Course Number: SPS 6206
Prerequisite(s):
Course Credit: 3
College: Arts & Sciences
Department: Psychology

Supplies: All students should establish an electronic portfolio and submit artifacts for grading in taskstream. To create a taskstream account, please go to [www.taskstream.com](http://www.taskstream.com). Use the following code associated with this course: sps6206sp09

Faculty Name: Huberta Jackson-Lowman
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Office Location: 302 GECC
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<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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Course Description

In this course the instructor utilizes a didactic-experiential approach to examine a range of ecological and societal factors that should be considered when implementing interventions within school settings. Both direct and indirect approaches to intervention are stressed. A variety of cognitive-behavioral approaches, small group processes, and social skills programs are identified as well as family, community, and school-based interventions. The values and assumptions of the community counseling model and its effectiveness, in contrast to more traditional, individually-oriented, direct client service models are examined. Didactic aspects of the course will be implemented through the use of lectures and student presentations. A multicultural approach is emphasized. Students will be exposed to models and issues of relevance to intervention with Afrikan American youth, and other ethnicities. Additionally, there will be a special focus on response to intervention. The experiential components of the course include discussion, participation in class activities and exercises, and observation of an intervention in a school or community setting.

Course Purpose

The purpose of this course is to introduce students to the range of ecological/societal factors that must be considered when developing and implementing interventions for youth in the school setting, to expose students to the range of interventions that can be utilized to address issues faced by school-aged children and youth, and to provide opportunities for observations of interventions within their natural settings.
Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

**DIVERSITY**

- **CF 1**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9 | I: 5 |

**VALUES**

- **CF3**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5 | I: 3 |
CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 2 |

PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |

URBAN/RURAL EDUCATION

• CF6
• Through this focal area, the FAMU professional education candidate will:

| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 | I: 10 |

**Academic Learning Compact**

Academic Learning Compacts (ALCs): This course falls under the courses offered in the School Psychology Graduate Program and is thus covered by the associated Academic Learning Compacts. ALCs answer three basic questions: What will candidates learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? The ALC may be viewed at www.famu.edu/assessment and click on Academic Learning Compacts. A copy is found in the appendix of this syllabus.

**Overall Goals of the Course**

1. Students will be knowledgeable of theories, research, concepts, and strategies used in ecological models of intervention and how these models differs from the traditional counseling model of intervention.
2. Students will be knowledgeable of the range of intervention strategies that can be utilized to address the needs of students who are at-risk for a variety of unhealthy outcomes.
3. Students will be knowledgeable of appropriate and effective interventions, as well as the unique cultural factors involved in working with Afrikan American students and other students of color.

**Specific Behavioral Objectives**

1. Students will present two articles demonstrating their ability to communicate effectively about theories, research, concepts, and strategies used in ecological approaches to intervention.
2. Students will prepare two revelation papers demonstrating their ability to critique research articles and apply findings to interventions with students.
3. Students will demonstrate the ability to identify intervention strategies that may be effective in addressing the needs of diverse students at-risk for unhealthy outcomes.
4. Students will observe the implementation of an intervention in a school or community setting and describe the dimensions or characteristics of the intervention.
Standard Crosswalk

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<tr>
<td>Oral Presentations</td>
<td>B.O. 1</td>
<td>C.F. 5.1, 5.4</td>
<td>INTASC: 1.0</td>
<td>NASP: 2.5</td>
<td>FEAP: 7.1, 8.1</td>
<td>SAE: 6.3, 6.4, 8.5, 8.6</td>
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<td>Revelation Papers</td>
<td>B.O. 2</td>
<td>C.F.: 1.1, 1.3, 1.5, 3.3, 4.5, 5.4, 6.3</td>
<td>INTASC: 1.3, 10</td>
<td>NASP: 2.7</td>
<td>FEAP: 4.1, 5.1, 7.1, 8.1</td>
<td>SAE: 6.1, 6.3, 6.4, 8.5, 8.6</td>
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<td>Interview of School Psychologist</td>
<td>B.O. 3, 4</td>
<td>C.F.: 1.1, 1.5, 3.2, 3.3, 6.4</td>
<td>INTASC: 3, 5, 10</td>
<td>NASP: 2.5, 2.7, 2.8</td>
<td>FEAP: 5.1, 9.1, 11.1</td>
<td>SAE: 8.5, 8.6</td>
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<td>Exams</td>
<td>B.O. 3</td>
<td>C.F.: 1.1, 4.5, 5.1, 5.4, 6.3</td>
<td>INTASC: 1.5, 2.8</td>
<td>NASP: 2.5, 2.7, 2.8</td>
<td>FEAP: 4.1, 7.1, 8.1, 9.1</td>
<td>SAE: 6.3, 6.4, 8.5, 8.6</td>
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<td>In-Class Activities</td>
<td>B.O. 3</td>
<td>C.F.: 1.1, 3.3, 4.5, 5.1, 5.4, 6.3</td>
<td>INTASC: 1.2, 3, 2.8</td>
<td>NASP: 2.5, 2.7, 2.8</td>
<td>FEAP: 4.1, 7.1, 9.1</td>
<td>SAE: 6.3, 6.4, 8.5, 8.6</td>
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National, State, and PEU Standards Addressed in the Course

 Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students’ learning and well-being.

National Association of School Psychologists (NASP)

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Florida Educator Accomplished Practices (FEAPs)

CRITICAL THINKING
4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

DIVERSITY
5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

HUMAN DEVELOPMENT AND LEARNING
7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

KNOWLEDGE OF SUBJECT MATTER
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

LEARNING ENVIRONMENTS
9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

ROLE OF THE TEACHER
11.1 The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.
Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

6 Knowledge of biological, social, and cultural bases of behavior
1. Identify indicators and effects of substance abuse.
3. Identify social, cultural, and ethnic factors that influence learning and behavior.
4. Identify experiential, medical, and biological factors that influence learning and behavior.

8 Knowledge of evidence-based interventions
5. Identify appropriate methods for evaluating response to interventions.
6. Identify school-wide prevention and screening methods that address bullying, violence, and suicide.

Assignments
Grades for this course are based upon the completion of the following assignments:

1. **Oral Presentations** (2): Students are required to make two (2) presentations during the semester. An oral presentation rubric will be used to evaluate these presentations. A rubric will be utilized to evaluate oral presentations (See appendix).

2. **Revelation Papers** (2): Students are required to prepare a revelation paper discussing their reactions to the two articles on which they present. The revelation papers for the articles that are presented must be submitted no later than a week after the oral presentation. The revelation paper will consist of the following: (a) 6 Revelations: Things that you learned, new insights that you gained, or connections that you made and their significance for you, your professional/personal functioning, etc.; (b) 3 emotions that were evoked by the article and what evoked them; specifically, identify emotions; (c) 4 questions: Ask thoughtful questions that will extend learning; avoid rhetorical questions or questions that have already been answered; (d) Application: How can what you have learned be applied to the field of school psychology.

3. **Intervention Project**: Students will complete two of the following intervention projects: (a) Observe an intervention program that is being implemented at the elementary, middle, or high school level. At least three observations should be made. Interview the interventionists with regard to the goals of the intervention, target population, the strategies used, skills/competencies needed by facilitator, and methods of evaluation of the effectiveness of the intervention; (b) Response to Intervention Project – Interview school psychologist about the implementation of RIT; or (c) Group Intervention Paper – Students will interview a school psychologist about the implementation of groups in their district.

4. **In-Class Activities**: Throughout the semester there will be in-class activities consisting of group exercises or self-evaluation activities which draw upon your ability to apply the concepts or theories under discussion or assess your ability to engage in self-analysis. These activities will be evaluated based upon their thoroughness, application of theory, research, and/or concepts, and quality of writing. Activities are worth between 10-20 points each, depending upon the exercise.

5. **Exams**: There will be two exams. Exams will be essay and short answer.

Topical Outline & Course Calendar

**AT-RISK YOUTH**

**Week One**
Introduction
Overview

**Week Two**
*Community Counseling*: The Community Counseling Model, pp. 1-56.

**Week Three**
*At-Risk Youth*: An Introduction to At-Risk Issues, pp. 3-21.

Week Four  
*At-Risk Youth*: Prevention, Early Intervention, Treatment Framework & Other Environmental Considerations, pp. 233-255.

Week Five  
*At-Risk Youth*. Core Components of Programs for Prevention & Early Intervention, pp. 256-279.


Week Six  
*At-Risk Youth*. Environmental/Societal Factors That Contribute To Risk, pp. 22-41.


Week Seven  
*At-Risk Youth*. School Issues That Relate To At-Risk Children & Youth, pp. 87-106.


Week Eight  


Week Nine  
**MIDTERM EXAM**

**SPECIAL POPULATIONS OF AT-RISK YOUTH**

Week Ten  


Week Eleven  
*At-Risk Youth*. Youth Suicide, pp. 208-230.


**Week Twelve** *At-Risk Youth. Teenage Pregnancy & Risky Sexual Behavior*, pp. 158-178.


*At-Risk Youth. Antisocial Behavior, Delinquency, & Youth Gangs*, pp. 179-207.


**RESPONSE TO INTERVENTION**

**Week Thirteen** *Response To Intervention*. Chapters 1-2, pp. 1-19.

*In-Class Activity*


**Week Fourteen** *Response To Intervention*. Chapters 3-4, pp. 20-39.

*In-Class Activity*


**Week Fifteen** REVIEW

**Week Sixteen** **FINAL EXAM**

**Teaching Methods**

This course utilizes didactic-experiential approach to instruction. Didactic components of the course include lectures and student presentations. Experiential aspects of the course consist of discussion, in-class activities, and an intervention project.

**Course Evaluation**

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<th>Component</th>
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<td>Oral Presentations (2)</td>
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<td>Revelation Papers (2)</td>
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<tr>
<td>Response to Intervention Paper</td>
<td>100</td>
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<td>Group Intervention Paper</td>
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<tr>
<td>Exams (2)</td>
<td>400</td>
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</table>
In-Class Activities  50 points

**Grading**
The following system will be employed:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 59% or below

**Course Policies**

**Communication** Official method of communication for the course is by email. All candidates should provide an operational email address to the instructor. If this email address, should change during the semester, the candidate is responsible for notifying the instructor as soon as possible and supplying the instructor with a functioning email address. The candidate should also notify the instructor via email about any conditions that affect your ability to complete assignments in a timely fashion and provide official excuses from the Dean of CAS.

**Dispositions** As a component of the candidate’s assessment, the PEU has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each candidate which will be turned in to the department chair and kept in the candidate’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor and given to the candidate’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Incompletes** are given only if you are passing at the time and have completed the majority of the course work. If conditions arise that may interfere with your ability to complete the class, it is your responsibility to communicate with the professor, unless your condition prevents this.

**Make up exams** are given only under very specific and limited conditions that require an official excuse from the Dean. If you miss an exam and have a valid excuse, you will need to make it up as soon as possible. You will be expected to make it up within the week after your return otherwise you may lose the opportunity.

**Excessive Absenteeism:** It is the university policy that if you miss more than three classes without an official excuse, you are in danger of failing the course.

**References**


APPENDICES

APPENDIX- A

Conceptual Framework Standards (CF)
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Association of School Psychology Standards (NASP)
Florida Educator Accomplished Practices (FEAP) Standards
Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

APPENDIX- B

Academic Learning Compact 2007-2008  SCHOOL PSYCHOLOGY

APPENDIX – C

Rubrics
APPENDIX - I

Conceptual Framework Standards

DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5,6,7</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5,7</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF: 1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>F: 5,6</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF: 1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
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TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 2.1 (S)</th>
<th>Use available technology and software to support student learning.</th>
<th>F: 4,12</th>
<th>I: 6</th>
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</thead>
<tbody>
<tr>
<td>CF: 2.2 (S)</td>
<td>Use technology to manage, evaluate and improve instruction.</td>
<td>F: 1,4,10</td>
<td>I: 6,7</td>
</tr>
<tr>
<td>CF: 2.3 (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
<tr>
<td>CF: 2.4 (K)</td>
<td>Understand fundamental concepts in technology.</td>
<td>F: 2,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
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VALUES

• CF 3
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 3.1 (S)</th>
<th>Work with colleagues in a professional manner.</th>
<th>F: 6</th>
<th>I: 2,5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.2 (S)</td>
<td>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</td>
<td>F:11,6</td>
<td>I: 9,10</td>
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<tr>
<td>CF: 3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>F: 3,9</td>
<td>I: 5,9</td>
</tr>
<tr>
<td>CF: 3.5(D)</td>
<td>Recognize the importance of peer relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
<td>I: 5,10</td>
</tr>
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CRITICAL THINKING

• CF 4
• Through this focal area, the FAMU professional education candidate will:
| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Values critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of students. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

**PROFESSIONALISM**

- **CF 5**
- **Through this focal area, the FAMU professional education candidate will:**

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respectful behavior. | F: 9 | I:5,9 |
| CF: 5.8 (K,S) | Know and use student personnel services | F:5,10,12 | I: 2,10 |

**URBAN/RURAL EDUCATION**

- **CF6**
- **Through this focal area, the FAMU professional education candidate will:**

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F:9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 | I: 6 |
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

1.11 Subject matter - The school psychology practicum student understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) of school psychology. The practicum student is committed to continuous learning in the discipline.

2.13 Student learning - The school psychology practicum student is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

3.11 Diverse Learners - The practicum student understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.

3.12 The practicum student knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.

3.13 The practicum student knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

4.21 Instructional strategies - The practicum student values the development of students' critical thinking, independent problem solving, and performance capabilities and in consultation with teachers, can provide such strategies for enhancement of student learning.

5.14 Learning Environment - The practicum student understands the principles of effective classroom management and can provide a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

8.12 Assessment – The practicum student knows how to select, construct, and use assessment strategies, technology and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.13 The practicum student understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

9.32 Reflection and Professional Development - The practicum student seeks out professional literature, colleagues, and other resources to support her/his own development as a learner and a teacher.

9.33 The practicum student draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

10.35 Collaboration, Ethics, and Relationships - The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

National Association of School Psychology Standards

2.1 Data-Based Decision-Making and Accountability: School psychology practicum students have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychology practicum students use such models and methods as part of a systematic process to collect data and other information,
translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2.2 Consultation and Collaboration: School psychology practicum students have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychology practicum students have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychology practicum students, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 Socialization and Development of Life Skills: School psychology practicum students have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychology practicum students, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 Student Diversity in Development and Learning: School psychology practicum students have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychology practicum students demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 School and Systems Organization, Policy Development, and Climate: School psychology practicum students have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7 Prevention, Crisis Intervention, and Mental Health: School psychology practicum students have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychology practicum students provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

2.8 Home/School/Community Collaboration: School psychology practicum students have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 Research and Program Evaluation: School psychology practicum students have knowledge of research, statistics, and evaluation methods. School psychology practicum students evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 School Psychology Practice and Development: School psychology practicum students have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychology practicum students practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.
2.11 Information Technology: School psychology practicum students have knowledge of information sources and technology relevant to their work. Practicum students are able to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Florida Educator Accomplished Practices (FEAP) Standards

1. ASSESSMENT

1.1 The school psychology practicum student collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

1.PRE.a Analyzes individuals’ learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.

1.PRE.b Draws from a repertoire of techniques to accommodate differences in students’ behavior.

1.PRE.c Identifies potentially disruptive student behavior.

1.PRE.d Identifies students’ cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.

1.PRE.e Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.

1.PRE.f Guides students in developing and maintaining individual portfolios.

1.PRE.g Modifies instruction based upon assessed student performance.

1.PRE.h Provides opportunities for students to assess their own work and progress. Assists students in designing individual plans for reaching the next performance level.

1.PRE.i Maintains observational and anecdotal records to monitor students’ development.

1.PRE.j Interprets, with assistance, data from various informal and standardized assessment procedures.

1.PRE.k Reviews assessment data and identifies students’ strengths and weaknesses.

1.PRE.l Communicates individual student progress in student, parent, and staff conferences.

1.PRE.m Develops short- and long-term personal and professional goals relating to assessment.

2. COMMUNICATION

2.1 The school psychology practicum student recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

2.PRE.a Establishes positive interaction in the learning environment that uses incentives and consequences for students.

2.PRE.b Establishes positive interactions between the teacher and students that are focused upon learning.

2.PRE.c Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.

2.PRE.d Encourages students in a positive and supportive manner.
2.PRE.e  Communicates to all students high expectations for learning.
2.PRE.f  Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.
2.PRE.g  Provides opportunities for students to learn from each other.
2.PRE.h  Practices strategies that support individual and group inquiry.
2.PRE.i  Provides opportunities for students to receive constructive feedback on individual work and behavior.
2.PRE.j  Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.
2.PRE.k  Develops short- and long-term personal and professional goals relating to communication.

3.  CONTINUOUS IMPROVEMENT
3.1  The school psychology practicum student realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

3.PRE.a  Identifies principles and strategies for affecting changes occurring in her/his classroom and school.
3.PRE.b  Participates in and supports the overall school improvement process.
3.PRE.c  Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.
3.PRE.d  Participates in the design of a personal professional development plan to guide her/his own improvement.
3.PRE.e  Communicates student progress with students, families, and colleagues.
3.PRE.f  Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.
3.PRE.g  Supports other school personnel as they manage the continuous improvement process.
3.PRE.h  Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.
3.PRE.i  Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.
3.PRE.j  Seeks to increase her/his own professional growth by participating in training and other professional development experiences.
3.PRE.k  Has observed others in the role of steward and can demonstrate some of the skills involved.
3.PRE.l  Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.
3.PRE.m  Learns from peers and colleagues and develops professional relationships.
3.PRE.n  Reflects upon her/his own professional judgment and has the ability to articulate it to colleagues, parents, and the business community.
3.PRE.o Develops short- and long-term personal and professional goals relating to continuous professional development.

4. CRITICAL THINKING
4.1 The school psychology practicum student is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.PRE.a Provides opportunities for students to learn higher-order thinking skills.
4.PRE.b Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities.
4.PRE.c Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
4.PRE.d Poses problems, dilemmas, and questions in lessons.
4.PRE.e Assists problems, dilemmas, and questions in lessons.
4.PRE.f Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs, including linguistic needs.
4.PRE.g Demonstrates and models the use of higher-order thinking abilities.
4.PRE.h Modifies and adapts lessons with increased attention to the learners’ creative thinking abilities.
4.PRE.i Encourages students to develop open-ended projects and other activities that are creative and innovative.
4.PRE.j Uses technology and other appropriate tools in the learning environment.
4.PRE.k Develops short-term personal and professional goals relating to critical thinking.

5. DIVERSITY
5.1 The school psychology practicum student establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

5.PRE.a Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
5.PRE.b Fosters a learning environment in which all students are treated equitably.
5.PRE.c Recognizes the cultural, linguistic, and experiential diversity of students.
5.PRE.d Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities.
5.PRE.e Has a repertoire of teaching techniques and strategies to effectively instruct all students.
5.PRE.f Selects appropriate culturally and linguistically sensitive materials for use in the learning process.
5.PRE.g Analyzes and uses school, family, and community resources in instructional activities.
5.PRE.h Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.

5.PRE.i Selects and introduces materials and resources that are multicultural.

5.PRE.j Acknowledges the importance of family and family structure to the individual learner.

5.PRE.k Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.

5.PRE.l Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.

5.PRE.m Develops short-term personal and professional goals relating to diversity.

6. ETHICS

6.PRE.a Makes reasonable effort to protect students from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety.

6.PRE.b Does not unreasonably restrain a student from pursuit of learning.

6.PRE.c Does not unreasonably deny a student access to diverse points of view.

6.PRE.d Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

6.PRE.e Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

6.PRE.f Does not use institutional privileges for personal gain or advantage.

6.PRE.g Maintains honesty in all professional dealings.

6.PRE.h Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

6.PRE.i Does not interfere with a colleague’s right to exercise political or civil rights and responsibilities.

7. HUMAN DEVELOPMENT AND LEARNING

7.PRE.a Recognizes developmental levels of students and identifies differences within a group of students.

7.PRE.b Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.

7.PRE.c Uses multiple activities to engage and motivate students at appropriate developmental levels.

7.PRE.d Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.
7.PRE.e Varieties activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.

7.PRE.f Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.

7.PRE.g Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.

7.PRE.h Develops short-term personal and professional goals relating to human development and learning.

8. KNOWLEDGE OF SUBJECT MATTER

8.1 The school psychology practicum student has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

8.PRE.a Communicates knowledge of subject matter in a manner that enables students to learn.

8.PRE.b Increases subject matter knowledge in order to integrate the learning activities.

8.PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.

8.PRE.d Acquires currency in her/his subject field.

8.PRE.e Has planned and conducted collaborative lessons with colleagues from other fields.

8.PRE.f Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

9. LEARNING ENVIRONMENTS

9.1 The school psychology practicum student understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes.

9.PRE.a Practices a variety of techniques for establishing smooth and efficient routines.

9.PRE.b Applies the established rules and standards for behaviors consistently and equitably.

9.PRE.c Involves students in the management of learning environments including establishing rules and standards for behavior.

9.PRE.d Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.

9.PRE.e Uses techniques to align student needs, instructional settings, and activities.

9.PRE.f Provides opportunities for students to be accountable for their own behavior.

9.PRE.g Provides a safe place to take risks.
9.PRE.h Respects any student’s right to use a home language other than English for academic and social purposes.
9.PRE.i Monitors learning activities by providing feedback and reinforcement to students.
9.PRE.j Implements instructional activities to meet cognitive, linguistic, and affective needs.
9.PRE.k Arranges and manages the physical environment to facilitate student learning outcomes.
9.PRE.l Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.
9.PRE.m Provides clear directions for instructional activities and routines.
9.PRE.n Maintains academic focus of students by use of varied motivational devices.
9.PRE.o Develops short-term personal and professional goals relating to learning environments.

10. PLANNING
10.1 Recognizing the importance of setting high expectations for all students, the school psychology practicum student works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

10.PRE.a Identifies student performance outcomes for planned lessons.
10.PRE.b Plans and conducts lessons with identified student performance and learning outcomes.
10.PRE.c Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.
10.PRE.d Provides comprehensible instruction based on performance standards required of students in Florida public schools.
10.PRE.e Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.
10.PRE.f Plans activities that utilize a variety of support and enrichment activities and materials.
10.PRE.g Accesses and interprets information from multiple sources.
10.PRE.h Assists students in using the resources available to them.
10.PRE.i Incorporates the visual and physical environment when planning learning activities.
10.PRE.j Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
10.PRE.k Demonstrates instructional flexibility and an awareness of the teachable moment.
10.PRE.l Plans and conducts lessons that are interdisciplinary.
10.PRE.m Helps students develop concepts through a variety of methods.
10.PRE.n Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.
10.PRE.o Cooperatively works with colleagues in planning instruction.
10.PRE.p Develops a community resource file for use in planning instructional activities.
11. ROLE OF THE TEACHER
11.1 The school psychology practicum student communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

11.PRE.a Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.

11.PRE.b Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.

11.PRE.c Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.

11.PRE.d Uses the community to provide students with a variety of experiences.

11.PRE.e Works with school volunteers appropriately.

11.PRE.f Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported.

11.PRE.g Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported.

11.PRE.h Works with colleagues to identify students’ educational, social, linguistic, cultural, and emotional needs.

11.PRE.i Uses continuous quality improvement techniques in school improvement efforts.

11.PRE.j Communicates with families of culturally and linguistically diverse backgrounds.

11.PRE.k Develops short- and long-term personal and professional goals relating to the roles of a teacher.

12. TECHNOLOGY
12.1 The school psychology practicum student uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

12.PRE.a Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).

12.PRE.b Uses technology tools on a personal basis.

12.PRE.c Demonstrates awareness of and models acceptable use policies and copyright issues.

12.PRE.d Identifies and uses standard references in electronic media.

12.PRE.e Uses technology in lesson and material preparation.

12.PRE.f Identifies technology productivity tools to assist with management of student learning.

12.PRE.g Teaches students to use available computers and other forms of technology.

12.PRE.h Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.
12.PRE.i  Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.

12.PRE.j  Uses digital information obtained through intranets and/or the Practicum studentet (e.g., e-mail and research).

12.PRE.k  Uses technology to collaborate with others.

12.PRE.l  Develops professional goals relating to technology integration.

12.PRE.m  The school psychology practicum student uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.

**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

**This course covers the following FTCE and SAE competencies and skills for School Psychologists:**

**1 Knowledge of measurement theory, test construction, research, and statistics**

1. Identify theories of measurement and test construction.
2. Identify statistical concepts and terms.
3. Identify principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).
4. Interpret research findings from psycho educational studies.

**2 Knowledge of data-based decision making and accountability**

1. Identify data gathering methods (e.g., checklists, records reviews, assessment instruments, interviews, behavioral observations, curriculum-based measurement) in the comprehensive evaluation process.
2. Identify appropriate methods for progress monitoring.
3. Select appropriate psycho educational assessment instruments based on a referral question.
4. Choose evaluation methods based on a referral question.
5. Select appropriate instruments and methods for the psycho educational assessment of specialized populations (e.g., culturally, ethnically, and linguistically diverse students; students with low-incidence disabilities; preschool children).
6. Synthesize data from multiple sources to make appropriate recommendations.

**3 Knowledge of child and adolescent development**

1. Identify theories of cognitive and intellectual development.
2. Identify theories and principles of language, perceptual, and sensory-motor development.
3. Identify theories of personality and social-emotional development.
4. Identify principles of learning, memory, and motivation.
5. Identify characteristics of psychopathological disorders.
6. Relate the major theories of intelligence and cognition to psycho educational practices.

**4 Knowledge of section 504 and exceptional student education**

1. Identify the characteristics of various exceptionalities and disabilities.
2. Interpret psychometric data related to identification of exceptionalities and disabilities.
3. Identify appropriate assessment procedures consistent with suspected exceptionalities and disabilities.
4. Identify federally mandated procedures in the development of an individual educational plan (IEP) and section 504 accommodation plan.
5. Identify federally required disciplinary policies and procedures (e.g., manifestation determination, suspension) for students with an IEP or section 504 accommodation plan.

5 Knowledge of curriculum and instruction

1. Identify the major principles of curriculum and instruction.
2. Identify the primary areas of reading development and instruction.
3. Identify appropriate instructional strategies for mathematics, written language, and reading.

6 Knowledge of biological, social, and cultural bases of behavior

1. Identify indicators and effects of substance abuse.
2. Identify indicators and effects of child abuse and other traumatic events.
3. Identify social, cultural, and ethnic factors that influence learning and behavior.
4. Identify experiential, medical, and biological factors that influence learning and behavior.
5. Identify social and cultural factors that influence language development.
6. Identify the neurological functions of the brain (e.g., brain-behavior relationships, executive functions).

7 Knowledge of laws, rules, regulations, and court decisions

1. Identify legislation related to public education.
2. Identify federal and state regulations and policies related to the practice of school psychology.
3. Identify the implications of landmark court decisions related to the practice of school psychology.

8 Knowledge of evidence-based interventions

1. Identify theories and techniques of individual and family counseling.
2. Identify theories and techniques of group counseling.
3. Identify appropriate evidence-based interventions for academic and behavior problems.
4. Identify components and techniques (e.g., positive behavior supports, functional behavior assessments, positive behavior intervention plans) of applied behavior analysis.
5. Identify appropriate methods for evaluating response to interventions.
6. Identify school wide prevention and screening methods that address bullying, violence, and suicide.

9 Knowledge of consultation, collaboration, and problem solving

1. Identify appropriate theories and methods of consultation and collaboration with school personnel, parents, and other specialists in the school or community.
2. Identify stages of problem solving.
3. Identify the principles of ecological systems theory.

10 Knowledge of professional school psychology

1. Identify elements of the organizational and operational structures of public schools.
2. Identify important milestones in the development of the profession of school psychology.
3. Identify professional standards of practice in school psychology.
4. Identify the guidelines for professional conduct as stated in the ethical codes of FASP, NASP, APA, and the Code of Ethics of the Education Profession in Florida.
## Intended Program Outcomes

### Communication Skills:

Candidates will demonstrate skills necessary to facilitate communication (written and or verbal) through assessment, consultation, and collaboration with school age children, school personnel, families, and community professionals, while acting as a change agents by clearly considering, presenting, and demonstrating information to promote change through intervention at the levels of the individual student, classroom, building, district, and/or other agency.

### Critical Thinking Skills (Problem Solving-CF; Data-Based Decision-Making and Accountability-NASP):

Candidates will demonstrate the ability to use critical and creative thinking in analyzing, synthesizing, and evaluating psychological assessment and empirical research results and link assessment outcomes to psychometric clinical practice in intervention strategies and outcomes of interventions. Further, candidates will demonstrate the ability to conduct research and synthesize empirical research outcomes to make decisions related to trends and patterns of behaviors observed.

## Methods of Assessment and Criteria for Success

### Direct Measures

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<thead>
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<td>Practicum/Practicum monthly logs: Field and university supervisors will “pass” and “approve” practicum student experiences.</td>
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<td>Florida Teacher Certification Examination (FTCE) 90 percent of candidates will obtain a “Pass” rate on the FTCE for school psychology certification.</td>
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<td>Live-Text Portfolio – The School Psychology program uses a technology based database (Live-text Professional Education Unit Electronic Portfolio) to better facilitate the program and candidate evaluation.</td>
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<td><strong>Course-based assessment:</strong> 80 percent of candidates will maintain a 3.0 GPA or higher during program training, obtaining minimally a “B” average in school psychology courses.</td>
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### Indirect Measures

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<td>Practicum/Practicum Progressive evaluation: 80 percent of candidates will obtain satisfactory or above ratings on their practicum and or practicum supervisor rating forms, specifically in the area of report writing and communicating with students, parents, and school personnel.</td>
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<tr>
<td>Alumni Survey: Alumni Survey: 80 percent of alumni will indicate minimally above average satisfaction with communication skills taught and developed during professional training.</td>
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<tr>
<td>Employer Evaluation: 80 percent of employers will report satisfaction with candidate knowledge and practiced skill abilities when working with diverse cultural and racial populations.</td>
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### Departmental Program Review - 2006

**Critical Thinking Skills (Problem Solving-CF; Data-Based Decision-Making and Accountability-NASP):** Candidates will demonstrate the ability to use critical and creative thinking in analyzing, synthesizing, and evaluating psychological assessment and empirical research results and link assessment outcomes to psychometric clinical practice in intervention strategies and outcomes of interventions. Further, candidates will demonstrate the ability to conduct research and synthesize empirical research outcomes to make decisions related to trends and patterns of behaviors observed.

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### Specific Content Knowledge: Candidates will demonstrate knowledge of individual differences (including race, ethnicity, culture, socioeconomic status, gender, and linguistic background) and disabilities and the potential influence of these factors in development and learning. Candidates will be expected to work collaboratively with others in planning and decision-making processes at the individual, group, and system levels. Courses that address the specific Content Knowledge competency include:

- SPS 6936, SPS 6931, SPS 6940, EXB 6406, SPS 6705, SPS 6205, CLP 6938, SPS 6708, DEP 6105, RED 5419, DEP 6709, TXL 5700, SPS 6191, SPS 6192, PSY 6317, SPS 6216, CLP 6445, PSY 6971, MHS 5400, SPS 6206, MHS 5500, SPS 6704, EAB 6766, EDA 5051, EDE 5225, ESE 5215, SPS 6945, and SPS 6948

### Direct Measure(s)

- **State University System Student Assessment of Instruction**
  - **Student Course Evaluation** and scoring rubrics (samples of assessments and scoring rubrics)
  - **Student work samples and rubrics** (e.g., PPT, presentations, reflections, and psychological reports)
  - **PEU Program Status Reports**
  - **Florida Teacher Certification Examination (FTCE)**
    - 90 percent of candidates will obtain a “Pass” rate on the FTCE for school psychology certification.
    - **School Psychology Comprehensive Examination.**
      - A minimum of 90 percent of candidates will obtain a “Pass” score on the School Psychology Comprehensive Exam.
    - **Live-Text Portfolio** – When evaluating candidates, 80 percent of Candidates will obtain a “pass” rate for their portfolio submissions
    - **Course-based assessment:** 80 percent of candidates will maintain a 3.0 GPA or higher during program training, obtaining minimally a “B” average in school psychology courses.
    - **Practicum Monthly Log:** Field and university supervisors will “pass” and “approve” practicum student and practicum monthly logs documenting practicum experiences.

### Diversity/Cultural Perspectives: Multiculturalism (CF); Student Diversity in Development and Learning-(NASP):

Candidates will demonstrate knowledge of individual differences (racial, and cultural), abilities (academic, behavior, social, emotional), and disabilities and the potential influence of physical and ecological conditions (i.e., biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning). Candidates will demonstrate the sensitivity and skills needed to work with individuals of diverse backgrounds and characteristics and implement diverse strategies needed based on individual characteristics, strengths, and needs. Courses that address the specific Content Knowledge competency include:

- SPS 6945, SPS 6948, MHS 5400, SPS 6206, MHS 5500, SPS 6704, EAB 6766, SPS 6191, SPS 6192, CLP 6445, EXB 6406, SPS 6705, SPS 6205, CLP 6938, SPS 6708, DEP 6105, RED 5419, DEP 6709, TXL 5700, and SPS 6931

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    - **School Psychology Comprehensive Examination.**
      - A minimum of 90 percent of candidates will obtain a “Pass” score on the School Psychology Comprehensive Exam.
    - **Course-based assessment:** 80 percent of candidates will maintain a 3.0 GPA or higher during program training, obtaining minimally a “B” average in school psychology courses.
    - **Practicum Monthly Log:** Field and university supervisors will “pass” and “approve” practicum student and practicum monthly logs documenting practicum experiences.

### Indirect Measures:

- **Practicum/Practicum Evaluation Forms:** Candidates will obtain minimally a “Pass” rate during their practicum.
  - **Practicum/Practicum Evaluation Forms:** Candidates will obtain at least an “Average to superior range” in their practicum and or practicum supervisor rating forms, specifically in the area of report writing and communicating with students, parents, and school personnel.
  - **Alumni Survey:** Alumni will indicate minimally above average satisfaction with candidate knowledge and practiced skill abilities when working with diverse cultural and racial diverse populations.
  - **Employer Evaluation:** 80 percent of employers will report candidates minimally at an “Average to superior range” for their portfolio and or practicum and or practicum supervisor rating forms, specifically in the area of report writing and communicating with students, parents, and school personnel.
  - **Departmental Program Review - 2006**

### Performance outcomes are measured and interpreted by descriptive statistics: mean, mode, and standard deviation. This rubric is used to measure the performance outcomes such as: Assessment, intervention implementation, collaborative, and/or other consultation models and methods and their application to particular situations. Content knowledge will be exhibited as they collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. Courses that address the specific Content Knowledge competency include:

- SPS 6936, SPS 6931, SPS 6940, EXB 6406, SPS 6705, SPS 6205, CLP 6938, SPS 6708, DEP 6105, RED 5419, DEP 6709, TXL 5700, SPS 6191, SPS 6192, PSY 6317, SPS 6216, CLP 6445, PSY 6971, MHS 5400, SPS 6206, MHS 5500, SPS 6704, EAB 6766, EDA 5051, EDE 5225, ESE 5215, SPS 6945, and SPS 6948

### Indirect Measure(s)

- **Practicum/Practicum Evaluation Forms:** Candidates will obtain at least an “Average to superior range” in their practicum and or practicum supervisor rating forms, specifically in the area of report writing and communicating with students, parents, and school personnel.
  - **Alumni Survey:** Alumni will indicate minimally above average satisfaction with candidate knowledge and practiced skill abilities when working with diverse cultural and racial diverse populations.
  - **Employer Evaluation:** 80 percent of employers will report candidates minimally at an “Average to superior range” for their portfolio and or practicum and or practicum supervisor rating forms, specifically in the area of report writing and communicating with students, parents, and school personnel.
  - **Departmental Program Review - 2006**

A three point likert C scale is used to measure the candidate Skill, Dispositions, and Knowledge in course work.
**Technology/ Research:** -- 2.11 Information Technology/ 2.1 Data-Based Decision-Making and Accountability (NASP) and Educational Technology (CF). The Exemplary Professional makes use of available technology to support student learning and uses technology to manage, evaluate and improve instruction. The candidate knows, understands and uses fundamental concepts in technology and facilitates access to the use of electronic resources for students. The candidate uses technology to manage, evaluate and improve instruction.

SPS 6936, SPS 6191, SPS 6192, SPS 6945, and SPS 6948

<table>
<thead>
<tr>
<th>Direct Measure(s)</th>
<th>Indirect Measure(s)</th>
</tr>
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<tbody>
<tr>
<td><strong>State University System Student Assessment of Instruction</strong></td>
<td>Practicum/Practicum candidates will obtain satisfactory or above ratings on their practicum and or practicum</td>
</tr>
<tr>
<td>Student Course Evaluation and scoring rubrics (samples of assessments and scoring rubrics)</td>
<td>supervisor rating forms, specifically in the area of report writing and school personnel.</td>
</tr>
<tr>
<td><strong>Florida Teacher Certification Examination (FTCE)</strong></td>
<td><strong>Alumni Survey:</strong> 80 percent of alumni will indicate minimally above average satisfaction with communications</td>
</tr>
<tr>
<td>90 percent of candidates will obtain a “Pass” rate on the FTCE for school psychology certification.</td>
<td>skills taught and developed during professional training.</td>
</tr>
<tr>
<td><strong>School Psychology Comprehensive Examination.</strong></td>
<td><strong>Employer Evaluation:</strong> 80 percent of employers will report satisfaction with candidate knowledge and practiced</td>
</tr>
<tr>
<td>A minimum of 90 percent of candidates will obtain a “Pass” score on the School Psychology Comprehensive Exam.</td>
<td>skill abilities when working with diverse cultural and racial populations.</td>
</tr>
<tr>
<td><strong>Course-based assessment:</strong> 80 percent of candidates will maintain a 3.0 GPA or higher during program training,</td>
<td></td>
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<tr>
<td>obtaining minimally a “B” average in school psychology courses.</td>
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<tr>
<td><strong>Practicum Monthly Log:</strong> Field and university supervisors will “pass” and “approve” practicum student and</td>
<td></td>
</tr>
<tr>
<td>practicum monthly logs documenting practicum experiences.</td>
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</tbody>
</table>
### ORAL PRESENTATIONS RUBRIC: SPS 6206

**Artifact:** Oral Presentation

<table>
<thead>
<tr>
<th>Category</th>
<th>FAVORABLE</th>
<th>ACCEPTABLE</th>
<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION SKILLS:</strong> (20 points) Quality of communication</td>
<td>Communication techniques are very effective for the given audience (18-20)</td>
<td>Communication techniques are good for the given audience (16-17)</td>
<td>Communication techniques are inadequate for the given audience (14-15)</td>
<td>Communication techniques are completely ineffective for the given audience (13 or less)</td>
</tr>
<tr>
<td><strong>CRITICAL THINKING:</strong> (25) Accuracy of Interpretation of Information</td>
<td>Provides accurate interpretation of theories, concepts, and/or strategies (23-25)</td>
<td>Most of interpretations offered are accurate (20-22)</td>
<td>Provides both accurate and inaccurate interpretations of information (17-19)</td>
<td>Demonstrates lack of understanding and deficient ability to accurately interpret information (16 or less)</td>
</tr>
<tr>
<td><strong>CONTENT KNOWLEDGE:</strong> (25) Adequacy, thoroughness of overview</td>
<td>Provides clear and thorough overview of article discussing all aspects of intervention, target population characteristics, and application to real work world settings. (23-25)</td>
<td>Discusses most of the aspects of intervention and provides some information about target population and how it applies to real world settings. (20-22)</td>
<td>Provides very limited overview of the intervention, who it is applicable to, and how it applies to the real world. (17-19)</td>
<td>Provides very scanty information about the intervention, its targets, and no information about its application to the real world. (16 or less)</td>
</tr>
<tr>
<td><strong>TECHNOLOGY SKILLS:</strong> (10) Effective use of technology</td>
<td>Uses technology effectively (9-10)</td>
<td>For the most part demonstrates ability to use technology (7-8)</td>
<td>Experiences considerable difficulty with the appropriate use of technology (5-6)</td>
<td>Does not use technology (&lt;5)</td>
</tr>
<tr>
<td><strong>ENGAGEMENT SKILLS:</strong> (5) Ability to engage students in discussion</td>
<td>Establishes positive interaction among peers (5)</td>
<td>Seeks students participation sometimes (3-4)</td>
<td>Rarely asks for students’ participation (1-2)</td>
<td>Does not engage students in discussion (0)</td>
</tr>
<tr>
<td><strong>DIVERSITY:</strong> (15) Demonstrates understanding of diversity issues</td>
<td>Discusses social, cultural, and ethnic factors that influence learning and behavior thoroughly (14-15)</td>
<td>Recognizes the importance of diversity and its influence on learning and behavior under most conditions (12-13)</td>
<td>Occasionally acknowledges awareness of diversity issues (10-11)</td>
<td>Completely unaware of the role of diversity issues (&lt; 10)</td>
</tr>
</tbody>
</table>
### REVELATION PAPER RUBRIC: SPS 6206

**Artifact:** Revelation Paper

<table>
<thead>
<tr>
<th>COMUNICATION SKILLS: (25 points)</th>
<th>FAVORABLE</th>
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<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of writing</td>
<td>Writing skills are above average. Good sentence structure; few if any spelling, punctuation or grammatical errors. Ideas are expressed clearly. (23-25)</td>
<td>Writing skills are average. Occasional spelling, grammatical or punctuation errors. (20-22)</td>
<td>Writing skills are below average. Ideas are often not clear. Many spelling, grammatical, and punctuation errors. (17-19)</td>
<td>Writing skills unacceptable. Following is not presented. Punctuation replete with errors.</td>
</tr>
</tbody>
</table>

| SUMMARY OF ARTICLE: (10 pts) | Summary is thorough but concise. Demonstrates understanding of article/film. Provides overview of article’s purpose, key questions/hypotheses and/or concepts, methodologies, findings, and recommendations. (9-10) | Summary may be a little lengthy but does include article’s purpose, key questions/hypotheses or concepts, methodologies, findings, and recommendations. Appears to have adequate understanding of article/film. (7-8) | Summary is too short and/or does not include at least 2-3 of the following: purpose, key questions/hypotheses or concepts, methodologies, findings, & recommendations. Displays lack of understanding of much of the article/film. (5-6) | Summary is missing most of the purpose, key questions/ concepts, findings & recommendations. |

| COMPLETENESS (15 pts) | Paper includes all sections: Summary, Revelations, Emotions, Questions, Application. Sections appropriately identified. Includes 6 revelations, 3 emotions, 3 questions, and application. Revelations, emotions, & questions are numbered. (15) | Paper includes all sections but they may not be identified and revelations, emotions, and questions may not be numbered. (12-14) | Paper is missing a section and revelations, emotions, and questions are not numbered. (9-11) | Paper is missing one section; emotions, not numbered; insufficient revelations, emotions, and questions (9-9) |

| CRITICAL THINKING: (60 pts) Revelations | Revelations demonstrate insight; the ability to connect ideas and apply concepts; ability to apply to one’s life experiences; and/or capacity to extend ideas to others/community, etc. (55-60) | Most of the revelations indicate insight and ability to connect ideas; apply concepts to one’s personal life or the lives of others; and to extend ideas. (48-54) | Many of the revelations are only factual statements. Little exploration of the significance of what the student has learned and how it might affect his/her thinking, values, behavior, etc. (35-47) | Brief statements + analytical/interpretive; insufficient thoughts; few ramifications. |

| EMOTIONAL INTELLIGENCE: Emotional Responses (15 pts) | Identifies three different emotions and provides a sound description of what evoked them. (14-15) | Identifies three emotions but two of them are the same emotion. Describes what evoked them. (12-13) | Confuses emotions and thoughts in at least one case and offers little explanation of what evoked them. (9-11) | Fails to identify what evokes emotions (9-9) |

| DIVERSITY: (20 pts) Demonstrates understanding of diversity issues | Recognizes and discusses in depth the role of cultural factors in providing insight into behavior, developing interventions or understanding/critiquing author’s views. (18-20) | Recognizes role of culture but only provides a minimal discussion of its impact and effects on behavior; importance in interventions or understanding of author’s interpretations. (16-17) | Provides brief and perfunctory references to the role of culture and its effects on behavior, interventions, or author’s interpretations. (14-15) | Exhibits minimal role of cultural factors; how they influence behavior, analysis, etc. (9-9) |

| CRITICAL THINKING: (15 pts) Quality of Questions | Questions are thought-provoking; well written; and, if addressed would extend knowledge in the field. (14-15) | Most questions are thought-provoking and well written. (12-13) | Most questions are rhetorical, or focus on things that have already been answered or addressed in article/film. (10-11) | Questions that have been addressed do not seem compelling. (9-9) |

| APPLICATION (15 pts) | Identifies three concepts from the article and offers excellent and thorough description of how they could apply to intervention or understanding behavior. (14-15) | Identifies two concepts from the article and offers good description of how they could apply to intervention or understanding behavior. (12-13) | Identifies only one concept from the article and provides minimal description of how it could be applied to intervention or understanding behavior. (10-11) | Fails to link article to intervention/understanding (9-9) |
**Intervention Paper Rubric**

- Description of goals (25)
- Description of target population (25)
- Description of strategies used (25)
- Identification of skill/competencies needed by facilitator (25)
- Description of methods of evaluation (25)
- Description of effectiveness of intervention (25)
- Documentation of activities (25)
- Quality of writing (25)