Candidates seeking professional support personnel licenses who have substantial experience and formal education relevant to the license sought but who do not meet all of the specific requirements listed in 603 CMR 7.11 may demonstrate that they meet the requirements, with the exception of a passing score on the Communication and Literacy Skills test of the Massachusetts Tests for Educator Licensure (MTEL), through a Panel Review administered by the Department in accordance with guidelines to be established by the Department. For candidates who were prepared outside Massachusetts, see 603 CMR 7.04 (2) (d) and 7.05 (5) (a) and (b).<sup>5</sup>

#### (3) **School Psychologist** (Levels: All)

##### (a) **Initial License.**

1. Completion of a master's degree or higher in school psychology approved by the National Association of School Psychologists (NASP), including an advanced practicum of 1,200 hours, 600 of which must be in a school setting. (The Commissioner may grant temporary approval, in accordance with NASP standards, to institutions without NASP approval for up to five years while they achieve such approval.)
2. Passing score on the Communication and Literacy Skills test.

##### (b) **Professional License.**

1. Possession of an Initial license.
2. Three years of employment as a school psychologist.
3. Completion of one of the following:
  - a. Passing score on the National School Psychology Praxis Examination.
  - b. Achievement and maintenance of a certificate or license from one of the following:
    - i. The Massachusetts Board of Allied Mental Health Professionals, as an educational psychologist.<sup>6</sup>
    - ii. The National Association of School Psychologists, as a school psychologist.<sup>7</sup>

---

<sup>5</sup> For complete Massachusetts educator licensure regulations, go to: [www.doe.mass.edu/lawsregs/603cmr7.html](http://www.doe.mass.edu/lawsregs/603cmr7.html)

<sup>6</sup> For regulations on becoming an educational psychologist, go to:  
<https://www.mass.gov/regulations/262-CMR-5-requirements-for-licensure-as-an-educational-psychologist>

<sup>7</sup> For information on becoming a Nationally Certified School Psychologist (NCSP), go to:  
<https://www.nasponline.org/standards-and-certification/national-certification>