

Handbook
and
Internship Manual
for

School Psychology

Department of
Counseling and Psychology



Tennessee Tech University

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WHAT IS SCHOOL PSYCHOLOGY ?

School psychology is a specialized sub-field of psychology. It was officially created by clinical psychology following World War II to provide psychological services to special needs and at-risk children in educational settings. With the advent of federal and state special education laws, the roles of school psychologists were more specifically defined to include assessment and intervention services for all school age individuals, eventually encompassing ages 3 to 22.

WHAT IS A SCHOOL PSYCHOLOGIST ?

A school psychologist is an expert in both psychology and education. Training varies state-by-state; but, in most cases, they are the schools' expert in psycho-educational assessment.

“A school psychologist is a professional psychological practitioner whose general purpose is to bring a psychological perspective to bear on the problems of educators...from a broad base of training in educational and psychological foundations...resulting in the provision of comprehensive psychological services of a direct and indirect nature.”
(Fagan & Wise, 1994, p.3)

SCHOOL PSYCHOLOGY AS A DUAL LEVEL FIELD OF PRACTICE

The result of the Thayer conference in 1954 was the recommendation that school psychology be a dual-level field. Doctoral level school psychologists would mainly be employed by university training and research programs, and sub-doctoral practitioners would be located in the schools. Though this has changed in many states, and though debates continue between the National Association of School Psychologists (NASP) and the American Psychological Association (APA) in this regard, Tennessee still provides credentials for both levels of practice with their respective limitations. Doctoral level school psychologists in Tennessee may apply for a license as a Health Service Provider Psychologist for private practice and/or via the state board of education as a B.O.E. licensed school psychologist for practice in the schools. For sub-doctoral practice, Tennessee abides by the standards of the National Association of School Psychologists, and requires Ed.S. level training. Sub-doctoral practitioners in school psychology in Tennessee must have completed an Ed.S. degree and a 1200 hour internship. These sub-doctoral professionals are limited to practice in the schools (they may not practice privately); however, they may wear the title “School Psychologist”. In fact, the exemption clause of the Tennessee licensure laws provide that the only sub-doctoral practitioner who may have the word “Psychologist” in their title is the B.O.E. credentialed “School Psychologist”.

SCHOOL PSYCHOLOGY AT TENNESSEE TECH UNIVERSITY

The Tennessee Tech School Psychology program is a graduate program leading to licensure by the state board of education. Students are required to first obtain the Master

of Arts degree (M.A.) in School Psychology and then the Specialist in Education degree (Ed.S.) before they may apply for the license. The TTU program is CAEP (formerly NCATE) accredited and state approved, and meets most standards of the National Association of School Psychologists (NASP). The program is 60+ hours (divided between the M.A. and Ed.S.), requires a 1200 hour internship (full-time for one academic year), and takes approximately three years to complete.

Graduate students in the school psychology program at TTU are still trained in all areas traditionally associated with school psychological service delivery...namely...

--Counseling

--Psychological and Educational Testing

--Behavioral Consultation



THE COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

A single, concise conceptual framework for all teacher education programs has been defined at Tennessee Technological University. This conceptual framework serves as a unifying substructure for all programs preparing educational personnel. Central to the content of this framework is the premise and ultimate goal to, "**Prepare effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships**". Within this framework is the recognition that competent Pre K-12 educational professionals must be able to demonstrate knowledge of their field, the skills required for the performance of their job, and the dispositions that typify well integrated individuals. The dispositions expected of capable educational personnel include **Scholarship, Responsibility, Respect for Diversity, Effective Communication**, and the self-evaluative characteristic known as **Reflection**. The graduate faculty of the Department of Counseling and Psychology value these dispositions and add two others to the list: **Professional Behavior** and **Critical Thinking**. The development and expression of these dispositions is assessed at several points throughout the graduate student's program.

NOTE TO THE PROSPECTIVE SCHOOL PSYCHOLOGIST

School psychologists, by the very nature of their training, embody the central theme of our conceptual framework. Students and interns in the TTU school psychology program are expected to demonstrate competent acquisition of the knowledge, skills, and dispositions required for practice. They are expected to demonstrate the highest level of

professional and ethical conduct. **It is the duty of the graduate faculty in school psychology to act as gatekeepers of the profession and to allow only those candidates of the highest caliber to enter the field.** Serving the mental health and psychoeducational needs of children and youth in our schools is a daunting and awe-inspiring task, and should never be entered into lightly.

THE DIFFERENCE BETWEEN PROGRAM OF STUDY AND LICENSE

The programs of study set forth for the Master's and Specialist degrees are recommended courses of study in order to obtain TTU diplomas (M.A. and Ed.S.). This is not the same thing as licensure competency. Though the programs of study are designed to encompass the requirements of Tennessee B.O.E. licensure, there are some courses that are required by TTU to fulfill the obligations of *degree*. It is the responsibility of the student / candidate to meet both the requirements for degree and the requirements for license. This can easily be accomplished by adhering strictly to the published programs of study and by following the published "endorsement worksheet in school psychology" (copies of both available in this document).

QUALITY OF ACADEMIC WORK REQUIREMENT FOR DEGREE OR LICENSE

Graduate students must have a cumulative GPA of 3.0 (B) in order to obtain a graduate degree at TTU. This requirement allows for a maximum of six hours of "C" credit (see Graduate Catalog). However, courses taken for licensure competency and listed on the "endorsement worksheet in school psychology" must be no lower than a "B". A grade of "C" or lower on courses designed to meet licensure competency must be repeated.

PURPOSE OF THIS MANUAL

This manual is intended to introduce interns to the requirements for satisfactory completion of EDPY 7950 (Internship in School Psychology) and to offer a guide through the internship process (See Appendix). This manual may also serve as a resource for the internship site, so that site-based supervisors and other personnel may understand and appreciate the requirements of school psychology internship. Included in this manual is information concerning required paperwork, processes for selection of sites, and suggestions for effective interaction among supervisors and the intern. The prospective intern should understand that no single source can prepare an intern for all situations. The successful intern uses all the tools at her/his disposal in order to be fully prepared for any eventuality.

PURPOSE OF THE INTERNSHIP

The internship experience is the capstone of school psychologist preparation. The intern is expected to assume, as much as possible, the role of a professional school psychologist guided by the instruction and feedback of the supervisors. The intern is expected to concurrently submit to supervision by a university-based trainer who continues to train and advise, and who acts as a liaison to the school site-based supervisor. The internship is designed to relate theoretical and academic learning to real-life situations and

environments in compliance with university and state guidelines, and the guidelines of the National Association of School Psychologists (NASP). Accordingly, the school psychology internship is a 1200 hour (one academic year) supervised experience. At least 600 hours must be completed in a school setting. Cooperating school systems are encouraged to provide as wide-ranging an internship experience as possible—from preschool to 12th grade.

INTERNSHIP APPLICATION PROCEDURES

1. The prospective school psychology intern must complete all licensure-related coursework at both the Master's and Specialist level prior to placement. Since most school systems plan their annual budgets ahead of time, prospective interns may seek or request a site before final coursework is completed; however, placement will not be allowed until coursework is finished (unless an exception is deemed necessary by the prospective intern's graduate committee and/or school psychology coordinator).

Please note: not all sites pay their interns, and placement determinations are not made based on a site's ability to provide compensation. The intern should be fully prepared to accept a non-paying internship. The TTU school psychology program cannot guarantee that an intern will be placed in a paid position.

2. Prospective interns should make their intent to begin an internship known to the school psychology program coordinator at least one semester (not counting summer) prior to the desired internship date. Prospective interns may request a specific site or ask that the school psychology program coordinator choose a site for them. Application may be made by completing an internship request form (See Appendix).

3. Prospective interns must be enrolled and register for EDPY 7950 for each semester in which the intern plans to work. The prospective intern will be provided a course syllabus. This course is normally offered during fall and spring semesters only. (The school psychology program coordinator recognizes that school system calendars may not fully coincide with the university calendar, requiring supervision beyond the course dates. This will be handled on a case-by-case basis).

4. The school psychology program coordinator will work with the prospective intern and prospective site in arranging an internship. Placement will be made only if an agreement is made among all parties involved (intern, site administrator, site supervisor, university supervisor).

5. **All interns are required to obtain liability insurance prior to placement.**

6. The intern will be thoroughly familiar with the professional and ethical standards of the National Association of School Psychologists (NASP), the Tennessee Association of School Psychologists (TASP), and the American Psychological Association (APA). This information is usually conveyed in school psychology courses and may be found online at the respective association websites.

GENERAL REQUIREMENTS

1. Ideally, the school psychology internship is conducted full-time over the fall and spring semesters of an academic year. NASP guidelines, however, allow for half-time internship over two academic years for those interns who may have difficulty working full-time. Half-time internships must be approved by the university school psychology program coordinator and only with the consent of the prospective site. In either case, the student must apply for EDPY 7950 each semester he/she is involved in an internship.
2. Before placement at a site, the prospective intern will make an appointment with, and be interviewed by, an administrator at the prospective site (usually the supervisor of special education). The intern should treat this interview as if it were any other job interview (even if the internship is to be non-paying). The site retains the right not to accept the intern. The prospective intern should note that they are not guaranteed placement at their preferred (or any) site. Every attempt will be made by the university coordinator to seek an alternate site should that be necessary.
3. Once accepted by the site, the intern and the site supervisor will work together in developing a schedule and a list of responsibilities (for suggestions, See Appendix).
4. Once accepted by the site, the intern will contact the university-based supervisor and inform her/him of the acceptance.
5. In order to fulfill the requirement of EDPY 7950, the intern must meet with the university-based supervisor face-to-face for at least 1 hour per week (times will be determined by mutual agreement).
6. In order to fulfill NASP and state requirements, the intern must have at least 10 hours of face-to-face contact with the site supervisor.
7. The intern is expected to meet, and eventually, demonstrate all competencies required by the site, the state board of education, NASP, and the university. These are well defined by the site, course syllabi, the licensure checklist, and the standards listed in this document.
8. Any problems encountered by the intern should be reported to the site and university-based supervisor as soon as possible.
9. The university-based supervisor will make at least one site visit per semester (in accordance with NASP and state standards) in order to consult with the site-supervisor and evaluate the intern.
10. In order to fulfill the requirements of EDPY 7950, the intern will be required to complete a project specifically designed for the intern's site. This project should be something which will benefit the site, and could be considered a "thank you" from the intern to the site.

11. The intern will be required to keep a log/journal of the internship experience. This log/journal should not merely be a date book—it should include a description of skills learned, new tests encountered, questions and thoughts. It will include a running tally of internship hours (clock hours) each day. Confidentiality of examinees should be maintained as the university-based supervisor will review the log/journal at the end of each semester. Upon completion of the internship, the log/journal will be kept by the university-based supervisor.

12. Evaluations of the intern will be completed with the site supervisor by the university-based supervisor throughout the internship. Major evaluations will be conducted early and late in each semester to assess development of skills and demonstration of valued dispositions. Informal e-based evaluations will be made periodically throughout the semester(s). (See Appendix for examples of evaluation instruments).

13. The intern will evaluate the site supervisor and the university-based supervisor at the end of the internship experience (See Appendix).

SOME RULES OF COMMON SENSE AND CONDUCT

School psychologists are professionals. As professionals, they should conduct themselves accordingly. Interns will dress appropriately and in accordance with site dress codes. They will attend meetings called by their site administrators. They will strive to meet all the obligations of the site and the university, and should these ever be at odds, they will work collaboratively to iron-out any difficulties.

Interns will maintain a pleasant, cooperative, collegial, and levelheaded demeanor. They will demonstrate the best of themselves and represent the best attributes of their training program.

* * *

Intern...

When others see you...

- they see someone who claims to be a professional**
- they see the quality of your training**
- they see your professors**
- they see your university**

MAKE US PROUD!

* * *

THE DISPOSITIONS WE VALUE

Scholarship
Responsibility
Respect for Diversity
Effective Communication
Reflection
Professional Behavior
Critical Thinking

* * *

ROLES AND RESPONSIBILITIES OF SUPERVISORS

University-based Supervisor: The university-based supervisor assists interns in completing the internship experience. This supervisor will provide timely supervision, critique intern work products, consult with the site supervisor(s), assess and evaluate intern performance, and assign the EDPY 7950 course grade. The university supervisor is also responsible for official confirmation and documentation of competency attainment.

Site Supervisor: The site supervisor is to provide on-site supervision, guidance, and mentoring to the intern. The site supervisor will assist the intern in completing the experience at that site, discuss progress, critique work, consult with the university-based supervisor, and participate in the evaluation of the intern. In accordance with state and national guidelines, the site supervisor must hold a license as a health service provider psychologist or TN state board of education professional license with the school psychologist endorsement. The site supervisor must have had at least two years experience in the profession before they can supervise interns.

ROLES AND RESPONSIBILITIES OF THE SITE

The internship site, whether a school system or mental health facility, must provide the intern with a broad range of experiences reflecting all that is required of a school psychologist. If possible, they should provide a location (desk, study area, office) where the intern may score test protocols, write reports, and conduct other paperwork-related tasks. **The administrative officers of the site reserve the right to dismiss the intern at any time and for any reason.** The site is under no binding obligation to engage or otherwise employ the intern.

WHAT SCHOOL PSYCHOLOGY INTERNS ARE EXPECTED TO DO

(Interns: please share this with site personnel)

- Interns must be in the last year of their Ed.S. degree and have all or most coursework completed.
- Interns must be supervised on-site by a BOE licensed school psychologist.
- Interns must also be supervised by a university-based BOE licensed school psychologist (Dr. Cupp) and must attend supervision meetings at the university once a week.
- Internships are for 1200 hours (usually a full academic year).
- Interns must be allowed to perform all tasks school psychologists are trained for...even if your employed school psychologists are only doing testing.
- A Reminder:

School Psychologists are fully trained in 1) Psychological Testing, 2) Behavioral Consultation and Intervention, and 3) Counseling.
- Interns must be exposed to as many assessment opportunities as possible across all relevant SPED categories.
- Interns are required to conduct at least one counseling series with a student (three or more sessions over a period of time).
- Interns are required to conduct at least one full behavioral consultation (including baselines, data charts, and interventions).
- Interns are required to comply with all federal and state standards for practice and must satisfy the requirements of both the school system and the university.
- Interns must maintain the highest level of professional and ethical behavior.
- The university supervisor (Dr. Cupp) will maintain contact with the site supervising school psychologist regularly via email (these will include periodic electronic evaluations of the intern).
- The university supervisor (Dr. Cupp) will make two site visits per semester and conduct evaluations on the intern (evaluations will be conducted with the site supervising school psychologist only (intern is not present)).
- If any problems arise, or deficiencies need to be addressed, the university and site supervisors will work to iron these out to the satisfaction of the special education supervisor and the school system.

**STATE OF TENNESSEE DEPARTMENT OF EDUCATION
STANDARDS FOR SCHOOL PSYCHOLOGIST (PREK-12)**

1. an understanding of the knowledge base specific to school psychology (a) history and foundations (b) legal and ethical issues (c) professional issues and standards (d) alternative models for the delivery of school psychological services (e) emerging technologies and (f) roles and functions of the school psychologist.
2. an understanding of the psychological foundations of behavior based on knowledge of (a) biological bases for behavior (b) human learning (c) social and cultural bases for behavior (d) child and adolescent development and (e) individual differences.
3. an understanding of the instructional design and organization of schools, community-based resources and alternative delivery systems as they apply to all students including the special needs learner.
4. ability to provide school psychological services within a model which links assessment to intervention services delivered to individuals and groups.
5. ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.
6. ability to provide direct and indirect assessments and interventions for the delivery of comprehensive school psychological services.
7. ability to develop and implement individual and group interventions for the educational and mental health needs of children and youth.
8. ability to develop and implement consultation services to individuals and groups, especially parents and teachers.
9. ability to use measurement, statistics, research and program evaluation methodologies in the delivery of comprehensive school psychological services.
10. ability to develop, implement, and evaluate training programs for parents and educators.
11. ability to provide services that are consistent with provider standards and legal and ethical guidelines of the field of school psychology.
12. ability to conduct day-to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.

National Association of School Psychologists

Standards for Graduate Preparation of

School Psychologists 2010

INTRODUCTION

The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and

mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family-school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Appendix A, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts.

The NASP Standards for Graduate Preparation of School Psychologists are designed to be used with the NASP Standards for the Credentialing of School Psychologists, Model for Comprehensive and Integrated School Psychological Services, and Principles for Professional Ethics to provide a unified set of national principles that guide graduate education, credentialing, professional practices, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels.

The NASP Standards for Graduate Preparation of School Psychologists contribute to the development of effective school psychology services by identifying critical graduate education experiences and competencies needed by candidates preparing for careers as school psychologists. Graduate education of school psychologists occurs through specialist level or doctoral level programs of study in school psychology, as defined in these standards. In addition to providing guidance to graduate programs, the NASP graduate preparation standards are intended to serve as a national model that assists state education agencies and other state and national agencies for establishing standards for school psychologists' graduate education. It is important to note that the NASP graduate preparation standards are official policy documents of the association and, as national guiding principles for graduate preparation, provide statements about program structure and content that reflect NASP's expectations for high quality in all graduate education programs in school psychology.

NASP STANDARDS FOR GRADUATE PREPARATION OF SCHOOL PSYCHOLOGISTS

I. School Psychology Program Context/ Structure

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates' strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, families, schools, and other consumers. In addition to specialist- and/or doctoral-level programs of study, a school psychology program that offers opportunities for respecialization, retraining, and other alternative approaches to credentialing as a school psychologist ensures that program requirements are consistent with NASP graduate preparation standards.

The following elements are apparent in the school psychology program:

¹ The NASP Standards for Graduate Preparation of School Psychologists also will be a foundation for NASP's program review and approval/ national recognition procedures for specialist and doctoral level programs in school psychology. However, a separate document, NASP Criteria for Graduate Program Review and Approval (in preparation), will outline the framework for program review and approval, requirements for materials submitted by school psychology programs for NASP review, and criteria for evaluation. For those programs in units accredited by the National Council for Accreditation of Teacher Education (NCATE), NASP serves as one of the specialized professional associations (SPAs) that conducts program reviews as a part of the NCATE process. NCATE accredits units (e.g., schools of education), not programs, but does provide "national recognition" status (full or with conditions) to approved programs in NCATE-accredited units. As such, the NASP Criteria for Graduate Program Review and Approval document will be applied in NCATE reviews 18 months after the document is approved by NCATE (pending approval by NCATE; approval tentatively scheduled for October 2010). In order to provide all school psychology programs with access to the NASP review process and potentially to national approval/national recognition, NASP also conducts reviews of specialist and doctoral level school psychology programs that are not in NCATE units and that submit materials for review by NASP on a voluntary basis. The NASP Criteria for Graduate Program Review and Approval document will be found on the NASP website at <http://www.nasponline.org/>.

² If the school psychology program grants recognition of prior graduate courses and/or field experiences taken by candidates before entry into the program, the program applies systematic evaluation procedures and criteria to ensure equivalency between prior courses/field experiences and program requirements and consistency across required program coursework and field experiences for candidates. ³ An integrated, sequential program of study and supervised practice in school psychology is a planned sequence of related courses and field experiences designed according to the program's philosophy/mission, goals, and objectives. Course prerequisites, a required program sequence, and/or similar methods ensure that all candidates complete the program in a consistent, systematic, sequential manner. In addition to requiring a program of study for candidate attainment of primary knowledge and skill areas, the program may offer options for specializations or electives in specific competencies.

1.1

The school psychology program is composed of integrated and comprehensive philosophy/mission, goals, objectives, program of study, and supervised practice, as reflected in the following:

- Clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/ mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain and in which human diversity is emphasized
- An integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and consistent across candidates^{2 3}
- Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practice, and other comprehensive program activities for candidates to establish professional identity as school psychologists and develop an affiliation with colleagues and faculty⁴
- Use of systematic, performance-based evaluation and accountability procedures to improve the quality of the program

1.2 Graduate preparation in the school psychology program is designed, delivered, and assessed by highly qualified faculty members who primarily are school psychologists,^{5 6} as demonstrated by the following:

- Faculty who are designated specifically as school psychology program faculty members and total at least three full-time equivalents (FTEs)
- At least two school psychology program faculty members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology)
- Other school psychology program faculty members, as relevant for the program, who hold doctoral degrees in psychology, education, or closely related disciplines with specializations supportive of their graduate preparation responsibilities in the program.

1.3 SCHOOL PSYCHOLOGY SPECIALIST- LEVEL PROGRAMS ONLY: The specialist- level program of study in school psychology consists of the following:

- A minimum of 3 years of full-time study at the graduate level, or the equivalent if part-time
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience⁷
- Institutional documentation of school psychology specialist-level program completion provided to graduates^{8 9}

1.4 SCHOOL PSYCHOLOGY DOCTORAL- LEVEL PROGRAMS ONLY (not applicable to TTU)

II. Domains of School Psychology Graduate Education and Practice

School psychologists provide comprehensive and integrated services across 10 general domains of school psychology, as illustrated in Appendix A. The school psychology program ensures that all candidates demonstrate basic professional competencies, including both knowledge and skills, in the 10 domains of school psychology as a result of their graduate preparation in the program. The 10 domains of school psychology reflect the following principles:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family–school collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers.

The domains below are highly interrelated and not mutually exclusive and should be reflected across the school psychology program of study and supervised practice. The brief descriptions of domains provided below outline major areas of knowledge and skill, but are not intended to reflect the possible full range of competencies of school psychologists. Appendix A represents the 10 domains within a model of comprehensive and integrated services by school psychologists, and Appendix B provides an expanded list of sample areas of knowledge and skills in each domain that the program may find useful in defining expected candidate competencies, consistent with its own goals and objectives. In addition, the NASP (2010) Model for Comprehensive and Integrated School Psychological Services presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the 10 domains below.

The 10 domains provide a general frame of reference for basic competencies that program graduates should possess when beginning practice as school psychologists. A program is expected to prepare candidates in the 10 domains through coursework and supervised practice and to determine that candidates attain primary competencies in integrating knowledge and skills across the domains. However, graduate preparation in a general foundation of knowledge and skills in the domains does not preclude the program emphasizing specific knowledge and skill areas within domains or preparing candidates in specialized competencies, depending on the program goals and objectives for specialist- and/or doctoral-level education. (As noted in Standard 1.9, doctoral programs in school psychology provide greater depth in one or more school psychology competencies, consistent with the program's philosophy/mission, goals, and objectives). It is emphasized that the program's own identification of specific candidate competencies in the domains is necessary and must be relevant for the program's philosophy/mission, goal and objectives, level of graduate preparation (specialist or doctoral level), and expected outcomes in the roles and functions for which candidates are being prepared. Further, it is expected that program graduates will continue to expand their knowledge and skills in the domains through practice, experience, and continuing professional development as school psychologists.

The school psychology program requires courses and other program activities to address the knowledge and skills determined by the program to be relevant for the domains. It is not expected that the school psychology program will require a specific course to correspond to each individual domain below. However, it is important that the program implement its own goals and objectives to demonstrate that primary areas of knowledge and skills in the domains are sufficiently addressed in the required course of study and other activities. The program ensures that graduates are competent to begin professional practice in the roles and functions for which they are being prepared and for which they will be credentialed by state education agencies or other similar state entities.

Further, the school psychology program implements well-designed, valid methods to assess the knowledge and skills of candidates and collects assessment data to determine that candidates attain adequate competencies in the domains and integrate competencies across domains in delivering a comprehensive range of services.¹¹ The brief descriptions of knowledge and skill identified below, as well as the examples in Appendix B, are intended to serve only as general guides for the school psychology program. Although the program assesses all candidates' attainment of basic knowledge and skills in the domains and integrated competencies across a range of services, the content of program assessment methods and nature of candidates' attainment of competencies may vary, depending on program goals and objectives, areas of specialization, specialist- or doctoral-level preparation, etc.

The following elements are apparent in the school psychology program:

Standards for Graduate Preparation of School Psychologists

¹¹ Further guidance regarding the assessment of candidate knowledge and skills is provided in the document, Guidelines for Performance- Based Assessment and Program Accountability and Development, located on the NASP website.

2.1

2.2

Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals,

2.3

2.4

2.5

families, groups, and systems and used to promote effective implementation of services.

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

Interventions and Instructional Support to Develop Academic Skills

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

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

Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of bio- logical, 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.

- School psychologists, in collaboration with others, demonstrate skills to use assessment and data- collection methods and to implement and evaluate services that support socialization, learning, and mental health.

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 academic outcomes, learning, social development, and mental health.

- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 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 multi- tiered prevention, and evidence- based strategies for effective crisis response.

- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7 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, socialization, and mental health; and methods to develop collaboration between families and schools.

- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partner- ship/ interactions with community agencies for enhancement of academic and social- behavioral outcomes for children.

2.8 Diversity in Development and Learning

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

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

2.9 Research and Program Evaluation

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

2.10 Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

III. Practica and Internships in School Psychology

During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program's practica and internship develop and enhance candidates' skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the 10 domains of professional preparation and practice outlined in Standards 2.1 to 2.10; and direct, measurable, positive impact on children, families, schools, and other consumers.

The following elements are apparent in the school psychology program:

3.1 The school psychology program requires supervised practica experiences¹² that include the following:

- Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship
- Specific, required activities and systematic development and evaluation of skills (see Standards 2.1 to 2.10) that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills
- Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors
- Close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies

3.2 The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:

2.9

Standards for Graduate Preparation of School Psychologists

¹² School psychology practica are closely supervised on-campus and/or field-based activities designed to develop and evaluate school psychology candidates' mastery of specific professional skills consistent with program goals and objectives. Practica activities may be completed as part of separate courses focusing on distinct skills or as part of a more extensive practicum field experience that covers a range of skills. Candidate skill and competency development, rather than delivery of professional services, is a primary purpose of practica. ¹³ The school psychology internship is a supervised, culminating, comprehensive field experience that is completed prior to the awarding of the degree or other institutional documentation of completion of the specialist or doctoral level program. The internship ensures that school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in program coursework and practica, as well as to acquire enhanced competencies consistent with the school psychology program's goals and objectives.

¹⁴ See NASP's Best Practice Guidelines for School Psychology Internship, available on the NASP website, for an additional resource for graduate programs and internship sites.

- A culminating experience in the program's course of study that is completed for academic credit or otherwise documented by the institution.
- A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology (see Standards 2.1 to 2.10)
- Completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers
- Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists

3.3 The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives, as demonstrated by the following:

- A minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns,¹⁵ including a minimum of 600 hours of the internship completed in a school setting¹⁶ 17 A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years. Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors

¹⁵ Programs may allow up to half of the required 1500 doctoral internship specialist-level internship or equivalent experience in school psychology if (a) or equivalent experience meets program objectives and NASP standards for the school psychology internship (see Standards 3.2 to 3.6), (b) candidates have met program objectives and criteria for school psychology specialist-level internship competencies, and (c) any field experiences considered equivalent to a formal specialist level internship in school psychology are clearly articulated and systematically evaluated by the program. ¹⁶ A "school setting" is one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs.

Generally, a school setting includes students who are enrolled in Grades pre-K-12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provides a full range of school psychology services. Other internship settings, if allowed by the program beyond the 600 hours in a school setting, are consistent with program objectives and may include relevant school psychology activities in other educational contexts within, for example, hospitals, juvenile justice institutions, and community agencies that provide collaborative services for schools. ¹⁷ Programs may allow doctoral candidates who have met the internship requirement of at least 600 hours in a school setting through a prior, appropriately supervised, specialist-level internship or equivalent experience in school psychology to complete the entire 1500+ hour doctoral school psychology internship in another internship setting that includes appropriately supervised and relevant school psychology activities in other educational contexts, as consistent with the school psychology program's goals and policies. Program policy specifically defines methods for determining if a doctoral candidate's prior specialist-level internship or equivalent experience in a school setting meets program criteria and NASP Standards 3.2 to 3.6.

3.4

The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:

- Provision of field supervision from a school psychologist holding the appropriate state school

psychologist credential for practice in a school setting (If a portion of the internship is conducted in a another setting, as noted in Standard 3.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting)

- An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements

- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern's attainment of competencies

hours to be used from a prior, appropriately supervised the program determines that the specialist-level internship

3.5 The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns, as demonstrated by the following:

- A written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved

- Formative and summative performance-based evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed

- Provision of appropriate support for the internship by the placement agency, including (a) commitment to the internship as a diversified learning experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern's participation in continuing professional development activities.

3.6 The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists, including the following:

- Integration of domains of knowledge and application of professional skills in school

psychology for delivering a comprehensive range of services

- Effective school psychology service delivery

evidenced by direct, measurable, positive impact on children, families, schools, and other consumers

IV. School Psychology Program Support/ Resources¹⁸

Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure accomplishment of program goals and objectives and candidates' attainment of competencies needed for effective school psychology services that positively impact children, families, schools, and other consumers.

The following elements are apparent in the school psychology program:

4.1 The school psychology program faculty members are assured adequate professional time for program responsibilities, including the following:

- Faculty loads that take into account instruction, program administration, supervision, research/scholarship, service, candidate assessment, and other activities associated with graduate-level school psychology program faculty responsibilities

- Faculty loads that allow flexibility to meet department and institution responsibilities (e.g., teaching undergraduate courses, service, research) while maintaining faculty responsibilities to the school psychology program

- Faculty teaching and supervision loads that typically are no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses

- Awarding of at least 25% reassigned or released time for the program administrator for administrative duties

4.2 The school psychology program ensures adequate candidate support from and interaction with school psychology program faculty members¹⁹ through the following:

- Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Standard 1.2

- Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Standard 1.2

- A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program, including candidates participating in coursework, practica, internships, and other program activities²⁰

4.3 The school psychology program faculty receive support for ongoing learning and professional experiences relevant to assigned graduate preparation responsibilities, including the following:

- Support for involvement in school psychology, including with professional organizations, research/scholarship, and/or professional service activities

- Support for continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology

4.4 Candidates in the school psychology program receive ongoing support from the institution, or a unit of the institution, during graduate preparation, including the following:

- Availability of university and/or program support services (e.g., career centers, health services, student associations, advisement about state credentialing procedures)

- Opportunities for funding or related assistance needed to attain educational goals (e.g., assistantships, scholarships, fellowships, traineeships, internship stipends, college financial aid programs)

4.5 Adequate physical resources are available to support faculty and candidates in the school psychology program, including the following:

- Office space for faculty

- Field-based, clinical, and/or laboratory resources

- Instructional and technology resources

4.6 For qualified candidates and faculty with disabilities, the school psychology program provides the following:

- Reasonable accommodations for special needs

- Accessible academic programs and field experiences

- Equal opportunities for development and demonstration of competencies

4.7 The institution provides adequate library resources to support instruction, independent study, and research relevant to the school psychology program, including the following:

- Comprehensive library and information resources and services

- Major publications and periodicals in the field

4.8 The school psychology program provides for, collaborates in, or contributes to relevant continuing professional development opportunities for practicing school psychologists.

4.9 The school psychology program is located in an institution that is accredited, without probation or

an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.

¹⁹ The school psychology program may employ other faculty who do not participate in ongoing and comprehensive program activities and who contribute to the program only by teaching a course(s) or by participating in another specific activity(s), for example, on an adjunct, affiliated, or related basis. The number of these faculty members should be limited and their specific activities in the program should be well-defined and systematically coordinated and supervised. However, the program should ensure that comprehensive program activities, outlined in Standard 4.2, are available from and provided primarily by school psychology program faculty members. ²⁰ The ratio of FTE faculty to FTE candidates consists of full-time program faculty to candidates enrolled full-time in the school psychology program and/or a prorated FTE proportion of part-time program faculty and/or part-time candidates. Interns, as well as candidates working exclusively on research, theses, or dissertations, may be prorated based on the semester hours enrolled and the amount of supervision provided by program faculty.

APPENDIX A. MODEL OF COMPREHENSIVE AND INTEGRATED SERVICES BY SCHOOL PSYCHOLOGISTS

APPENDIX B. EXPANDED DESCRIPTION OF DOMAINS OF SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE WITHIN A MODEL OF COMPREHENSIVE AND INTEGRATED SERVICES BY SCHOOL PSYCHOLOGISTS

Within the model of comprehensive and integrated services, illustrated in Appendix A, school psychologists apply knowledge and skills across 10 domains of school psychology. The domains are highly interrelated and not mutually exclusive, and should be reflected across the school psychology program of study. As noted in Standards 2.1 to 2.10, the school psychology program ensures that all candidates demonstrate basic competencies in 10 broad domains of school psychology. Further, the school psychology program determines that candidates integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers. The NASP (2010) Model for Comprehensive and Integrated School Psychological Services presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the 10 domains.

Below, an expanded list of sample areas of knowledge and skills in the domains is provided, and programs may find the examples useful in defining expected candidate competencies. The examples in the descriptions below are not intended to reflect the possible full range of competencies for school psychologists, but instead identify examples of knowledge and skills that school psychology graduate programs may consider when identifying their own goals and objectives for their candidates. The examples of knowledge and skills below are intended to serve only as general guides for the school psychology program. The program may elect to emphasize specific knowledge and skill areas outlined in the descriptions below or may elect to identify additional knowledge and skills areas, depending on program goals and objectives, areas of specialization, specialist- or doctoral-level preparation, roles and functions for which candidates are being prepared, etc.

National Association of School Psychologists

2.1 Data-Based Decision Making and Accountability

Examples of areas in which school psychologists have knowledge include the following:

- Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics
- Varied methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties
- Assessment and data collection methods useful in identifying strengths and needs and in documenting problems of children, families, and schools
- Strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services
- Assessment and data collection methods to measure response to, progress in, and effective outcomes of services

Examples of areas in which school psychologists demonstrate skills include the following:

- Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery
- Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice
- Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics
- Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness
- Access information and technology resources to enhance data collection and decision making
- Measure and document effectiveness of their own services for children, families, and schools

2.2 Consultation and Collaboration

Examples of areas in which school psychologists have knowledge include the following:

- Varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems
- Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others
- Consultation, collaboration, and communication strategies effective across situations, contexts, and diverse characteristics
- Methods for effective consultation and collaboration that link home, school, and community settings

Examples of areas in which school psychologists demonstrate skills include the following:

- Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery
- Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics
- Consult and collaborate at the individual, family, group, and systems levels
- Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others
- Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others
- Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services

2.3 Interventions and Instructional Support to Develop Academic Skills

Examples of areas in which school psychologists have knowledge include the following:

- Biological, cultural, and social influences on cognitive and academic skills
- Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics
- Evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics
- Curriculum and instructional strategies that facilitate children's academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.

- Techniques to assess learning and instruction and methods and technology resources for using data in decision making, planning, and progress monitoring

- Information and assistive technology resources to enhance children's cognitive and academic skills

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs

- Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices

- Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills

- Implement methods to promote intervention accept- ability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services

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

Examples of areas in which school psychologists have knowledge include the following:

- Biological, cultural, social, and situational influences on behavior and mental health and behavioral and emotional impacts on learning, achievement, and life skills

- Human developmental processes related to social-emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics

- Evidence-based strategies to promote social-emotional functioning and mental health

- Strategies in social-emotional, behavioral, and mental health services that promote children's learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.

- Techniques to assess socialization, mental health, and life skills and methods and technology resources for using data in decision making, planning, and progress monitoring

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs

- Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home-school collaboration, and other evidence-based practices

- Integrate behavioral supports and mental health services with academic and learning goals for children

- Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning

- Implement methods to promote intervention accept- ability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services

2.5 School-Wide Practices to Promote Learning

Examples of areas in which school psychologists have knowledge include the following:

- School and systems structure, school organization, general education, special education, and alternative

educational services across diverse settings

- Psychological and educational principles and research related to organizational development and systems theory

- Issues and needs in schools, communities, and other settings, including accountability requirements; local, state, and federal policies and regulations; and technology resources

- Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.

- Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities

- Create and maintain effective and supportive learning environments for children and others within a multitier continuum of school-based services.

- Develop school policies, regulations, services, and accountability systems to ensure effective services for all children

2.6 Preventive and Responsive Services

Examples of areas in which school psychologists have knowledge include the following:

- Psychological and educational principles and research related to resilience and risk factors in learning and mental health

- Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics

- Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being

- Evidence-based strategies for effective crisis prevention, preparation, and response

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.

- Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services

- Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families

- Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics

- Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services

2.7 Family–School Collaboration Services

Examples of areas in which school psychologists have knowledge include the following:

- Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children’s development
- Psychological and educational principles and research related to family systems and their influences on children’s academic, motivational, social, behavioral, mental health, and social characteristics
- Evidence-based strategies to improve outcomes for children by promoting collaboration and partnerships among parents, schools, and community agencies, and by increasing family involvement in education
- Methods that improve family functioning and promote children’s learning, social development, and mental health, including, for example, parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices.

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children
 - Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families
 - Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children
 - Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns
- ### **2.8 Diversity in Development and Learning**

Examples of areas in which school psychologists have knowledge include the following:

- Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work
- Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)
- Evidence-based practices in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity
- Strategies for addressing diversity factors in design, implementation, and evaluation of all services

Examples of areas in which school psychologists demonstrate skills include the following:

- Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery
- In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts
- In schools and other agencies, advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed
- Provide culturally competent and effective practices in all areas of school psychology service delivery

and in the contexts of diverse individual, family, school, and community characteristics

2.9 Research and Program Evaluation

Examples of areas in which school psychologists have knowledge include the following:

- Research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices
- Statistical and other data analysis techniques sufficient for understanding research and interpreting data in applied settings
- Program evaluation methods at the individual, group, and/or systems levels
- Technology and information resources applicable to research and program evaluation
- Techniques for judging research quality; synthesizing results across research relevant for services for children, families, and schools; and applying research to evidence-based practice

Examples of areas in which school psychologists demonstrate skills include the following:

- Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery
- Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels
- Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels
- In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings

2.10 Legal, Ethical, and Professional Practice

Examples of areas in which school psychologists have knowledge include the following:

- History and foundations of school psychology
- Multiple school psychology service delivery models and methods
- Ethical and professional standards for school psychology
- Legal standards and regulations relevant for practice in settings in which school psychologists work
- Factors related to professional identity and effective practice as school psychologists
- Relevant information sources and technology

- Methods for planning and engaging in continuing education

Examples of areas in which school psychologists demonstrate skills include the following:

- Provide services consistent with ethical and professional standards in school psychology
- Provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work
- Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals
- Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills
- Utilize supervision and mentoring for effective school psychology practice
- Engage in effective, collaborative professional relationships and interdisciplinary partnerships
- In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children

- Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth
- Engage in career-long self-evaluation and continuing professional development

Tennessee Tech University
College of Education
Department of Counseling and Psychology
Course Syllabus

EDPY 7950: Internship in School Psychology

3 credit hours, Fall 2017

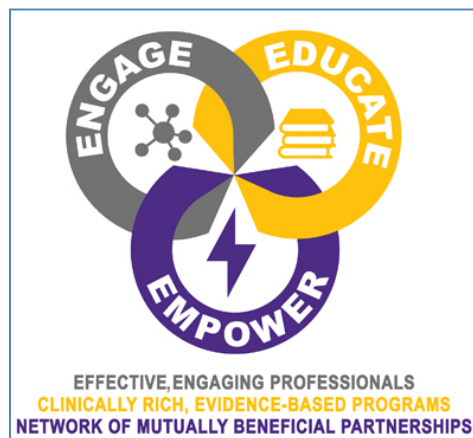
Instructor Information

Instructor: Dr. Jann Cupp

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Office Hours

Posted on office door

Conceptual Framework

Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

Prerequisite or Co-Requisite (if applicable)

All courses taken in the school psychology sequence are required. An exception may be made in case of hardship, but only if limited to one additional course per semester, and if that course does not interfere with the internship.

Required Texts

none

Course description

This course is a three hour, graduate level university experience designed to introduce, and build a foundation in, statistics for education and the behavioral sciences. The theory and application of a wide range of descriptive and inferential statistical procedures, the introduction of research concepts related to the general linear model and hypothesis testing, and the application of practical example problems to a variety of research methodologies, are included in this course. Students are taught the basics of data analysis, both by hand and computer. The ultimate purpose is to contribute to the research repertoire of the student and prepare them to be data-based problem solving professionals.

Required Special Instructional Materials

"TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage candidate transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. See our website for more details: <https://tntech.tk20.com>."

Licensure Standards, Course Objectives, and Competencies Taught

Objective 1	The intern will demonstrate an understanding of the knowledge base
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	specific to school psychology (a) history and foundations (b) legal and ethical issues (c) professional issues and standards (d) alternative models for the delivery of school psychological services (e) emerging technologies and (f) roles and functions of the school psychologist.
TNBOE Standard	School Psychology: 1
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 2	The intern will demonstrate an understanding of the psychological foundations of behavior based on knowledge of (a) biological bases for behavior (b) human learning (c) social and cultural bases for behavior (d) child and adolescent development and (e) individual differences.
TNBOE Standard	School Psychology: 2
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 3	The intern will demonstrate an understanding of the instructional design and organization of schools, community-based resources and alternative delivery systems as they apply to all students including the special needs learner.
TNBOE Standard	School Psychology: 3
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 4	The intern will demonstrate the ability to provide school psychological services within a model which links assessment to intervention services delivered to individuals and groups.
TNBOE Standard	School Psychology: 4
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 5	The intern will demonstrate the ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.
TNBOE Standard	School Psychology: 5
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 6	The intern will demonstrate the ability to provide direct and indirect assessments and interventions for the delivery of comprehensive school psychological services.
TNBOE Standard	School Psychology: 6
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 7	The intern will demonstrate an ability to develop and implement individual and group interventions for the educational and mental health needs of children and youth.
TNBOE Standard	School Psychology: 7
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 8	The intern will demonstrate the ability to develop and implement consultation services to individuals and groups, especially parents and teachers.
TNBOE Standard	School Psychology: 8
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 9	The intern will demonstrate the ability to use measurement, statistics, research and program evaluation methodologies in the delivery of comprehensive school psychological services.
TNBOE Standard	School Psychology: 9
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 10	The intern will demonstrate the ability to develop, implement, and evaluate training programs for parents and educators.
TNBOE Standard	School Psychology: 10
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 11	The intern will demonstrate the ability to provide services that are consistent with provider standards and legal and ethical guidelines of the field of school psychology.
TNBOE Standard	School Psychology: 11
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Objective 12	The intern will demonstrate the ability to conduct day-to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.
TNBOE Standard	School Psychology: 12
Assessment	field experience evaluation
Praxis area (if applicable)	School Psychology: all

Licensure Standards References

School Psychology students may reference their standards via the [School Psychology Handbook on the departmental website](#).

Major Teaching Methods

Seminar

Assessment of Meeting Objectives

Assessment will be made by site and university supervisor observation of intern's proficiencies in each area. Assessment will include informal appraisal of the log/journal, critique of psychoeducational reports, and discussion with the supervisor(s). Objective assessment will be obtained with a survey administered to the site supervisor by the university supervisor, and with the overall course grade.

Assessment of Dispositions

Several key dispositions are considered critical for any professional in the field. These consist of: Scholarship, Responsibility, Respect for Diversity, Effective Communication, Reflection, Professional Behavior, and Critical Thinking. These characteristics reflect the values of the College of Education conceptual framework and the graduate faculty of the Department of Counseling and Psychology at TTU. Though assessed throughout the program, it is especially considered important to establish that the intern / licensure candidate has successfully developed

and demonstrated these dispositions. A survey, administered to the site supervisor by the university supervisor, and a survey completed by the university supervisor will objectively assess the terminal attainment of these characteristics.

Grading

Grading will be based on the oral and written reports of the site supervisor, the observations of the university supervisor, and the quality of the intern's project, casework, and written psychoeducational reports.

Additional Requirement

By the end of the second semester of internship, the intern is required to complete a project specifically designed to benefit the site, as a "thank you" for the internship opportunity. In addition, the intern is required to complete at least one documented counseling case (with multiple sessions) and/or one complete fully documented behavioral consultation case.

Special Note Regarding Application for B.O.E. Licensure

It is the responsibility of the intern / licensure candidate to meet all state guidelines for B.O.E. licensure as a school psychologist, and to complete all application forms related to licensure. It is the responsibility of the intern / licensure candidate to demonstrate the required competencies to the satisfaction of the TTU Department of Counseling and Psychology Graduate Program Faculty. Only those faculty members and the coordinator of the school psychologist training program at TTU are qualified and empowered to sign off on competency. If coursework is used to establish competency in a specific area on the endorsement worksheet (licensure checklist), a minimum grade of "B" is required to show competency. However, in certain cases (determined by the faculty and school psychology program coordinator) it is possible for the licensure candidate to demonstrate competency by means other than course completion (example: a competency in consultation might be granted to a candidate who was already established as an expert in behavior management or who had authored a book on behavior management, etc.).

Course & University Policies

Attendance Policy

Students are expected to attend each meeting of every class for which he/she is registered. It is the responsibility of the student to get missed lecture notes from colleagues in the class. Missed material will not be retaught. It is also the responsibility of the student to know when exams are given and due. Absences on exam days must be officially excused in order to obtain a make-up.

TTU Office of Disability Service: Disability Accommodation

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).

Inclement Weather

In the event of campus closure or course cancellations due to bad weather, course content and assignments may be modified as needed. If the campus is open and classes are in session, but weather conditions in the student's locale present a risk for travel, the student will be excused from class and will be allowed to make up work. It is the student's responsibility to access media sources for information on school closures or class cancellations. When in doubt, email the instructor.

Pandemic Plan

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

Student Academic Misconduct Policy

Student Disciplinary Policy can be found at [Policy Central](#).

Audio or Video Taping of Lectures

Students must ask instructor permission before electronically recording lectures. This is waived in cases of disability accommodation.

APPLICATION FOR INTERNSHIP

SCHOOL PSYCHOLOGY

Name: _____ **Banner ID (T#)** _____

Address: _____

Daytime Phone: _____ **Eve. Phone:** _____

Email Address: _____

I Request (check one): Full Time Internship: _____ Part-time Internship: _____

I have completed all prerequisite coursework: Yes: _____ No: _____
(If you answered "No", list courses below yet to be taken and reason not yet completed)

Please indicate site you prefer:

Are there any special factors or accommodations that could affect your placement?

Signature: _____

NOTE: YOUR PREFERENCE OF SITE CANNOT BE GUARANTEED

**Field Experience Evaluation / Evaluation of Performance
EDPY 7950 Internship in School Psychology**

Please help us evaluate _____'s internship performance. Your feedback will help us to: a) determine whether this candidate has satisfactorily completed the internship requirements of the Tennessee Department of Education, b) assign a course grade, and c) identify strengths and or weaknesses that may have implications for our training program.

I. Please provide a rating in the competency areas listed below by circling the appropriate "X".

<u>Domain</u>	<u>Rate the Intern</u>					
	<u>outstanding</u>	<u>above average</u>	<u>satisfactory</u>	<u>below average</u>	<u>unsatisfactory</u>	<u>don't know</u>
1.0 Understands the knowledge base specific to school psychology includes: --professional issues --delivery of school psych. services	X	X	X	X	X	X
2.0 Understands the psychological bases of behavior includes: --knowledge of human learning --child and adolescent development --understanding of individual differences	X	X	X	X	X	X
3.0 Understands instructional design and organization of schools	X	X	X	X	X	X
4.0 Ability to provide school psychological services linking assessment to intervention with individuals and groups	X	X	X	X	X	X
5.0 Ability to provide individual assessments of ability, achievement, classroom behavior, personal and social characteristics, etc.	X	X	X	X	X	X
6.0 Ability to provide direct and indirect assessments and interventions	X	X	X	X	X	X
7.0 Ability to develop and implement individual and group interventions for the educational and mental health needs of children and youth	X	X	X	X	X	X

(more)

(Field Experience Evaluation Cont.)

Domain

Rate the Intern

	<u>outstanding</u>	<u>above average</u>	<u>satisfactory</u>	<u>below average</u>	<u>unsatisfactory</u>	<u>don't know</u>
8.0 Ability to develop and implement consultation services to individuals and groups, especially, parents and teachers (or to act as a resource)	X	X	X	X	X	X
9.0 Ability to use measurement, statistics, research, and program evaluation methodologies includes: --conducting workshops --helping to improve programs --sharing or presenting research results	X	X	X	X	X	X
10.0 Ability to develop, implement, and evaluate training programs for parents and teachers includes: --workshops and parent training	X	X	X	X	X	X
11.0 Ability to provide services consistent with provider standards and legal and ethical guidelines of the field of school psychology	X	X	X	X	X	X
12.0 Ability to conduct day-to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations	X	X	X	X	X	X

II. Please also rate the following:

Rate the Intern

	<u>outstanding</u>	<u>above average</u>	<u>satisfactory</u>	<u>below average</u>	<u>unsatisfactory</u>	<u>don't know</u>
a.) The intern has demonstrated ability in using technology as part of the role of a school psychologist includes: --computer based scoring --use of email, internet, or other e-tech	X	X	X	X	X	X

(more)

(Field Experience Evaluation Cont.)

b.) The intern has demonstrated the following dispositions (personal characteristics)

	<u>outstanding</u>	<u>above ave</u>	<u>satisfactory</u>	<u>below ave</u>	<u>unsatisfactor</u>	<u>don't know</u>
SCHOLARSHIP (mastery and application of coursework)	X	X	X	X	X	X
RESPONSIBILITY (ownership of personal, academic, and profess. development and behavior)	X	X	X	X	X	X
RESPECT FOR DIVERSITY (recognition of the needs and values of indiv.)	X	X	X	X	X	X
EFFECTIVE COMMUNICATION (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)	X	X	X	X	X	X
REFLECTION (ability to assess one's own decision making process and recognize consequences of behav.)	X	X	X	X	X	X
PROFESSIONAL BEHAVIOR (recognition of ethical, legal, and professional standards of conduct)	X	X	X	X	X	X
CRITICAL THINKING (capability for critical thinking and real-world problem-solving)	X	X	X	X	X	X

III. Please identify any deficiencies or weaknesses you have observed regarding this intern:

IV. Please identify any strengths or characteristics you felt were positive attributes of this intern:

V. Any additional comments?

Please Sign: _____
Name
Title
Date

Please Sign: _____
Name
Title
Date

Please Sign: _____
Name
Title
Date

SITE SUPERVISOR EVALUATION

(to be completed by intern...intern may complete more than one if multiple supervisors)

Site Supervisor(s): _____

Location of Site: _____

Intern: _____

Date: _____

Please use the following scale in evaluating your supervisor:

- 5. Outstanding**
- 4. Good**
- 3. Average**
- 2. Below Average**
- 1. Not Good**

- ____ **1. The supervisor was available when needed**
- ____ **2. The supervisor facilitated the accomplishment of internship tasks**
- ____ **3. The supervisor discussed my progress with me**
- ____ **4. The supervisor clearly communicated assignments**
- ____ **5. The supervisor was available when problems arose**
- ____ **6. Internship activities were appropriate**
- ____ **7. The supervisor was a role model**
- ____ **8. Please give an overall rating of the site**

Comments:
signature: _____

Intern

Department of Counseling and Psychology
List of Cross-Concentration Dispositions
(As of March 2012)

The following dispositions encapsulate the pre-professional values and characteristics the departmental graduate faculty desire of their applicants, candidates and graduates. These dispositions reflect those noted in the College of Education's conceptual framework and the standards of various credentialing bodies.

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to assess one's own decision making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

WORKSHEET FOR SCHOOL PSYCHOLOGIST ENDORSEMENT
(10-26-2017)

Name _____, _____, _____
(Last) (First) (Middle) (Banner ID T#)

Required Degree _____ Field _____

Background Courses (State of Tennessee Knowledge & Skills Domains Covered in Parenthesis):

____ PSY 4050/5050	Learning and Cognition (2(b))	____ PSY 4200/5200	Adolescent Psychology (2(d))
____ PSY 4100/5100	Child Psychology (2(d))	____ PSY 4250/5250	Intro. to Psy. Testing (1(b), 4.0 5.0, 6.0, 9.0, 11.0)
____ PSY 5150/5150	Psychology of Personality (2(c), 2(e))		

Courses Required in the Program (Note: competency may be met by similar or substituted course or by means not related to coursework (e.g. experience) as long as the existence of the competency is determined (and signed for) by a TTU faculty member relevant to the field.)

General Headings State of Tennessee Competency Area (knowledge & skills domains)	Academic Course	Grade	Individual Competency Met (yes or no)	Faculty Member Verification (signature)
Human Learning (2(b))	EDPY 7200 Advanced Educational Psychology	_____	_____	_____
Personality (2(a))	COUN 7600 Psycho-pathology (or PSY 5160)	_____	_____	_____
(5.0, 6.0)	EDPY 7610 Intro. to Personality Assessment	_____	_____	_____
(5.0, 6.0)	EDPY 7730 Individual Testing	_____	_____	_____
Assessment & Intervention (1(a-d), 1(f), 2(c), 2(e), 4.0, 5.0, 6.0, 7.0, 11.0, 12.0)	EDPY 7910 Assessment & Intervention I	_____	_____	_____
(1(d), 1(f), 2(a), 2(c), 2(e), 4.0, 5.0, 6.0, 7.0, 8.0, 10.0, 12.0)	EDPY 7920 Assessment & Intervention II	_____	_____	_____
(4.0, 7.0, 8.0, 10.0)	COUN 6320 Group Counseling	_____	_____	_____
(4.0, 7.0)	COUN 6360 Couns. Skills.	_____	_____	_____
(4.0, 7.0)	COUN 6362 Couns. Theor. and Techniques	_____	_____	_____
(1(b), 2(e), 11.0, 12.0)	COUN 6300 Intro to Counsel. (incl. ethics)	_____	_____	_____
(1.0, 2.0, 4.0, 7.0)	COUN 6800 Practicum (Couns. Practicum)	_____	_____	_____
(1(d), 2(b), 4.0, 5.0, 6.0, 7.0, 8.0, 10.0)	EDPY 7170 Consultation	_____	_____	_____
Program Evaluation and Research (all: 1(e), 9.0)	EDPY 6310 Ed. Statistics	_____	_____	_____
	EDPY 7310 Adv. Statistics	_____	_____	_____
	FOED 6920 Ed. Research (or EDPY 6930 Appl. Res.)	_____	_____	_____
Organization Structure and Curriculum (3.0, 7.0)	CUED 6010 Curric. Dev.	_____	_____	_____
	FOED 7020 Phil., Pub. Pol.	_____	_____	_____

Internship (all domains) **EDPY 7950** Int. in Sch. Psy. _____

Confirmation and Signatures: It is recommended that this applicant be endorsed as a School Psychologist, having satisfactorily demonstrated all the competencies included in the approved program at Tennessee Technological University

School Psychology Committee Member _____	Date _____
Chair, Dept. of Counseling & Psychology _____	Date _____
Dean, College of Education _____	Date _____

**PROGRAM OF STUDY
 MASTER OF ARTS DEGREE
 EDUCATIONAL PSYCHOLOGY AND COUNSELOR EDUCATION
 SCHOOL PSYCHOLOGY (33 - 39 Hours)
 (Non-licensure Option)**

Background Courses

PSY	4050/5050	Learning and Cognition	3
PSY	4100/5100	Child Psychology	3
PSY	4150/5150	Psychology of Personality	3
PSY	4200/5200	Adolescent Psychology	3
PSY	4250/5250	Introduction to Psychological Testing	3

Required Courses

COUN	7600	Psychopathology (or PSY 5160 Abnormal Psychology)	3
COUN	6300	Introduction to Counseling; Foundations, Ethics, and Legal Issues	3
COUN	6320	Group Counseling	3
COUN	6360	Counseling Skills	3
COUN	6362	Counseling Theories and Techniques	3
COUN	6800	Practicum	3
EDPY	7200	Advanced Educational Psychology	3
EDPY	7730	Individual Testing	3

Master's degree requirements also include completion of one of the following plans:

Plan I

EDPY	6310	Educational Statistics Or	
EDPY	7310	Advanced Educational Statistics	3
FOED	6920	Educational Research	3
EDPY	6990	Research and Thesis	6

Plan II

EDPY	6310	Educational Statistics Or	
EDPY	7310	Advanced Educational Statistics	3
EDPY	6930	Interpreting and Applying Psychological Research	3
		Guided Elective	3

**PROGRAM OF STUDY
SPECIALIST IN EDUCATION DEGREE
EDUCATIONAL PSYCHOLOGY AND COUNSELOR EDUCATION
SCHOOL PSYCHOLOGY (30 Hours)
(Licensure Eligibility) ****

Required Courses

EDPY	7170	Consultation in the Educational Setting	3
EDPY	7310	Advanced Educational Statistics	3
EDPY	7610	Introduction to Personality Assessment	3
EDPY	7910	Assessment and Intervention I	3
EDPY	7920	Assessment and Intervention II	3
EDPY	7950	Internship in School Psychology*	6
CUED	6010	Curriculum Development and Evaluation	3
FOED	7020	Philosophy and Public Policy	3
EDPY	7900	Independent Study in Educational Psychology	3

*Two courses of three semester hours each, taken over two semesters, for a total of 1200 clock hours (or four courses taken over two years in the case of half-time internship).

** Requires additional course work from Master's degree to meet State licensure requirements.

Note: First-time licensees are also required by the State of Tennessee to take a special education survey course before seeking licensure.



