Course Number: SPS 6945
Prerequisite(s): Assessment I & II
Course Title: Practicum in School Psychology
Course Credit: 1-2 hours
Clock Hours: 135
College: Arts and Sciences
Department: Psychology
Required Text(s): None
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. Use the following code associated with this course: 2020
Faculty Name: Anika C. Fields, Ph.D.
Term and Year: Fall 2010 and Spring 2011
Place and Time: 310 GEC-C; 3:30-5:00 P.M.
Office Location: TBA
Telephone: 850 599-3014
e-mail: anika.fields@famu.edu

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday 9:30-10:30 AM</th>
<th>Tuesday 1:45-3:00 P.M.</th>
<th>Wednesday 1:45-3:00 P.M.</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

Course Description
The school psychology practicum is supervised practical experience in a clinical/field setting. In the practicum, students gain supervised applied experiences in assessment, consultation and intervention in school/community settings.

The practicum consists of a minimum of 135 clinical field clock hours in the 16 week fall and spring terms. The candidate will meet at the practicum site from 8:00 am to 5:00 pm once per week and will meet with the university supervisor once per week for 1½ hours.

Course Purpose
Candidates completing Ed.S. coursework in the School Psychology Program have practica experiences in the first two years of their studies. These practica experiences provide candidates the opportunity to practice, under university and field supervision, the application of knowledge and skills in providing services to individuals, groups, and system wide. The purpose is to provide the candidate with clinical training opportunities that will further develop skill proficiencies acquired through the school psychology course curriculum. The practicum experience may (but is not limited to) provide exposure to the following: cultural knowledge, psychological foundations, psycho-educational assessment, educational foundations, direct and indirect interventions, consultation techniques, professional development and leadership in-service, research and program evaluation, and legal and ethical issues.

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 School Psychology program is driven by this conceptual framework and is committed to training professionals who have expertise in the depth and diversity of both psychology and education. 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:

<table>
<thead>
<tr>
<th>CF:</th>
<th>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:</td>
<td>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:</td>
<td>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:</td>
<td>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:</td>
<td>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>
</tr>
</tbody>
</table>

TECHNOLOGY

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

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

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

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

CRITICAL THINKING

• CF 4
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th></th>
<th>F</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 (K)</td>
<td>Understand a variety of instructional/professional strategies to</td>
<td>4,7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>encourage student development of critical thinking and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to</td>
<td>2,7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>encourage students’ development of critical thinking and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 (D)</td>
<td>Values critical thinking and self-directed learning as habits of</td>
<td>4</td>
<td>1,4</td>
</tr>
<tr>
<td></td>
<td>mind.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 (K)</td>
<td>Acquire performance assessment techniques and strategies that</td>
<td>1,4</td>
<td>1,8</td>
</tr>
<tr>
<td></td>
<td>measure higher order thinking skills of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

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

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

URBAN/RURAL EDUCATION

• CF 6
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th></th>
<th>F</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 (S)</td>
<td>Be able to work in school settings with varied levels of human</td>
<td>9,10,11</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>and material resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 (S,D)</td>
<td>Be able to work in school settings that focus on rural/urban</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>context with opportunities and challenges that these environments provide.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
A. The school psychology practicum candidate will utilize the knowledge base of theoretical and psychological foundations, principles, and concepts in professional role functions.
B. The school psychology practicum candidate will utilize the appropriate knowledge base in the application of direct and indirect consultation and intervention services in professional role functions.
C. The school psychology practicum candidate will select and administer appropriate psycho-educational assessment instruments to school-age and pre-school age children in making decisions for recommending treatment options.
D. The school psychology practicum candidate will utilize the knowledge base of research, program evaluation, and follow-up skills to meet the needs of children, and educational/organizational programs.
E. The school psychology practicum candidate will engage in professional development, in-service training, and workshops. The practicum candidate may also provide a professional development in-service for teachers, parents, and/or the school psychology staff.
F. The school psychology practicum candidate will follow the leadership of his/her supervisor regarding the application of clinical skills and will use the Field Supervising School Psychologist as a model for service delivery.
G. The school psychology practicum candidate will perform duties and responsibilities as a practicum candidate at or above average performance on the practicum candidate evaluation form.

Specific Behavioral Objectives
A. The school psychology practicum candidate will function as an assessor of pre-school age, and school-age children/young adults who may need such services.
B. The practicum candidate may perform intake procedures to gather background information and/or social developmental history or review previously collected historical information about the referred student’s background prior to the psycho-educational assessment. This will enable the practicum candidate to develop social assessment skills beyond the use of standardized instruments and may entail the following:
   1. reviewing cumulative academic records;
   2. conferring with parents, teachers, counselors, and others involved with the student;
   3. gathering/analyzing observation data from classroom, cafeteria, playground, and/or the home setting; and
   4. obtaining/reviewing response to intervention data.
C. The practicum candidate will evaluate students with a battery of assessment instruments in order to determine the student’s strengths and weaknesses using cultural sensitivity and nondiscriminatory practices. The assessment should culminate in the following:
   1. Utilization of cognitive/intellectual, achievement, personality, and/or adaptive behavioral checklist assessment measures; and
   2. Development of a written comprehensive psycho-educational report describing the developmental history, observation(s), assessment measures, and findings that can lead to classification and/or diagnostic conclusions, and recommendations.
D. The school psychology practicum candidate will present the assessment, diagnostic, prescription results and observations meaningfully to others (e.g., a multidisciplinary team) which could consist of any of the following: parents, teacher, social worker, special educator, school administrator, the supervising school psychologist, and other personnel as deemed necessary.
E. The school psychology practicum candidate will use the assessment results constructively in making recommendations and/or classroom prescriptions that are both appropriate and pragmatic for home and school.
F. The school psychology practicum candidate will become familiar with the most recent State of Florida Exceptional Student Education Policies and relevant county guidelines relative to the following programs (as well as any others that may not be listed):

1. Remedial Reading Program;
2. Gifted Program;
3. Speech and Language Impaired Program;
4. Visually Impaired Program
5. Physically Impaired Program;
6. Hearing Impaired Program;
7. Specific Learning Disabilities Program;
8. Mentally Handicapped Program; and
9. Other handicapping placements.

G. The school psychology practicum candidate will periodically follow-up on classroom prescriptions, and special placements (if applicable) to verify whether the recommendations were appropriate to meet the students’ needs and, if necessary, make appropriate adjustments to the recommendations.

H. When possible, the school psychology practicum candidate will function as a multicultural consultant to the school staff and to the parents regarding affective, cognitive, educational, social adaptive, behavioral and curriculum knowledge, and cognitive and affective needs of the students. In order to achieve this, the practicum candidate should:

1. Keep abreast of current practices and research in school psychology via membership in the National Association of School Psychologists (NASP) or the American Psychological Association (APA) - Division 16 for relevant school psychology information.
2. Keep abreast of current practices and research in multicultural issues by such activities as attendance of conferences, membership, and/or reading professional publications of the Association of Black Psychologists (ABPs) or other relevant organizations.
3. Conduct at least one in-service training program for teachers or other school personnel;
4. Assist teachers and parents in understanding the individual needs and differences of children, human development factors, learning theory, group processes, management techniques, problem solving techniques, etc.; and
5. Provide behavioral management services where applicable.

I. The school psychology practicum candidate will demonstrate a high level of professional ethics (consistent with guidelines provided by The Association of Black Psychologists, American Psychological Association, and the National Association of School Psychologists) when interacting with parents, students, teachers, administrators, and other members of the psycho-educational team and school unit. These may include but are not limited to any of the following:

1. Participate in discussions with other staff personnel regarding legal and ethical issues affecting the practice of psychology;
2. Maintain positive self-conduct and positive regard for the self-worth of others;
3. Follow specific guidelines for the delivery of services by school psychologists;
4. Adhere to the rules and regulations for the Implementation of the Individual with Disabilities Education Act (IDEA);
5. Act in accordance with the Health Insurance Portability and Accountability Act (HIPPA).

<table>
<thead>
<tr>
<th>Standard Crosswalk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment</strong></td>
</tr>
<tr>
<td>Case Study</td>
</tr>
<tr>
<td>Group Report on APA and NASP Ethical Principles</td>
</tr>
</tbody>
</table>
National, State, and PEU Standards Addressed in the Course

** Interstate New Teacher Assessment and Support Consortium (INTASC) Standards **

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

2.13 Student learning - The school psychology practicum candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

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

9.33 The practicum candidate 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 candidates 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 candidates 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 candidates 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 candidates 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 candidates, 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 candidates 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 candidates, 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 candidates 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 candidates 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.

6
2.6 School and Systems Organization, Policy Development, and Climate: School psychology practicum candidates 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 candidates have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychology practicum candidates 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 psychology practicum candidates 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 candidates have knowledge of research, statistics, and evaluation methods. School psychology practicum candidates 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 candidates 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 candidates 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 candidates have knowledge of information sources and technology relevant to their work. Practicum candidates 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 candidate 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 candidates 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 candidate 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 candidate’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 candidate 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 students in development and use of rules of evidence.
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 candidate establishes a comfortable environment which accepts and fosters diversity. The candidate must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The candidate 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
6.1 The school psychology practicum candidate adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

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

Does not use institutional privileges for personal gain or advantage.

Maintains honesty in all professional dealings.

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.

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

**7. HUMAN DEVELOPMENT AND LEARNING**

Drawing upon well established human development/learning theories and concepts and a variety of information about students, the school psychology practicum candidate utilizes this knowledge in contributing to instructional activities.

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

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

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

Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.

Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.

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

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

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

**8. KNOWLEDGE OF SUBJECT MATTER**

The school psychology practicum candidate 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.

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

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

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

Acquires currency in her/his subject field.

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

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

**9. LEARNING ENVIRONMENTS**

The school psychology practicum candidate 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.

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

Applies the established rules and standards for behaviors consistently and equitably.

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

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 candidate works with other professionals to design learning experiences that meet students’ needs and interests. The 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 candidate 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.
10.PRE.q Develops short- and long-term personal and professional goals relating to planning.

11. ROLE OF THE TEACHER
11.1 The school psychology practicum candidate 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 candidate 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 candidate 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
   a. Identify theories of measurement and test construction.
   b. Identify statistical concepts and terms.
   c. Identify principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).
   d. Interpret research findings from psycho educational studies.

2 Knowledge of data-based decision making and accountability
   a. Identify data gathering methods (e.g., checklists, records reviews, assessment instruments, interviews, behavioral observations, curriculum-based measurement) in the comprehensive evaluation process.
b. Identify appropriate methods for progress monitoring.

c. Select appropriate psycho educational assessment instruments based on a referral question.

d. Choose evaluation methods based on a referral question.

e. 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).

f. Synthesize data from multiple sources to make appropriate recommendations.

3 Knowledge of child and adolescent development

a. Identify theories of cognitive and intellectual development.

b. Identify theories and principles of language, perceptual, and sensory-motor development.

c. Identify theories of personality and social-emotional development.

d. Identify principles of learning, memory, and motivation.

e. Identify characteristics of psychopathological disorders.

f. Relate the major theories of intelligence and cognition to psycho educational practices.

4 Knowledge of section 504 and exceptional student education

a. Identify the characteristics of various exceptionalities and disabilities

b. Interpret psychometric data related to identification of exceptionalities and disabilities.

c. Identify appropriate assessment procedures consistent with suspected exceptionalities and disabilities.

d. Identify federally mandated procedures in the development of an individual educational plan (IEP) and section 504 accommodation plan.

e. 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

a. Identify the major principles of curriculum and instruction.

b. Identify the primary areas of reading development and instruction.

c. Identify appropriate instructional strategies for mathematics, written language, and reading.

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

a. Identify indicators and effects of substance abuse.

b. Identify indicators and effects of child abuse and other traumatic events.

c. Identify social, cultural, and ethnic factors that influence learning and behavior.

d. Identify experiential, medical, and biological factors that influence learning and behavior.

e. Identify social and cultural factors that influence language development.

f. Identify the neurological functions of the brain (e.g., brain-behavior relationships, executive functions).

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

a. Identify legislation related to public education.

b. Identify federal and state regulations and policies related to the practice of school psychology.

c. Identify the implications of landmark court decisions related to the practice of school psychology.

8 Knowledge of evidence-based interventions

a. Identify theories and techniques of individual and family counseling.

b. Identify theories and techniques of group counseling.

c. Identify appropriate evidence-based interventions for academic and behavior problems.

d. Identify components and techniques (e.g., positive behavior supports, functional behavior assessments, positive behavior intervention plans) of applied behavior analysis.

e. Identify appropriate methods for evaluating response to interventions.

f. Identify school wide prevention and screening methods that address bullying, violence, and suicide.

g. Identify techniques for threat assessment and crisis intervention.
9 Knowledge of consultation, collaboration, and problem solving
   a. Identify appropriate theories and methods of consultation and collaboration with school personnel, parents, and other specialists in the school or community.
   b. Identify stages of problem solving.
   c. Identify the principles of ecological systems theory.

10 Knowledge of professional school psychology
   a. Identify elements of the organizational and operational structures of public schools.
   b. Identify important milestones in the development of the profession of school psychology.
   c. Identify professional standards of practice in school psychology.
   d. 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.

Assignments

The following assignments may be completed during the first semester and/or the second semester of practicum.

1. The school psychology practicum candidate will assist in identification of pre-school age, and school-age, children/young adults who may need interventions and/or special services through administration and interpretation of norm-referenced assessment instruments (e.g., WJIII, WPPSI-R, SBIV). Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF4; I8.12; N2.1, F1,4,8; FTCE 2,3,4).

2. The school psychology practicum candidate will participate in discussion groups, child study teams, individual education plan meetings, and/or eligibility staffings applying federal, state, and district guidelines in order to assist in identifying student needs and making appropriate recommendations for interventions and/or evaluation. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF5; I3.12; N2.2,2.3,2.6,2.8; F1,2,3,7,10; FTCE 2,3,4,7,8).

3. The school psychology practicum candidate will gather background and ancillary information from various sources (e.g., parent/teacher/other interviews, cumulative folder review, observational data from home/school/other) in order to develop a more comprehensive view of the student in academic and non-academic settings. The candidate will complete a functional behavioral assessment summarizing results that could be included in a report and/or provided in written form in a team meeting. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF4; I8.13; N2.1, F1,4,8; FTCE 2,3,4,8).

4. The school psychology practicum candidate will select instruments for administration that address the student’s strengths and weaknesses, are culturally appropriate/sensitive, and that address referral questions. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF15,6,7; I3.11, 3.12; N2.5; F4,5; FTCE 1,2,4,6).

5. The school psychology practicum candidate will complete comprehensive psycho-educational reports containing developmental history, observations, scores and interpretation of assessment instruments that can lead to appropriate placement and service recommendations for the student. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF4; I8.13; F1,2,8; FTCE 2,3,8).

6. The school psychology practicum candidate will present assessment data to the multidisciplinary team (which may include teachers, staffing specialists, parent, supervising school psychologist, school administrator and others) in a way that is meaningful and informative. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF4; I2.13, 8.12, 8.13; F2,8; FTCE 1,3,6).

7. Based on assessment data, the school psychology practicum candidate will make recommendations for evidence based interventions to be utilized in home and school settings that are appropriate and pragmatic. The practicum student will complete an intervention plan (behavioral and academic) for purposes of including content in a discussion or incorporated into a more comprehensive plan to be developed in a team meeting. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF3, 4; I 4.21, 5.14; N2.1, 2.2, 2.3, 2.4, 2.7; F 8, 9, 10; FTCE 2, 3, 4, 5, 6, 8).

8. The school psychology practicum candidate will be familiar with current state of Florida and district Exceptional Student Education policies. The practicum candidate will also become familiar with the handbook or procedural manual for the provision of school psychological services for the district. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF 5; I 3.12; N 2.6; FTCE, 4, 7).

9. The school psychology practicum candidate will become familiar with the community around the schools served through community involvement, participation in teacher/parent conferences, and/or by obtaining a community based services resource book for referral and service utilization purposes when available. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF 6; N 2.8; F 5, 11).
10. The school psychology practicum candidate will use technology in progress monitoring, assessment data collection, scoring, interpretation and/or program evaluation/research as needed. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF 2; N 2.11; F 4, 12).

11. The school psychology practicum candidate will demonstrate appropriate ethical conduct in interaction with students, parents, school personnel and others. The practicum candidate will demonstrate knowledge of APA, NASP, ABPsi, HIPPA rules, and IDEA guidelines through ethical behavior and discussion of ethical/legal issues with others. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF 3; I 10.35; N 2.10; F 6; FTCE 10).

12. The school psychology practicum candidate will participate as a learner and/or presenter in continuing education. This can occur through attendance at workshops, professional development sessions, professional conferences (i.e., NASP, FASP, ABPsi, APA conferences, etc.) or in class seminar presentations. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor (CF 5; I 1.11, 9.32; N 2.7, F 3).

Legend: CF = Conceptual Framework; I = INTASC; N = NASP; F = FEAP; FTCE = Florida Teacher Certification Examination

---

**Course Calendar and Topical Outline**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum begins</td>
<td>Week of August 23, 2010</td>
</tr>
<tr>
<td>Submit summary/reaction paper of child study team/staffing meeting experience or discussion of same after interviewing professional or intern with child study team experience (see assignments 2, 6 above; minimum of 1 page)</td>
<td>September 22, 2010</td>
</tr>
<tr>
<td>August/September 2010 Activity Log due (NO CLASS. Dr. Fields out of town. Place logs in her box).</td>
<td>October 6, 2010</td>
</tr>
<tr>
<td>Submit summary/reaction paper on state of Florida exceptional student education (ESE) regulations, ESE district policies, and procedural guidelines for provision of school psychological services for the district (see assignment 8 above; minimum of 2 pages)</td>
<td>October 13, 2010</td>
</tr>
<tr>
<td>Field Supervisor Midterm Evaluation due</td>
<td>October 13, 2010</td>
</tr>
<tr>
<td>Submit summary/reaction paper on community resources in the county where you’re assigned for practicum; include method(s) used to find out about these resources (see assignment 9 above; minimum of 1 page)</td>
<td>October 27, 2010</td>
</tr>
<tr>
<td>October 2010 Activity Log due</td>
<td>November 3, 2010</td>
</tr>
<tr>
<td>Summary/reaction paper on ethical issues that have arisen or been discussed on practicum this semester (see assignment 11; minimum of 1 page)</td>
<td>November 10, 2010</td>
</tr>
<tr>
<td>Submission of completed or partial psycho-educational report (see assignments 1 and 5 above)</td>
<td>November 17, 2010</td>
</tr>
<tr>
<td>November/December 2010 Activity Log due</td>
<td>December 3, 2010</td>
</tr>
<tr>
<td>Field Supervisor Final Evaluation due</td>
<td>December 3, 2010</td>
</tr>
<tr>
<td>Practicum ends</td>
<td>December 3, 2010</td>
</tr>
</tbody>
</table>

**Description of Reaction Papers**

Reaction papers allow the candidates to provide a written description of the activity, include background data such as relevant articles or chapters, reflect on how the experience could be used to enhance the student’s knowledge, skills or dispositions relative to school psychology, and summarize insights gained through the activity.

**Teaching Methods**

Instruction/supervision of the practicum candidate may include but are not limited to the following:

1. Guest lectures, consultations/supervision sessions, review of written reports/documents, in-service presentations and professional development seminars
2. Supervisor demonstrations of assessment administration and videotape demonstrations of assessment techniques
3. Training on computer assisted software for scoring where applicable
4. Making relevant handouts, articles, and training documents available
5. Psychodrama and role-playing exercises to promote the transition from theory to application of counseling techniques
6. Observations/telephone consultation and feedback during site visits or phone conferences
Course Evaluation

1. The semester grade will be based on review of activity logs provided by the practicum student to the university supervisor, evaluation of submitted artifacts that are associated with above assignments, and review of the incremental evaluations which are completed by the practicum student’s field supervisor. The following broad areas will be reviewed and should be reflected in the activity logs, artifacts, and incremental evaluations for the first and/or the second semester of practicum:
   a. Professional practice, rules, laws, regulations and ethical standards
   b. Consultations and intervention skills
   c. Psycho-educational assessment skills and report writing
   d. Professional educational, psychological and research evaluation skills
   e. Planning, organization, and goal orientation
   f. Professional Development

2. The assessment of the practicum candidate will be determined by the satisfactory performance accumulated in each area listed above noted on the incremental and comprehensive evaluation forms, evaluation of artifacts, and the university supervisor’s assessment of the activity logs. The incremental evaluation form is on a 5 point likert scale ranging from 0 (no opportunity) to 5 (outstanding). Average equals 3.0. Practicum students must have a minimum average score of 3.0 (+/- sem .3) across the midterm and final evaluations for the term in order to obtain a passing grade. The following are the letter grades provided for the School Psychology Practicum Experience:
   a. Satisfactory – Pass
   b. Unsatisfactory – Fail

Grading

The following are the letter grades provided for the School Psychology Practicum clinical experience:

1. Satisfactory – Pass
   As reflected in activity logs and evaluations by field supervisors, practicum candidates have demonstrated adequate skill development as evidenced by an average score of 3.0 (+/- SEM .3) on the course evaluations for the semester.

2. Unsatisfactory – Fail
   As reflected in activity logs and evaluations by supervisors, practicum candidates have demonstrated inadequate skill development as evidenced by an average score below 2.7 on the course evaluations for the semester.

An incomplete (grade of “I”) can be given in the following instances:

1. If the candidate has not completed the required hours of 112 during the term and the inability to complete the hours meets the criteria for excused absences.
2. If the candidate has not obtained an average of 3.0 (+/- SEM .3) on the final evaluation and the inability to obtain such score is due to excused absences.
3. Activity logs do not adequately reflect coverage of course objectives/assignments and the inability to cover objectives is due to excused absences.

If a candidate receives an incomplete for the course, the circumstance leading to the incomplete must be corrected during the next term that the candidate is enrolled. Completion as well as grade submission must occur prior to the deadline for submitting grade changes during the following semester that the candidate is enrolled.

Course Policies

Communication Official method of communication for the course is by email. All practicum candidates should provide an operational email address to the practicum supervisor. If this email address, should change during the course of the practicum, the practicum candidate is responsible for notifying the university supervisor as soon as possible and supplying the university supervisor with a functioning email address. The practicum candidate should also notify the university supervisor via email as to information regarding names and contact information (mailing address, email, phone number) for all field supervisors and any changes in field supervisors.

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 or school personnel and turned in 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.

**References**


National Center for Infants, Toddlers, and Families (1994). *Diagnostic Classification of Mental Health and developmental Disorders of infancy and Early Childhood*. Washington:


