



WILLIAM JAMES
COLLEGE

School Psychology MA/CAGS Program Handbook

2020-2021 School Year

About this Handbook

The *School Psychology MA/CAGS Program Handbook* is in effect for academic year 2020-2021. 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.

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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* (2010; <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 and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

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

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

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

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

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

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

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

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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.

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
Total		30

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 <i>(1 credit goes towards MA)</i>
PH 501	Preventive Mental Health in Schools	2
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
Total		36

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 (≤ 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 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 training program supervisor (i.e., 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. In order to receive credit for field placements, students must attain a mean rating of 1 or higher in all NASP Domains as well as Professional Work Characteristics on their end-of-year Year 1 Practicum Evaluation, a mean rating of 2 or higher in all NASP Domains as well as Professional Work Characteristics on their end-of-year Year 2 Practicum Evaluation (Appendix 7 and 8), and a mean rating of 3 or higher in all NASP Domains and Professional Work Characteristics areas 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 for test information. Please have score reports sent to William James College.

4. Praxis Subject Assessment

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

Students are strongly encouraged to prepare prior to taking the exam. Test preparation resources are available at <http://www.ets.org/praxis/prepare/materials/5402>.

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 Behavioral 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 Academic 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: 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.

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
9. Attend to all other requests as indicated.

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, 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.

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 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. 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 arrangements.

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
- Children & Families of Adversity & Resilience (CFAR)
- Global Mental Health
- Latino Mental Health

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 <http://www.williamjames.edu/academics/concentrations.cfm>.

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 administrators support, approve, and recognize the value of the training activities in which the student is engaged.

The Willingness to Participate form formalizes the relationship between William James College and the field placement site and establishes the school or agency as a site for our students. The

information helps to determine the type of placement (first or second year practicum, or internship) for which the field site is appropriate, and to document basic site information for student and faculty access.

Each year of field education is associated with a William James College seminar. This provides an opportunity for each student to reflect on work at his/her field site, 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.

Close collaboration between the William James College faculty and field supervisors is central to the 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.

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 (continuity of school site assignment, in particular) 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 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, and evaluation.

Please see Practicum Activities Grid (Appendix 6) for specific coursework that students are expected to complete at their field sites. 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

As a general rule, practicum placements run from the beginning of the school year, through sometime in June. In concluding the placement, however, practicum students are expected to meet ongoing responsibilities to those they serve, for example, in following through with counseling services, completing an evaluation, or presenting the results of an assessment.

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 and a half days per week (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 last week of May). The primary field supervisor must be able to provide a minimum of 30 minutes per week of scheduled face to face supervision.

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 (described below). By the end of their first year, practicum students are able to assist in many additional ways including conducting psychoeducational assessments, and, with appropriate supervision, supporting group work and providing check-ins with students.

Primary Project is a nationally recognized preventative mental health program which has been part of the first year of the MA/CAGS program for over 10 years. Practicum students are trained to facilitate weekly individual child-led play sessions with primary grade students who are at risk for adjustment problems. This supplementary field experience is of value for 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 (minimum of 15 hours) per week, for a total of 500 hours over the course of the school year (i.e., from opening of school through mid to late June). The primary field supervisor must be able to provide a minimum of 1 hour per week of scheduled face-to-face supervision. Clinical practice is the primary focus of the second year practicum. Essential 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 field supervisors are encouraged to 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 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. The Associate Director of Field Education 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 (including preschool, primary, middle, or high school). They can also opt to work at two schools or levels within a single district, or part of the time (no more than 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 placement in both sites.

Interns are expected to work with increasing levels of independence over the academic year. Three 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;
- Two or more hours of scheduled, face to face field based supervision per week from an appropriately licensed school psychologist 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.

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 in-person supervision to the intern.
- A secondary supervisor must be identified within the building. The secondary supervisor can be a licensed principal/assistant principal, 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 can not 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.

The primary supervisor assumes responsibility for the integrity and quality of the internship training. 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 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.

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/graduate-student-fact-sheets>

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, and be in good academic standing to be eligible for internship.

E. Evaluation of Field Education

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 months, 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 for providing 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. Students at each level of training have a minimum level of competency that they are expected to achieve by the end of the year, in order to qualify for the next level of field placement. 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, 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. It is also 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.

The William James College seminar instructor evaluates the student by completing a course evaluation, which incorporates evidence of practice in the field from field supervisor 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.

F. Summary of Expectations

All of 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, which includes an optional Continuing Education program. If distance makes in-person attendance impractical, virtual attendance is acceptable;
- Participate in a meeting with the William James College seminar instructor and student two additional times per year;
- Complete and return an Initial Feedback form six weeks into the field placement;
- Conduct an informal feedback meeting with the student midway through each semester;
- Complete and return a field placement evaluation at end of each semester;
- Communicate with the William James College seminar instructor or Associate Director of Field Education if the student is at risk for not meeting minimal expectations 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 his/her contact information is available at the start of the academic year;
- Be routinely available to both the field supervisor and the trainee;
- Make periodic site visits;
- Promote quality assurance by addressing practice issue in seminar and reviewing students' work as needed.

VI. Course Sequence

Orientation Week (3 Days)		Credits
CP 501	Orientation to the Profession and Its Practice	0
Year 1, Fall Semester		
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
Year 1, Spring Semester		
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
Summer Session¹		
CC 522	Diversity and Cross-Cultural Psychology	3
PH 501	Preventive Mental Health in the Schools	2
FP 102	Field Placement ²	0
Year 2, Fall Semester		
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
Year 2, Spring Semester		
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
Summer Session		
FP 102	Field Placement ²	0
Year 3		
CS 701	Internship Seminar A	3
FP 701	Internship A	2
CS 702	Internship Seminar B	3
FP 702	Internship B	2
Summer Session		
FP 102	Field Placement ²	0
TOTAL CREDITS		66

¹ 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.

² 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.

Orientation Week (3 Days)

CP 501 Orientation to the Profession at Its Practice

Credits

0

Year 1, Fall Semester (8 credits)

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

Year 1, Spring Semester (9 credits)

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

Year 1, Summer Session (5 credits)

CC 522 Diversity and Cross Cultural Psychology

3

PH 501 Preventive Mental Health in the Schools

2

Year 2, Fall Semester (9 credits)

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

Year 2, Spring Semester (9 credits)

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 and when to use various statistical procedures; how to use data analysis software to analyze data and test assumptions; 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, reliability and validity, standardized scores, 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 P-12 students with disabilities who require special education services, Section 504 accommodations, and/or other specialized educational supports. The course devotes significant attention to legal mandates that have shaped current practices. Students 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 is placed on (1) identifying appropriate evidence-based interventions; (2) establishing positive relationships 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 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 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. Foundational 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 as they conduct a functional behavioral assessment. Students will 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 overview of psychopathology in childhood and adolescence from multiple perspectives: biological, developmental, psychodynamic, cognitive-behavioral, cultural, and situational. DSM diagnosis is taught and the major disorders are covered, including conduct and oppositional-defiant disorders, attention deficit/hyperactivity disorder, anxiety and depression, pervasive developmental disorders, eating disorders, disorders of young children, personality disorders, and psychosis. Attention is paid to developmental trajectories, that is, the ways in which early development affects later functioning.

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 type, 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) Psychoeducational 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, relational behaviors) is an ongoing theme and goal. The Practicum seminar provides opportunities to develop psycho-educational assessment skills and demonstrate requisite proficiency. 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 provides an overview of the study of culture, education and mental health. It presents different frameworks to understand children and families from various cultural backgrounds, stressing their SES, the ways in which they typically understand themselves (e.g., gender roles, self-definitions, culture-bound syndromes), and their strengths. Implications for the school environment, including strategies for providing educational and psycho-social supports, are examined.

Year 2, Fall Semester

PA 600 Social-Emotional Assessment (3 credits)

This course covers the history and use of personality and social-emotional 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 objective measures (e.g., BASC II, ASEBA, Conners 3, CDI, MMPI-A) and projective measures (e.g., drawings, sentence completion, structured story telling). 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 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.

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 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 service 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 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. Students are expected to be providing assessments, treatment and educational interventions in their school placements. 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. The practicum seminar provides a forum for students to discuss complex cases that they have encountered in the field from an ecological perspective. Additionally, students explore an area of special interest over the course of the year. This will be coordinated with the presentations and readings that students do during the seminar.

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 critical consumers of new information in these areas. Principles and theories of learning, motivation and neuropsychologically based interventions are also 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, and instructional and systems-level consultation. Applicable interventions in consulting with parents, teachers, and other staff members are reviewed. Ethical and diversity issues are also explored. Students practice consultation skills through assignments conducted in their practicum placements.

GR 611 Group Process and Group Therapy (3 credits)

This course provides a basic understanding of groups and teaches skills for leading task-oriented groups in school 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 concurrent second year (15 hour/week) secondary level school-based practicum, which is also linked with the following concurrent courses: Consultation 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. 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 to 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.

FP 701 & FP 702 (2 credits each semester)

In addition to the Internship Seminar, students register for the internship itself each semester. Satisfactory performance is determined by field supervisor evaluations and by submission of the Field Placement Log to document fulfillment of time (i.e., 1200 hours) and breadth 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. Students must complete course evaluations in order to continue to have access to their records on SSIG.

VIII. Class Schedule, 2020-2021

Year 1

Year 1, Fall Semester	Credits	Instructor	Day	Time
RS 526 Statistics: Section 1	3	Murphy	M	1:00-3:50 p.m.
IA 520 Instructional Assessment & Intvn: Section 1	3	Kavanaugh	Tu	4:10-7:00 p.m.
SN 512 Educating Child & Adol w/ Special Needs: Section 1	3	Wolkoff	Tu	1:00-3:50 p.m.
FP 501 Practicum I: Section 1	2	Miller	Th	9:30-11:50 a.m.
FP 501 Practicum I: Section 2	2	Bratica	Th	9:30-11:50 a.m.
LS 659 Life Span Development: Section 1	3	Jacobs	Th	1:00-3:50 p.m.

Year 1, Spring Semester	Credits	Instructor	Day	Time
RS 555 Research and Evaluation Methods: Section 1	3	Murphy	TBD	TBD
RS 555 Research and Evaluation Methods: Section 2	3	TBD	TBD	TBD
FP 502 Practicum II: Section 1	3	Miller	TBD	TBD
FP 502 Practicum II: Section 2	3	Bratica	TBD	TBD
FP 502 Practicum II: Section 3	3	TBD	TBD	TBD
BC 521 Behavioral Assess., Interv. & Consultation: Section 1	3	Bratica	TBD	TBD
BC 521 Behavioral Assess., Interv. & Consultation: Section 2	3	TBD	TBD	TBD
PA 500 Psychoeducational Assessment: Section 1	3	TBD	TBD	TBD
PA 500 Psychoeducational Assessment: Section 2	3	TBD	TBD	TBD
PY 521 Psychopathology, Childhood/ Adolescence: Section 1	3	Jacobs	TBD	TBD
PY 521 Psychopathology, Childhood/ Adolescence: Section 1	3	TBD	TBD	TBD

Year 1, Summer Semester	Credits	Instructor	Day	Time
PH 501 Preventive Mntl Health in the Schools	2	Macklem	TBD	TBD
CC 522 Diversity and Cross-Cultural Psychology	3	TBD	TBD	TBD

Year 2

Year 2, Fall Semester	Credits	Instructor	Day	Time
PA 600 Social-Emot Assessment: Section 1	3	Anderson	M	3:30-6:20 p.m.

PA 600	Social-Emot Assessment: Section 2	3	King-Chalukian	M	4:15-7:05 p.m.
CX 610	Couns & Psychotherapy in Schls: Section 1	3	Jacobs	M	1:00-3:50 p.m.
CX 610	Couns & Psychotherapy in Schls: Section 2	3	Jacobs	M	9:00-11:50 p.m.
PS 630	Ethical, Legal & Prof Issues in Sch Psych.	3	Miller/Macklem	Th	1:00-3:50 p.m.
FP 601	Practicum III: Clinical Practice: Section 1	2	Bowman	Th	5:10-7:00 p.m.
FP 601	Practicum III: Clinical Practice: Section 2	2	Wolkoff	Th	5:10-7:00 p.m.

Year 2, Spring Semester		Credits	Instructor	Day	Time
CO 650	Consultation in Schools: Section 1	3	Wolkoff	TBD	TBD
CO 650	Consultation in Schools: Section 2	3	Anderson	TBD	TBD
BL 622	Biological Bases of Behavior and Learning	3	Pendergrass	TBD	TBD
GR 611	Group Process and Group Therapy: Section 1	3	Kaplan	TBD	TBD
GR 611	Group Process and Group Therapy: Section 2	3	TBD	TBD	TBD
FP 602	Practicum III: Clinical Practice, Section 1	2	Bowman	TBD	TBD
FP 602	Practicum III: Clinical Practice, Section 2	2	Wolkoff	TBD	TBD

Year 3

Year 3, Fall Semester		Credits	Instructor	Day	Time
CS 701	Internship Seminar A: Section 1	3	Struzziero	Tu	3:00-5:00 p.m.
CS 701	Internship Seminar A: Section 2	3	Wolkoff	W	3:00-5:00 p.m.
CS 701	Internship Seminar A: Section 3	3	Kaplan	Tu	3:00-5:00 p.m.
FP 701	Internship A	2	Wolkoff	n/a	n/a

Year 3, Spring Semester		Credits	Instructor	Day	Time
CS 702	Internship Seminar A: Section 1	3	Struzziero	TBD	TBD
CS 702	Internship Seminar A: Section 2	3	Wolkoff	TBD	TBD
CS 701	Internship Seminar A: Section 3	3	Kaplan	TBD	TBD
FP 702	Internship B	2	Wolkoff	n/a	n/a

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 his/her 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:

<http://www.mass.gov/ocabr/licensee/dpl-boards/mh/regulations/rules-and-regs/262-cmr-500.html>

<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.

Vicky Anderson, M.Ed., Psy.D., Adjunct Faculty

Vicky Anderson is a Licensed Psychologist, Health Service Provider, School Psychologist, Guidance Counselor, and Special Educator. She earned a BA in psychology and special education at University of Northern Colorado in Greeley, and a MEd in counseling psychology at Lesley University in Cambridge. She completed local predoctoral practicums and internships at Brandeis University Counseling Center, Cambridge Guidance Center, and Brookline Mental Health Center. She earned a PsyD in clinical psychology at Williams James College (formerly MSPP) in Newton. She completed postdoctoral fellowship in developmental neuropsychology at North Shore Children's Hospital in Salem. She also completed advanced education training in school administration at Boston University. Presently, Vicky serves as a school psychologist in the Wellesley Public Schools, and as a state governor appointed member of the MA Board of Registration of Psychologists. She is a member of the Massachusetts Teacher Association and National Education Association, and a fellow member of the Massachusetts Psychological Association.

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.

June S. Bowman, Ed.D., LEP, NCSP, Adjunct Faculty

June Bowman, who has been practicing in Massachusetts since 1977, is a Nationally Certified School Psychologist and Licensed Educational Psychologist. She was the recipient of the Massachusetts School Psychologist of the Year award in 2014. She has worked in urban schools (Brockton, MA), more rural (Rockport, MA), and suburban (Concord, MA) school settings. She was a school psychologist at Brookline High School for 27 years, where she was co-chair of the crisis intervention team. June is currently the school psychologist at Gann Academy, a private Jewish day school in Waltham, MA. She is also a member of the College Board Advisory Panel for Services for Students with Disabilities, responsible for reviewing documentation and advising on requests for accommodations on the SAT's. She has been an adjunct instructor at Northeastern University and at UMass, Boston. June received her master's from Harvard University in counseling psychology and her doctorate from Boston University in developmental psychology.

Robyn Bratica, Ph.D., LEP, NCSP, Interim MA/CAGS Program Director, Assistant 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.

Lisa King Chalukian, Psy.D., Adjunct Faculty

Lisa King Chalukian is 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 (formerly MSPP) with a doctoral project on English Language Learner teachers' practices in supporting the social emotional development of their immigrant students. While at William James College, she served as a teaching assistant for Dr. Robyn Bratica's internship seminar. Dr. Chalukian has also worked as a School Psychologist in the Brockton Public School District. She is currently completing 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., Assistant Professor*

Dan Jacobs is a Licensed Psychologist with a private practice, Jacobs Psychological and Consulting Services, in Lexington, MA. He trains nationally 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 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 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, Interim Department Chair, PsyD Program Director, Assistant 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 where he is now the Director of the School Psychology PsyD. Program and an Assistant Professor, 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.

Megan Kavanagh, Psy.D., Adjunct Faculty

Dr. Megan Kavanagh earned her doctoral degree from the Massachusetts School of Professional Psychology (William James College) after studying psychology at the University of Virginia and obtaining a Master's degree in developmental and educational psychology from the Lynch School of Education at Boston College. She specializes in child and adolescent assessments, and training included completing neuropsychological evaluations at the Pediatric Neurology Unit at Tufts Floating Hospital for Children, assisting in developing and implementing a culturally-informed battery for the assessment of Cambodian Refugees through the Harvard Program in Refugee Trauma, and neuropsychological evaluations for veterans with posttraumatic stress disorder, traumatic brain injury, and dementia at the Edith Norse Rogers Memorial Veterans Hospital, as well as a post-doctoral fellowship in the Neurodevelopmental Assessment Service for Young Children (NYC) at the Brenner Center for Psychological Assessment. In addition to teaching, Dr. Kavanagh runs a private practice offering counseling, consulting, and assessments in Massachusetts' North Shore, is the group supervisor for APA interns at the Brenner Center, and serves on the Board of Directors for the Massachusetts Psychological Association.

Gayle L. Macklem, M.A., LEP, NCSP, Adjunct Faculty

Gayle Macklem is a Nationally Certified School Psychologist and a Licensed Educational Psychologist. She has worked in the field of education for over 30 years, serving as a school psychologist/team chairperson and as an adjunct instructor in school psychology. She has developed a number of prevention programs including *The Structured Learning Program*, *The Reading Initiative*, *The Math Merits Program*, *Project Link*, *Bullying Prevention* and a multi-tiered program for social/emotional development. She taught in the Counseling and School Psychology Program at the University of Massachusetts Boston for a number of years. A former president of the Massachusetts School Psychologists Association (MSPA), she currently serves as the Technology Chairperson and edits the websites of the state association, including monitoring online courses. Gayle has worked as a curriculum developer and writer for the Open Circle Social Competency curriculum, and is the author of *Bullying and teasing: Social power in children's groups* (2003), *A practitioner's guide to emotion regulation in school-aged children* (2008), *Evidence-based school mental health services: Affect education, emotion regulation training and cognitive behavioral therapy* (2011), and *Boredom in the classroom: Addressing student motivation, self-regulation, and engagement in learning* (2015). Gayle is a frequent presenter at workshops and conferences, and provides in-service training to schools.

Barbara Miller, Ph.D., LEP, NCSP, Assistant Professor[†]

Barbara Miller is a Licensed Educational Psychologist and a Nationally Certified School Psychologist. She received her Ph.D. in Clinical Psychology from McGill University and during

her course of studies her interest in learning disorders was kindled. She worked in the public schools (Concord and Concord-Carlisle) as a school psychologist for 34 years and served for many years as a field supervisor for graduate students in school psychology. Dr. Miller also coordinated professional development for the school psychologists who were part of the regional educational collaborative (C.A.S.E.). The latter part of her public school career was focused on middle school education, where she helped develop special education programs, served as the department chairperson for student support services, and served as the team chairperson for special education. In addition to teaching at the graduate level in several school psychology programs she has been very active in the Massachusetts School Psychologists Association, of which she is a past president. Dr. Miller was the recipient of the Massachusetts School Psychologist of the Year award and the Lifetime Achievement award. Her current interests include advocating for the expanded role of the school psychologist, evidence-based mental health interventions, and legislative action on behalf of children and families.

Craig Murphy, Ph.D., LEP, NCSP, Associate Professor*

Craig Murphy is a Licensed Educational Psychologist and a Nationally Certified School Psychologist. He received his PhD and MS from the Pennsylvania State University, both in school psychology. Craig specializes in working with students who struggle with emotional and behavioral challenges. His research has helped to secure over \$3 million in federal funding for school-based initiatives, and he spent three years as the Project Director for the Elementary Counseling Grant within the Newton Public Schools; this was a federally-funded program to increase and improve the mental health services provided to children demonstrating challenging behaviors and/or fragile emotions. Craig's research interests also include social-emotional and behavioral assessment, program evaluation, special education practices, and strategies for establishing positive school and classroom climates. In addition to his responsibilities at William James College, he is also the Clinical Director of the Summit Middle and High School therapeutic programs within the Bi-County Collaborative in Walpole, Massachusetts. Finally, Craig is the owner of the Family and Educational Wellness Center (FEW Center), through which he provides regular professional development and ongoing consultation to numerous school districts throughout Massachusetts and conducts comprehensive clinical evaluations as an independent evaluator.

Cara Pendergrass, Ph.D., Adjunct Faculty

Dr. Cara Pendergrass earned a BA with Honors in Psychology at Vanderbilt University with a minor in Biology, including courses in human anatomy/physiology as well as principles of neuroscience. She obtained her M.S. and Ph.D. in Clinical Psychology with a specialization in Neuropsychology from Rosalind Franklin University of Science and Medicine. During her doctoral studies, she completed comprehensive coursework in brain-behavior relationships and neuropsychology and taught courses in Neuroanatomy and Physiological Psychology. She completed her pre-doctoral internship at the University of Illinois at Chicago Clinical Psychology Internship Program (Neuropsychology Track) and a post-doctoral fellowship in Neuropsychology and Neuroimaging at Dartmouth Medical School/Dartmouth Hitchcock Medical Center. She has worked as an Assistant Professor in the Neuroimaging Section of the Department of Psychiatry at Vanderbilt University Medical Center, as a clinical neuropsychologist at the VA Tennessee Valley Healthcare System, and as Vice President of Clinical Operations in Bracket, a quality assurance company consulting with clients conducting medical and clinical trial research. Throughout her career, Dr. Pendergrass conducted comprehensive neuropsychological evaluations with both adult and pediatric patients with various neurological, psychiatric, developmental, and medical conditions, including epilepsy, ADHD, learning disabilities, brain injury, primary psychiatric disorders, stroke, brain tumor, general medical conditions, and neurodegenerative diseases. In addition to clinical work, she also conducted neuroimaging

research examining neural substrates and systems involved in regulation of cognition and emotion in normal and psychiatric populations. Dr. Pendergrass is currently an Assistant Professor in the Clinical Psychology Department at William James College.

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

Elana Wolkoff is a Licensed Educational Psychologist and certified School Psychologist. Elana earned her M.Ed. from Harvard University and her Ph.D. in School Psychology from Northeastern University. Prior to her doctoral training, she was employed as 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; educational transitions for vulnerable youth, from preschool to elementary and from high school to higher education; development of executive functioning skills; and educational equity in the US and abroad. Elana has travelled extensively and volunteered in educational programs in Tanzania and the Dominican Republic.

*Core faculty

†Teaching 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.³ 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.

³ 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 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 (with the notable exception of course credits from the MA/CAGS program transferring to the School Psychology PsyD program).

XIII. Financial Information

MA/CAGS program tuition for the 2020 - 2021 school year is based on the rate of \$1,130 per credit. In addition, a student service fee of \$500 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 \$450 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 2010 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 Making	Consultation & Collaboration	Support to Dev. Acad. Skills	to Dev. Social & Life Skills	School-wide Practices to Promote Learning	Preventive & Responsive Services	Family-School Collab. Services	Diversity in Dev. & Learning	Research & Program Eval.	Legal, Ethical, and Prof. Practice

For complete Domain descriptions, please visit: <https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains>

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_BratICA@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> Please indicate course title, name, institution, date.	
<u>Documentation provided:</u> (check all that apply)	<input type="checkbox"/> Syllabus <input type="checkbox"/> Catalog description <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.
2.
3.
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 _____

Required (Core) Courses, M.A./CAGS												
ADVANCED STANDING DETERMINATIONS ⁴										AFTER MATRICULATION		
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	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*										

⁴ 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*										
		Subtotal										

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

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

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

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 his/her 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 his/her 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 his/her 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 his/her 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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"/>
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Comments:

Domain 5: School-wide Practices to Promote Learning

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 his/her 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 his/her 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 his/her 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 his/her 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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	○	○	○	○	○
Demonstrates the ability to design an appropriate assessment battery, selecting measures and information sources appropriate to the referral questions and hypotheses to be tested	○	○	○	○	○
Demonstrates the ability to present accurate and relevant assessment findings orally and in writing in a manner that is useful to consumers	○	○	○	○	○

Comments:

Domain 2: Consultation and Collaboration

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Establishes collaborative relationships with school personnel	○	○	○	○	○
Communicates effectively with families	○	○	○	○	○
Communicates effectively with children and youth	○	○	○	○	○
Communicates effectively with community professionals	○	○	○	○	○
Appropriately mediates and resolves conflict	○	○	○	○	○
Demonstrates conceptual knowledge of the stages of consultation and the problem-solving process	○	○	○	○	○

Comments:

Domain 3: Interventions and Instructional Support to Develop Academic Skills

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 4
Demonstrates knowledge of child development as it relates to learning	○	○	○	○	○

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

Comments:

Domain 8: Diversity in Development and Learning

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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"/>
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Comments:

Domain 9: Research and Program Development

	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"/>
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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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"/>

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	○	○	○	○	○
Demonstrates effective communication skills – oral, nonverbal, and written – in conveying ideas and information and using professional language, as required for effective practice	○	○	○	○	○
Demonstrates values and attitudes of integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	○	○	○	○	○
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	<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 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 2020-2021

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 his/her 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 his/her 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 his/her 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 his/her 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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	○	○	○	○	○
Appropriately evaluates outcomes of interventions	○	○	○	○	○
Assists colleagues in translating research into educational practice	○	○	○	○	○
Demonstrates general knowledge of evidence based interventions for educational disabilities and difficulties	○	○	○	○	○
Demonstrates a working knowledge of how educational assessments are used to inform instruction and monitor academic progress	○	○	○	○	○

Comments:

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

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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"/>
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Comments:

Domain 6: Preventive and Responsive Services

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 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	○	○	○	○	○
Demonstrates knowledge of principles of measurement and psychometric standards in the selection, use and interpretation of assessment instruments	○	○	○	○	○
Critically evaluates the professional literature in selecting assessment and intervention strategies	○	○	○	○	○
Uses single-subject research designs in the evaluation of interventions	○	○	○	○	○
Demonstrates an understanding of how to use data to evaluate program effectiveness	○	○	○	○	○

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

Domain 10: Legal, Ethical, and Professional Practice

	Unsatisfactory 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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 0	Novice 1	Intermediate 2	Advanced Intermediate 3	Advanced 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"/>

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	○	○	○	○	○
Demonstrates effective communication skills – oral, nonverbal, and written – in conveying ideas and information and using professional language, as required for effective practice	○	○	○	○	○
Demonstrates values and attitudes of integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	○	○	○	○	○
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	<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)

	MASTERY (3)	NEAR MASTERY (2)	NEEDS IMPROVEMENT (1)
1. Overall Organization and Identifying information	<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>
2. Referral Question	<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>

3. Assessment Procedures	<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>
4. Background Information	<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>
5. Behavioral Observations	<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>
6. Behavioral Observations	<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>
7. Test Results <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 presented 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>

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

13. Recommendations	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.
14. Data Summary	Data Summary follows the report 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.
15. Writing <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.
16. Writing <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.
17. Follow-Up: Consumer Satisfaction <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. 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. 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. A mean score below 2 on the corresponding Likert scale evaluating consumer satisfaction.

<p>18. Follow-Up: Recommendations</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>
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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)
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 relevant graphs but not including references and appendices.	Body of case study report exceeds 10 pages, including graphs but not including references and appendices.
Section 1: Problem Identification and Analysis (out of 14 points)			
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		Appropriate data are collected and a hypothesis/formulation is developed to	Hypotheses/formulations are not developed, or appropriate data

		<p>explain the client's presenting social/emotional problem.</p> <ul style="list-style-type: none"> Sources of data can include rating scales and projective measures, previous psychological evaluations, interviews/clinical histories, observations, student file reviews, etc. If the problem includes a behavioral component, a functional behavioral assessment (FBA) is conducted to identify the functions that the behavior serves and/or the conditions under which the behavior occurs. 	are not collected to support the hypotheses.
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) or other appropriate tool.	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 (e.g., line graph, pie chart, GAS, etc).	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	The intervention does not address the student's baseline data, and is

		measurable goal.	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"> • Clear and concise description • Number, location, and duration of counseling sessions • Materials needed • Communication of plan with parents and teachers 	Counseling intervention logistics are not documented.
2.5		A progress monitoring plan is documented: <ul style="list-style-type: none"> • Specific data to be recorded (should be the same as the baseline data collected in rubric 1.7) • Persons responsible • Setting, dates, and times 	A progress monitoring plan is not documented.
2.6		Intervention considers unintended	Intervention does not consider unintended outcomes or

		outcomes or limitations.	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		Progress monitoring data are demonstrated to be effective when compared to baseline data. Specifically, clients have moved one level in a positive direction in 50% or more of the goal areas on the GAS. Data are used to inform problem solving and decision-making (e.g., continue or modify treatment plan).	Progress monitoring data are not demonstrated to be effective, or data are not used to inform further problem solving and decision-making. Specifically, clients have not moved in a positive direction on the GAS, or have moved in a positive direction in less than 50% of goal areas.
3.3		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.
3.4		Parents, teachers, and 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.
3.5		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.	Counselor does not provide thoughtful reflection and self-critique of the basis for the success or failure of the intervention.

3.6		Effectiveness of intervention is shared (describe with whom and how).	Effectiveness of intervention is not shared.
3.7		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.
3.8		Suggestions for follow-up are developed (e.g., continued progress monitoring, check-ins, etc.).	Suggestions for follow-up are not developed.
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	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.

	in the context of appropriate grade 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.	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	The selected intervention addresses	The intervention does not

	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 student's baseline data (i.e., rubric 1.6) and is linked to a SMART goal (i.e., specific, measurable, attainable, realistic, timely).	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"> • Clear and concise description • Materials needed • Setting, dates and times • Persons responsible • Motivational strategies (if relevant) 	Intervention logistics are not documented.
3.5		Data collection plans are collaboratively discussed and documented: <ul style="list-style-type: none"> • Specific behavioral data to be recorded (should be the same as the baseline data collected in rubric 1.5) • Persons responsible • Setting, dates, and times (<i>data should be recorded and graphed at least weekly</i>) 	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"> • Goal line is specified based on baseline data and anticipated timeframe for goal attainment. • Trend lines, based on a minimum of 3 data points, follow or exceed the goal line in the correct direction. • Phase lines marking intervention modifications (if relevant) 	<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"> • Goal line is specified based on baseline data and anticipated timeframe for goal attainment. • Trend lines, based on a minimum of 3 data points, fail to reach the goal line by 1 or 2 points. 	<p>Progress-monitoring data are not demonstrated on a line graph.</p> <ul style="list-style-type: none"> • No goal line is specified. • No student performance data or trend lines are specified. • Student performance data and/or trend lines are 3 or more points in the incorrect direction.
4.2		<p>Progress monitoring data are demonstrated to be effective when compared to baseline data, based on the PND (percentage of non-overlapping data points) technique. An effective outcome of PND > 70% is demonstrated.</p>	<p>Progress monitoring data are not demonstrated to be effective, or data are not used to inform further problem solving and decision-making. Insufficient observed effect, as PND is <70%.</p>
4.2		<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</p>	<p>Effectiveness of intervention is not shared, and modifications (if needed) are not identified.</p>

		are collaboratively identified and described.	
4.5		Strategies for transfer/follow up/ generalizing outcomes to other settings are addressed and a plan is documented.	Strategies for transfer/ follow up/ generalizing outcomes to other settings are not addressed.

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	The student's academic problem is	The student's academic

	problem is defined in observable/measurable terms and described in the context of appropriate grade and/or peer expectations (e.g., local norms).	defined in observable/measurable terms.	problem is identified but not defined in observable/measurable terms.
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	Hypotheses are not confirmed

		<p>rejected based on collaborative examination of baseline data which includes:</p> <ul style="list-style-type: none"> • 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. • Observations, student file review, evaluations, previous interventions and/or developmental history (as needed). 	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 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		<p>The following logistics of the intervention are collaboratively discussed and documented:</p> <ul style="list-style-type: none"> • Clear and concise description • Materials needed • Setting, dates and times • Persons responsible • Motivational strategies (if relevant) 	Intervention logistics are not documented.
3.5		Data collection plans are collaboratively discussed and	Data collection plans are not documented.

		<p>documented:</p> <ul style="list-style-type: none"> • Specific academic data to be recorded (should be the same as the baseline data collected in rubric 1.5) • Persons responsible • Setting, dates, and times (<i>data should be recorded and graphed at least weekly</i>) 	
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"> • Goal line is specified based on baseline data and anticipated timeframe for goal attainment. • Trend lines, based on a minimum of 3 data points, follow or exceed the goal line in the correct direction. • Phase lines marking intervention modifications (if relevant) 	<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"> • Goal line is specified based on baseline data and anticipated timeframe for goal attainment. • Trend lines, based on a minimum of 3 data points, fail to reach the goal line by 1 or 2 points. 	<p>Progress-monitoring data are not demonstrated on a line graph.</p> <ul style="list-style-type: none"> • No goal line is specified. • No student performance data or trend lines are specified. • Student performance data and/or trend lines are 3 or more points in the incorrect direction.
4.2		Progress monitoring data are demonstrated to be effective when compared to baseline data, based on the PND (percentage of non-	Progress monitoring data are not demonstrated to be effective, or data are not used to inform further problem

		overlapping data points) technique. An effective outcome of PND > 70% is demonstrated.	solving and decision-making. Insufficient observed effect, as PND is <70%.
4.2		Data are used to inform problem solving and decision-making (e.g., continue or modify intervention).	Data are not used to inform further problem solving and decision-making.
4.4		Effectiveness of intervention is shared (describe with whom and how) and, if suggested by the data, modifications are collaboratively identified and described.	Effectiveness of intervention is not shared, and modifications (if needed) are not identified.
4.5		Strategies are developed for follow-up, including generalizing outcomes, weaning off supports, transferring skills to other types of tasks, and/or addressing ongoing concerns.	Strategies for follow up are not developed.

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 Rubric⁵

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).

⁵ Adapted with permission from the school psychology program at Winthrop University.

1. Candidate Information and Portfolio Organization	Unsatisfactory	Needs Improvement	Expected	Exemplary	Overall Rating
Résumé					
Résumé appropriate for an employment application by a beginning school psychologist.					
Résumé accurately reflects the candidate’s skills and accomplishments.					
Personal Statement					
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.					
Internship Log					
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.					
Organization					
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, and only contains clinically/educationally significant/relevant findings.					
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.					
Progress-monitoring data are visually represented on a Goal Attainment Scale, along with baseline data, and are demonstrated to be effective when compared to baseline data. Specifically, clients have moved one level in a positive direction in 50% or more of the goal areas on the GAS. Data are used to inform problem solving and decision-making (e.g., continue or modify treatment plan). <i>Candidate must receive a rating of Expected or Exemplary in this area.</i>					
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.					

4. Consultation and Academic 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.					
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.					
Progress monitoring data are demonstrated to be effective when compared to baseline data, based on the PND (percentage of non-overlapping data points) technique. An effective outcome of PND > 70% is demonstrated. Candidate must receive a rating of Expected or Exemplary in this area.					
Data are used to inform problem-solving and decision-making.					
Candidate responds appropriately to questions and comments about the case.					

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.					
Progress monitoring data are demonstrated to be effective when compared to baseline data, based on the PND (percentage of non-overlapping data points) technique. An effective outcome of PND > 70% is demonstrated. Candidate must receive a rating of Expected or Exemplary in this area.					
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, partially completed Internship Portfolio Rubric, current year course evaluations (refer to electronic student records if available on MyCampus)
- 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

Make copy of A&P Conference form and Internship Portfolio Rubric form for yourself, and submit the originals to Malory's mailbox

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, current year course evaluations (refer to electronic student records if available on MyCampus)

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

Make copy of A&P Conference form for yourself, and submit the originals to Malory's mailbox

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 used to sign up after the scheduling deadline. Once the deadline has passed, students will be asked to 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 560 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, 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.
- 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, such as William James College’s School Psychology Community Forum.
- 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 and community forum 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 <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).⁵

(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 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.⁶
 - ii. The National Association of School Psychologists, as a school psychologist.⁷

⁵ For complete Massachusetts educator licensure regulations, go to: www.doe.mass.edu/lawsregs/603cmr7.html

⁶ For regulations on becoming an educational psychologist, go to:

<https://www.mass.gov/regulations/262-CMR-5-requirements-for-licensure-as-an-educational-psychologist>

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