COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>SPS6948</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>all courses in curriculum</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>9 per semester (two semester course)</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Internship in School Psychology</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>40 hours/week</td>
</tr>
<tr>
<td>College:</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>Psychology</td>
</tr>
<tr>
<td>Required Text(s):</td>
<td>none</td>
</tr>
<tr>
<td>Supplies:</td>
<td>Internet access, computer access, telephone access required. All students must purchase taskstream. Artifacts should be electronically submitted via <a href="http://www.taskstream.com">www.taskstream.com</a>. For this course the code is SK3PNF</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Jackie Collins Robinson, Ph.D.</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall/Spring 2010-2011</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>Field/Districts Seminar via webinar</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Florida A &amp; M University 213 Tucker Hall Tallahassee, Fl 32307</td>
</tr>
<tr>
<td>Telephone:</td>
<td>850 412 7827 (O) 850 443 4146 (C) fax 840 412 7667</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:Jackie.robinson@famu.edu">Jackie.robinson@famu.edu</a></td>
</tr>
</tbody>
</table>

Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>9:30 am – 11:30 am</th>
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</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>2:00pm – 5:00 pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9:30 am-12:00 pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>9:30am – 11:30am</td>
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<tr>
<td>Friday</td>
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<tr>
<td>Saturday</td>
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</table>

Course Description

The school psychology internship is supervised practical experience in the institutional setting (clinical field experience). The internship experience is planned and structured such that the intern can acquire the necessary skills/experiences that will enable him/her to secure the Education Specialist in School Psychology degree and to qualify for State of Florida Certification as a Specialist in School Psychology.

The internship consists of a minimum of 1,200 clinical field clock hours scheduled across two semesters (fall and spring) although district contracts with interns usually extend beyond the fall and spring academic calendar of the university. The School Psychology Intern will work a 40-hour workweek during the course of each semester or term and engage in professional development preparation at the public school site and/or the University. Prerequisites for this course consist of completion of all course requirements in the school psychology program of study.

Course Purpose

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
The purpose of the school psychology internship is to provide the intern with clinical training opportunities that will further develop skill proficiencies acquired through the school psychology course curriculum. The intern experience provides the opportunity to apply school psychological theories, methods, principles and concepts in a practical/applied setting. The internship should provide training in the following domains: 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 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:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5, 6, 7</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.3 (S, D)</td>
<td>Create and foster learning opportunities adapted to diverse learners.</td>
<td>F: 5, 6</td>
<td>I: 3.8</td>
</tr>
<tr>
<td>CF: 1.4 (S)</td>
<td>Practice responsive strategies that foster acculturation, mediation, and resolution.</td>
<td>F: 5, 6</td>
<td>I: 3</td>
</tr>
</tbody>
</table>

**DIVERSITY**

- CF 1
- This focal area, the FAMU professional education candidate will:

**TECHNOLOGY**

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

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<table>
<thead>
<tr>
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<th>Proficiencies</th>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 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: 2.3 (K)</td>
<td>Demonstrate knowledge of fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1, 6</td>
</tr>
</tbody>
</table>

VALUES

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2, 5</td>
</tr>
<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>F: 11, 6</td>
<td>I: 9, 10</td>
</tr>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
<td>F: 3, 9</td>
<td>I: 5, 9</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
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<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.</td>
<td>F: 4, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.4 (K)</td>
<td>Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>

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PROFESSIONALISM

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7, 9</td>
<td>I: 74</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to personal growth and development.</td>
<td>F: 3, 7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.4 (K, S)</td>
<td>Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>CF: 5.7 (S, D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I: 5, 9</td>
</tr>
</tbody>
</table>

URBAN/RURAL EDUCATION

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
<td>F: 9, 10, 11</td>
<td>I: 10</td>
</tr>
<tr>
<td>CF: 6.2 (S, D)</td>
<td>Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11</td>
<td>I: 2, 3</td>
</tr>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
</tbody>
</table>

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 students 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 governing this course may be viewed by going to www.famu.edu/assessment, clicking on Academic Learning Compacts, and looking for school psychology.

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<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Behavior Objective</th>
<th>INTASC Standards</th>
<th>Professional Organization NASP</th>
<th>FEAP</th>
<th>FTCE SAE – School Psychology</th>
<th>PEU Conceptual Framework Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment/Instrument Selection (1,4)</td>
<td>B.O. 3.0</td>
<td>3.11, 3.12 8.12</td>
<td>2.1, 2.5</td>
<td>1,4, 5, 8</td>
<td>1, 2, 3, 4, 6</td>
<td>4, 6,</td>
</tr>
<tr>
<td>Team meetings/Interventions/Consultation, Presentation of data (2,6)</td>
<td>B.O 1.0, 4.0, 5.0, 7.0</td>
<td>2.13, 3.12, 8.12, 8.13</td>
<td>2.2, 2.3, 2.6, 2.8</td>
<td>1, 2, 3, 7, 8, 10</td>
<td>1, 2, 3, 6, 7, 8, 10</td>
<td>4, 5</td>
</tr>
<tr>
<td>Comprehensive report writing including background and ancillary information (3,4,5)</td>
<td>B.O. 2.0, 3.0</td>
<td>2.13, 8.13</td>
<td>2.1</td>
<td>1, 2, 8</td>
<td>2, 3, 5, 6, 8</td>
<td>4</td>
</tr>
<tr>
<td>Development/implementation of evidence based interventions/recommendations; Appropriate data driven response to intervention (7,9)</td>
<td>B.O., 5.0, 7.0, 9.0</td>
<td>4.21, 5.14</td>
<td>2.1, 2.2, 2.3, 2.4, 2.7</td>
<td>3, 8, 9, 10</td>
<td>2, 3, 4, 5, 6, 8</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>Knowledge of and application of guidelines/policies/ethical principles (8,15)</td>
<td>B.O. 6.0, 13.0</td>
<td>5.14, 10.35</td>
<td>2.1, 2.4, 2.10</td>
<td>3, 6, 9</td>
<td>2, 5, 8, 10</td>
<td>3, 5</td>
</tr>
<tr>
<td>Multicultural service delivery (10)</td>
<td>B.O, 8.0</td>
<td>5.14, 2.2, 2.3, 2.4, 2.5</td>
<td>5, 9</td>
<td>5, 6, 8, 9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Environmental (school/community) knowledge and involvement (11,12)</td>
<td>B.O. 10.0, 11.0</td>
<td>8.13</td>
<td>2.2, 2.6, 2.8 2.9</td>
<td>9, 11</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Research and/or program evaluation/ data collection(13)</td>
<td>B.O. 12.0</td>
<td>8.12, 8.13</td>
<td>2.6, 2.7, 2.9</td>
<td>9</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Use of technology (14)</td>
<td>B.O. 14.0</td>
<td>2.11</td>
<td>4, 12</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Improvement; Continuing education participant/ presenter (16,17,18)</td>
<td>B.O. 15.0</td>
<td>9.32, 9.33, 1.11</td>
<td>3</td>
<td>3, 5</td>
<td></td>
<td></td>
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</tbody>
</table>

**Overall Goals of the Course**

A. The school psychology intern will utilize the knowledge base of theoretical and psychological foundations, principles, and concepts in professional role functions.

B. The school psychology intern will provide interventions at the appropriate levels in meeting the needs of students in regular education and special education.

C. The school psychology intern will utilize the appropriate knowledge base in the application of direct and indirect consultation and intervention services in professional role functions.

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D. The school psychology intern will select and administer appropriate psycho-educational assessment instruments to school-age and pre-school age children in making decisions for recommending treatment options.

E. The school psychology intern will utilize the knowledge base of research, program evaluation, and follow-up skills to meet the needs of children, and educational/organizational programs.

F. The school psychology intern will engage in professional development, in-service training, and workshops. The intern may also provide a professional development in-service for teachers, parents, and/or the school psychology staff.

G. The school psychology intern 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.

H. The school psychology intern will perform duties and responsibilities as an intern at or above average performance on the intern evaluation form.

**Specific Behavioral Objectives**

1. The intern will act as a consultant to school personnel and parents in identifying and referring students who have significant learning, emotional and/or behavioral problems or who may have specific instructional needs. This may include (but is not limited to):
   a. collecting/analyzing data for response to intervention and participation in appropriately tiered interventions for students
   b. being familiar with the school referral procedures; and
   c. assisting Child Study Teams or other school professionals in deciding which students should be referred for further evaluation

2. The intern will 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 intern to develop social assessment skills beyond the use of standardized instruments and may entail the following:
   a. reviewing cumulative academic records;
   b. conferring with parents, teachers, counselors, and others involved with the student;
   c. gathering/analyzing observation data from classroom, cafeteria, playground, and/or the home setting; and
   d. obtaining/reviewing response to intervention data.

3. The intern will evaluate students with an assessment battery of instruments in order to determine the student’s strengths and weaknesses using cultural sensitivity and nondiscriminatory practices. The assessment should culminate in the following:
   a. utilization of cognitive/intellectual, achievement, personality, and/or adaptive behavioral checklist assessment measures; and

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b. 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.

4. The school psychology intern will analyze, synthesize, and present the assessment, diagnostic, prescription results and observations meaningfully to the 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.

5. The school psychology intern will use the assessment results constructively in making recommendations and/or classroom prescriptions that are both appropriate and pragmatic for home and school.

6. The school psychology intern will become familiar with the most recent policies at the federal, state and district levels where their internship is located 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.

7. The school psychology intern will periodically follow-up on classroom prescriptions and special placements as a consultant to verify whether the recommendations were appropriate to meet the students’ needs and, if necessary, make appropriate adjustments to the recommendations.

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

   a. 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;
   b. keep abreast of current practices and research in multicultural issues by such activities as attendance at conferences, membership, and/or reading professional publications of the Association of Black Psychologists (ABPsi) or other relevant organizations.
   c. conduct at least one in-service training program for teachers or other school personnel;
   d. assist teachers and parents in understanding the individual needs and differences of

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children, human development factors, learning theory, group processes, management
techniques, problem solving techniques, etc.; and

e. provide behavioral management services where applicable.

9. The school psychology intern will provide individual and group counseling to students. To fulfill this
responsibility the experience will include the opportunity for each intern to:

a. counsel at least one group of students who may have similar needs;
b. help students understand themselves better by discussing assessment findings with
students who can profit from it; and
c. promote effective interpersonal relationships by cultivating a climate of respect, confidence and cooperation.

10. The school psychology intern will function as a meaningful contributor and visible member of the school
staff through his/her participation as follows:

a. The intern should suggest desirable changes to administrators (i.e., suggest new and
different learning, management and mental health techniques and services);
b. The intern should help develop objectives and goals for the Individual
   Education Plan (IEP);
c. The intern should collaborate with the curriculum specialists to improve the learning of the individual
   and groups of children;
d. The intern should help school personnel utilize standardized group test results;
e. The intern should collaborate with other members of the pupil personnel team to assist in Child Study
   Team decisions; and
f. The intern should attend occasional faculty meetings and at least one school board meeting.

11. The school psychology intern will function as a liaison between parents and school. In order to do this, the
intern should:

a. be familiar with the socioeconomic conditions of the neighborhood serving the school;
b. make at least one home visit (if accompanied by professional staff and the opportunity is available) to
   observe and to talk with parents whose children may be in need of intervention;
c. attend occasional community based functions that can improve the intern’s knowledge
   regarding the community from which students come.
d. attend parent—teacher conferences/meetings on occasion; and
e. demonstrate knowledge of community service agencies by making appropriate referrals when
   necessary.

12. The school psychology intern will perform school related research or program evaluation by engaging in
any of the following:

a. initiate or become a participant in an ongoing research or evaluation project;

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b. organize discussions designed to improve psychological tools and data gathering techniques;  
c. assist school staff in collecting and interpreting data relative to school programs; and  
d. make presentations to staff regarding current research findings which may impact upon the learning  
and development of students.

13. The school psychology intern 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 Psychology) 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:
   a. participate in discussions with other staff personnel regarding legal and ethical issues affecting the  
practice of psychology;  
   b. maintain positive self-conduct and positive regard for the self-worth of others;  
   c. follow specific guidelines for the delivery of services by school psychologists;  
   d. adhere to the rules and regulations for the Implementation of the Individual with Disabilities  
Education Act (IDEA);  
   e. act in accordance with the Health Insurance Portability and Accountability Act (HIPPA).

14. The school psychology intern will make appropriate use of technology in assessment, data-based decision  
making, program evaluation and other school related activities that promote student learning.

15. The school psychology intern will engage in continuous improvement. Related activities may include but  
are not limited to the following:
   a. participation in local, state, national and/or international conferences and workshops  
   b. presentation of training sessions/workshops at local, state or national levels  
   c. active participation in supervision sessions with field supervisor and other designated school  
      psychology staff  
   d. active participation in supervision sessions with university supervisor.

**National and State Standards Addressed in the Course**

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

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

2.13 Student learning - The school psychology intern 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.

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3.11 Diverse Learners - The intern 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 intern 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 intern 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 intern 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 intern 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 intern 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 intern understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

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

9.33 The intern 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.

Professional Organization (National Association of School PsychologistS)/Learned Society Standards

2.1 Data-Based Decision-Making and Accountability: School psychology interns 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 interns 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 interns 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.

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2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychology interns 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 interns, 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 interns 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 interns, 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 interns 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 interns 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 interns 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 interns have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychology interns 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 interns 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 interns have knowledge of research, statistics, and evaluation methods. School psychology interns 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 interns 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 interns 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 interns have knowledge of information sources and technology relevant to their work. School psychologist’s access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
Florida Educator Accomplished Practices (FEAPs)

ASSESSMENT

- The preprofessional teacher 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.

- COMMUNICATION

2.1 The preprofessional teacher 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.

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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.

• **CONTINUOUS IMPROVEMENT**

3.1 The preprofessional teacher 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 to 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.

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3. PRE.o Develops short- and long-term personal and professional goals relating to continuous professional development.

- **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.

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 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.

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.

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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 preprofessional 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.
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

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

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 Varies 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 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.

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 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.

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.

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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 preprofessional teacher 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.
10.PRE.q Develops short- and long-term personal and professional goals relating to planning.

11. 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.

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 preprofessional teacher 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 Internet (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 preprofessional teacher 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.

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Florida Teacher Certification Examination (FTCE) Subject Area Examination (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.

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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.

Topical Outline

Assignments

1. The school psychology intern will help identify pre-school age, and school-age, children/young adults who may need interventions and/or special services through administration and interpretation of an array 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 intern will participate in child study teams, individual education plan meetings, and eligibility staffings by 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 and acceptable rating of performance by the university supervisor on the related Reflection Paper. The Reflection Paper should include a description of the meeting; the school psychologist’s role; the school psychology intern’s role; recommendations, interventions, consultation provided by the school psychology intern and the school psychologist; discussion of how the intern will incorporate the new experience and link it to familiar knowledge; and discussion of how the intern used, should have used or might utilize in the future professional literature, colleagues, supervisors, and other resources to address the issue/challenge. The Reflection Paper should be no more than three pages in length and submitted to the university supervisor through taskstream (Team Meetings/staffing/InterventionsCF5; I3.12; N2.2,2.3,2.6,2.8; F1,2,3,7,10; FTCE 2,3,4,7,8)

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3. The school psychology intern 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. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor. (CF4; N2.1; F1; FTCE 2,5,6)

4. The school psychology intern 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 and by the university supervisor. (CF15,6,7; I3.11, 3.12; N2.5; F4.5; FTCE 1,2,4,6)

5. The school psychology intern will complete comprehensive psycho-educational reports containing developmental history, observations, response to intervention, 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 the field supervisor and the university supervisor. (CF4; I8.13; F1,2,8; FTCE 2,3,8)

6. The school psychology intern 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 intern will make recommendations for evidence based interventions to be utilized in home and school settings that are appropriate and pragmatic. 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; I4.21, 5.14; N2.1, 2.2, 2.3, 2.4, 2.7; F8.9, 9, 10; FTCE 2, 3, 4, 5, 6, 8)

8. The school psychology intern will be familiar with current state of Florida and district Exceptional Student Education policies. 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; N2.6; FTCE 4, 7)

9. The school psychology intern will use data-based response to intervention, recommending appropriately tiered interventions, and providing consultation services and following up on classroom prescriptions and recommendations to determine their effectiveness and to modify/add recommendations 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. (CF5; I5.14; N2.1, 2.4; F3, 9; FTCE 2, 5, 8)

10. The school psychology intern will be a multicultural consultant for school staff and parents in such aspects as group process, behavior management, and social/human development. In service to this objective, the intern will keep abreast of relevant NASP, APA and ABPsi standards relative to multicultural issues; keep abreast of multicultural research/ issues through readings, conference and workshop attendance; and conduct one in-service training module on any topic including multicultural implications of the topic. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor. (CF1; I5.14; N2.2, 2.3, 2.4, 2.5; F5, 9; FTCE 5, 6, 8, 9)

11. The school psychology intern will contribute to the educational environment by seeking opportunities to increase his/her knowledge of the environment through attendance of faculty meetings/school board meetings; participation in review of school wide group standardized test results; participation in curricular and school-wide behavior management when possible. 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; N2.2, 2.6, 2.9; F9; FTCE 9)

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12. The school psychology intern will become familiar with the community around the schools served through community involvement, participation in teacher/parent conferences, and 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 11)

13. The school psychology intern will become involved with research and/or program evaluation through direct data collection, and/or participation in program reviews when possible. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the Incremental Evaluation Form by field supervisor. (CF 4; I 8.12, 8.13; N 2.6, 2.7, 2.9; F 9; FTCE, 1)

14. The school psychology intern will use technology in 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)

15. The school psychology intern will demonstrate appropriate ethical conduct in interaction with students, parents, school personnel and others. The intern 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)

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

17. The school psychology intern will participate in monthly seminars/professional development sessions with the university supervisor in order to enhance skill development, develop strategies to address internship challenges, and discuss internship progress. The intern should actively share information and solicit feedback in order to benefit maximally from the experience. Completion of this assignment will be evidenced by acceptable ratings of performance in this area on the university supervisor’s evaluation of the intern. (CF3; I 1.11, 9.32, 9.33; F 3)

18. The school psychology intern will submit monthly logs reflecting internship related activities and a summary of hours acquired in internship related activities each month. The intern will also submit a 1-2 page narrative Reflection Paper highlighting major learning opportunities, new experiences, as well as challenges experienced during each month. The paper should include: a brief narrative description of activities reflected in the monthly log; more involved discussion of one or two points/experiences/challenges; discussion of how the intern will incorporate the new experience and link it to familiar knowledge; and discussion of how the intern used, should have used or might utilize in the future professional literature, colleagues, supervisors, and other resources to address the issue/challenge. The Reflection Paper should be submitted to the supervisor through taskstream three days prior to the monthly seminar so that some of the issues may be addressed during seminar. Completion of this assignment will be evidenced by acceptable ratings of performance in this area by the university supervisor and acceptable ratings of the Reflection Paper in taskstream. (F 3)

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<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>July 2010 Activity Log (see assignment 18)</td>
<td>September 1-5, 2010</td>
</tr>
<tr>
<td>August Reflection Paper (see assignment 3,18)</td>
<td>August 26, 2010, 4:30 pm (oral)</td>
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<td><strong>August seminar (see assignment 17)</strong></td>
<td>August 26, 2010, 4:30 pm</td>
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<tr>
<td>August Reflection Paper (see assignment 3,18)</td>
<td>August 31, 2010 (written)</td>
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<td>September Reflection Paper (see assignment 3,18)</td>
<td>September 27, 2010</td>
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<td>September 2010 Activity Log (see assignment 18)</td>
<td>October 1-5, 2010</td>
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<tr>
<td>Intervention/staffing/student study team analysis</td>
<td>October 21, 2010</td>
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<tr>
<td>(see assignment 2)</td>
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<td><strong>October Reflection Paper (see assignment 3,18)</strong></td>
<td>October 25, 2010</td>
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<tr>
<td><strong>October seminar (see assignment 17)</strong></td>
<td>October 28, 2010, 4:30 pm</td>
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<td>October 2010 Activity Log (see assignment 18)</td>
<td>November 1-5, 2010</td>
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<tr>
<td>Submit psychoeducational report 1 (see assignment 4,5 [artifact 1])</td>
<td>November 20, 2010</td>
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<tr>
<td><strong>Field Supervisor Incremental Evaluation 2</strong></td>
<td>November 29, 2010</td>
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<td><strong>Field Supervisor Incremental Evaluation 3</strong></td>
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<td>February 2011 Activity Log (see assignment 18)</td>
<td>March 1-5, 2011</td>
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<td>Submit psycho-educational report 2 (see assignment 4, 5 [artifact 2])</td>
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<tr>
<td>Submit handout from professional development presentation or Parent/community workshop (see assignment 16) with front sheet signed, dated by field supervisor) [artifact 3]</td>
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<td>March Reflection Paper (see assignment 3,18)</td>
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<td>May 1-5, 2011</td>
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<td>Additional activity log hours</td>
<td>end of district contract</td>
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</table>

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The official method of communication for the internship is by email and telephone. All interns should provide an operational email address and phone number to the internship supervisor. If this email address or phone number should change during the course of the internship year, the intern is responsible for notifying the university supervisor as soon as possible and supplying the university supervisor with a functioning email address and or phone number. Responses to communication from the university supervisor often require a prompt response/return of information that is requested so please check emails and voicemails daily and respond promptly.

Monthly seminars/meetings (as well as other oral communication) with the university supervisor require computer access, a blackboard account and a telephone number for audible conference calls. The conference call number is 218 862 6400, access code 1452203. You will be notified if this number changes. Please see the calendar below for date and time of seminars. Invitations to the seminar via Elluminate live will be sent to the intern’s email address. Seminar will occur on the last Friday of the month at 12:00 pm EDT.

The intern 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. The intern is responsible for emailing the university supervisor when there is a change in field supervisors.

All interns must have taskstream accounts in order to submit information to the electronic portfolio for assessment. This is the only method by which documents will be evaluated for completion of the internship. If you have not already purchased and set up a taskstream account, please go to www.taskstream.com and purchase an account. Your account should be available to you for at least 12 months. Please submit all documents in Microsoft word format 97-03 or 2007.

Teaching Methods

Field Supervisor

The field supervisor will provide an average of at least two (2) hours of supervision per full time training week (a minimum of 1 hour per half time training week). The intern may also be involved in trainings through workshops and conferences that count toward the 1200 hours of internship.

Instructor/University Supervisor

Instruction/supervision of the intern by the university supervisor may include but are not limited to the following:

1. Guest lectures, consultations/supervision sessions, review of written reports/documents, in-service presentations, webinars, 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

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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**

A. The semester grade will be based on 1) activity logs provided by the intern to the university supervisor; 2) completed incremental evaluations by the intern’s field supervisor; 3) university supervisor’s evaluation; and 4) review and grading of artifacts that are submitted for review utilizing appropriate artifacts. The following broad areas will be reviewed and should be reflected in the activity logs and incremental evaluations, and other assignments:

Professional practice, rules, laws, regulations and ethical standards

Consultations and intervention skills

Psycho-educational assessment skills and report writing

Professional educational, psychological and research evaluation skills

Planning, organization, and goal orientation

Professional Development

Professional skills and dispositions

B. The assessment of the intern will be determined by the satisfactory performance accumulated in each area listed above noted on the incremental and comprehensive evaluation forms, the university supervisor’s evaluation, and the university supervisor’s assessment of the activity logs. The incremental evaluation form (completed by the field supervisor) and the university supervisor’s form are on the following 4 point likert scale:

- **F** = favorable
- **A** = acceptable
- **M** = marginal
- **U** = unacceptable

Rating numbers: 0 = no opportunity  1 = unacceptable  2 = marginal  3 = acceptable  4 = favorable

Interns should be rated according to what would be expected of the level of development of the average intern at that point in an intern’s development. Comparisons in knowledge, skills, and dispositions are made relative to a core set of instruments that should be known, and in the implementation of basic skills in providing interventions, consultation, and professional development to others.

(Please see rubric in taskstream for scoring of artifacts)

Interns must submit monthly activity logs (that reflect a minimum of 1200 hours), and obtain acceptable ratings on artifacts, the midterm and final incremental evaluations by the field supervisor, and the university supervisor’s semester evaluations in order to successfully complete the internship. Interns who are making adequate progress but who have fewer than 1200 hours at the time of the second semester (spring) grade reporting will receive an “I” (incomplete) grade until 1200 hours have been completed and standards reflected on the incremental evaluation and university evaluation have been successfully met. At the midterm, no more than 50% of ratings on the incremental evaluation and university supervisor’s evaluation should be

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marginal. No more than 10% should be unacceptable for a passing grade. At the final evaluation, no more than 20% of ratings should be marginal and none should be unacceptable for a passing grade.

The intern should submit two psycho-educational evaluation reports (with identifying information eliminated), one PowerPoint presentation of the professional development presentation that was developed and presented by the intern, at least one implementation, education plan, or intervention plan to which an intern contributed, monthly Reflection Papers, and reaction papers to any articles/readings provided on blackboard as part of the monthly seminars conducted by the university supervisor. See calendar below for submission dates.

**Grading**

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

- **Satisfactory – Pass**
- **Unsatisfactory – Fail**

**Satisfactory – Pass**

The intern has demonstrated adequate skill development.

**Unsatisfactory – Fail**

The intern has demonstrated inadequate skill development.

**Course Policies**

**Dispositions** As a component of student assessment, the College of Education 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 student which will be turned in to the department chair and kept in the student’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 student’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.

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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.

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