



Practicum in School Psychology

Course Description

Sequential, supervised experiences in field settings working with children of preschool and school age. Students complete a comprehensive case study. Students meet regularly with a university supervisor both individually and in seminars.

The Practicum placement is designed to familiarize the student with the education system through 120 hours of supervised experience in appropriate school settings and/or non-school settings that serve children. This is the equivalent of one day per week during the semester spent in case activities. Through these experiences the student will demonstrate the integration of skills acquired during the program by managing a case through the initial (or re-evaluation) referral process to its conclusion under the supervision of both their University and Field Supervisors.

Course Dispositions

Communities of Learners: All members of the Millersville University's Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.

Learning Communities of Inquiry and Action	We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.
Focus on Students	We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.
Exemplary Professional Practices	We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content

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Class Meets

Wednesdays 4:00-5:15pm

Luek 200

Office Hours

Tu/Th, 10a-12p zoom

W 1:00-4:00p, Office

By appointment via zoom

<https://millersville.zoom.us/j/7178717274>

Course Communication

Email and D2L

Announcements will be used for updates. Students may email, use D2L Help Discussion Board, or attend office hours with questions or for supervision.

Course Pre & Co-requisites

Prerequisites: PSYC 540, PSYC 631, PSYC 646, PSYC 671; all Pre-Practicum Activities

Pre or Corequisites: PSYC 672, PSYC 675

A passing grade in PSYC 685 is required for enrollment in PSYC 686.

	knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.
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Dispositions Statement: Faculty in the Professional Education Unit evaluate professional dispositions for all undergraduate and graduate students. Students are expected to: (1) Communicate Professionally, (2) Demonstrate Professional Growth, (3) Demonstrate Professional Relationships, (4) Exhibit Attributes Suitable to the Profession, and (5) Display Responsible & Ethical Behavior. Students are referred to the evaluation criteria and the administrative policy on-line at: <http://muweb.millersville.edu/~deaneduc/>

Course Standards Alignment

Course objectives are aligned with the following 2020 NASP Standard for Graduate Preparation of School Psychologists:

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Interventions and Instructional Supports
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice

Course Learning Outcomes

The student will be able to:

- Develop an awareness of and an appreciation for the cultural diversity of the public-school population.
- Develop an understanding of responsiveness to the special needs of exceptional persons.
- Develop knowledge of the available school and community resources for those school aged persons who have needs.
- Develop knowledge of the roles, responsibilities, and functions of various pupil personnel.
- Develop knowledge and appreciation for the roles and the functions of school psychologist.
- To begin performing some of the functions of school psychologist through management of a referral from its beginning to its conclusion with supervision by a qualified school psychologist.
- To integrate skills acquired through course work and training.

Required Resources

Clearances: Students must submit ALL clearances (FBI, State Police, and Child Abuse) to the Field Services Office in Stayer. If students fail to turn in all clearances, they will be dropped from the course.

Professional Liability. Students must purchase and present verification of coverage of liability insurance for the internship period.

Required Texts: No textbooks are required for this course

Required Readings:

- National Association of School Psychologists. (2020). *The professional standards of the National Association of School Psychologists*. National Association of School Psychologists. <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>
- IDEA and Chapter 14 Side-by-Side Document
 - <https://s3.amazonaws.com/pattan-live/pattan.net-website/images/file/2011/08/15/sidebyside021209.pdf>
- Other readings as assigned, available via D2L

Recommended Texts: You are not required to purchase these texts, but they are helpful resources for your own professional career library and for later studying for the PRAXIS exam. You might appreciate having them on your bookshelf.

Harrison, P.L., & Thomas, A. (2014) (Eds.). *Best practices in school psychology*. Four book series including *Data-based and collaborative decision making; Foundations; Student-level services; and Systems-level services*. Bethesda, MD: National Association of School Psychologists.*
*Can be accessed in our Department's Testing Library.

Burns, M.K., Riley-Tillman, T. Chris, & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes (3rd ed.)*. New York: The Guilford Press.*
*Required for PSYC 540, recommended also in PSYC 646 and PSYC 672

Activities, Learning Assessments, & Expectations for Students

Practicum Agreement. Present a completed and signed *Practicum Agreement* by the second week of the course to remain enrolled in the course.

Group Seminar or Supervision: Students will meet as a class with their University Supervisor as scheduled. The purpose of these group seminar or supervision sessions is to review the referral process, standards

and regulations, and case management procedures. Seminar discussions concern ongoing field experiences **and** provide group supervision. Students must bring discussion material appropriate for group supervision (e.g. case review, issues, ethical concerns). See Weekly Process Notes Format, Structured Peer Group Supervision (SPGS) Process, SPGS Integrity Checklist, and rubric (Appendix A-E). Students may be asked to submit audio or videotapes or certain activities or to present specific information about cases. The course instructor or the student may request individual supervision with the course instructor as warranted. All discussions and supervision will be confidential and will always adhere to *NASP Principles of Professional Ethics*.

Field Experience Log – Documenting 120-hours of Field Experience: The field experience is an opportunity to become familiar with the school system and the roles and functions of school psychologists under the supervision of a certified school psychologist. Students must complete one full day in the school district and follow the calendar of the school district. Students must complete a weekly quantitative log to record practicum activities and time spent in each activity. This log should be updated weekly, signed by the Field Supervisor, and submitted to the University Supervisor.

Case Study Presentation – Students will be assessed on two case studies in your advanced assessment course(s) (PSYC 672, PSYC 675). These case studies will be conducted via students' practicum field-placements and supervised via peer group supervision in practicum class, and individual supervision provided by the practicum course instructor and field-based supervisor. A case presentation will be conducted and assessed as part of practicum class according to the presentation guidelines and rubric (handout to be given in class). Students will select one of their two cases, through advisement of their University Supervisor, to present in one of the final two classes (sign-up will be provided).

1. *Case Study One – Consultation Case, Academic Concern*
 - a. Students must work with a volunteer general education teacher to complete the Instructional Consultation problem-solving process for a general education academic concern and intervention for PSYC 672. This case study will be summarized using a solution-focused report template and should include intervention plan, implementation measures/plan, and progress-monitoring data. The report will be submitted in PSYC 672.
2. *Case Study Two – Special Education Evaluation – Social, Emotional, Behavioral Concern*
 - a. In PSYC 675, students must submit a completed comprehensive special education evaluation of a child referred for social, emotional, or behavior problems. This case study will be submitted via a comprehensive evaluation report (e.g., using the PA Evaluation Report template) in PSYC 675.

Getting to Know Your Practicum Site Activities: Students must turn in a one to two-page summary/reflection for each Practicum Activity.

- *School Culture Analysis* - Spend time with a school psychologist within the school to observe and inquire about the school culture, diversity, equity, and inclusion issues in the school. Review relevant

school data and demographics. Hold an in-depth discussion of how the nature of the psychologist's work environment affects his/her role in terms of assessment, consultation, and intervention.

- *Teams Observations* - Attend at least two team meetings, one pre-referral problem-solving team meeting (e.g. MTSS Team, Student Support Team, Student Assistance Program) and one multidisciplinary team meeting (e.g. IEP Team) to learn about:
 - The team processes, functions, outcomes
 - The roles of various team members
 - The team dynamics, communication, power structure, equity/inclusion issues
 - The school psychologists' role in the team
- *Administrator Interview* -By appointment, interview a school principal to learn about:
 - Their vision for the school, what they see as the school's current needs/goals
 - The activities that require their attention
 - The proportion of time spent in those activities
 - The principal's beliefs concerning the role of the school psychologist within their school
- *Specialist Interview and Special Classrooms Observation* –
 - *Interviews* - By appointment visit at least two of the following specialists (e.g. School Counselor, School Social Worker, Reading Interventionist, Speech Therapist, School Nurse) to learn about:
 - The nature of their role
 - How they function in relationship to school psychologists
 - *Observation* - By prior appointment, visit at least two of the following classes to observe the children served, the class size, curriculum, instruction, special materials, or equipment used. You can combine the interview and observation as relevant (e.g., interview Reading Interventionist and observe Reading Intervention class; interview Special Educator, observe special education classroom; interview SLP, observe SLP lesson).
 - Academic Support
 - Learning Support
 - Emotional Support
 - Deaf/Hearing Impaired Support
 - Blind/Visually Impaired Support
 - Speech & Language Support
 - Physical Support
 - Autistic Support
 - Gifted Education
 - Life Skills
 - Sensory and Communications Support
 - Multi-handicapped Support
 - Reading Intervention
- *Mental Health Administrator Interview* – By appointment, interview someone from a mental health agency to:

- Determine the nature and scope of their services
- Determine how the agency/team is involved in coordinating services with the public schools
- How the school psychologist contacts the agency/team for assistance and/or to make a referral
- The nature of the problems typically seen by the agency/team
- The nature of the relationship between the school psychologist, the agency/team, and the schools
- *Crisis Response Protocol- Interview:* Practicum students will learn the Crisis Response Protocol used by their school district via an interview with their field-supervisor. The submission will include a) summary of supervisor interview, b) title of key professionals, and agencies who are members of the Crisis Response Team, c) the steps involved in a crisis response, and d) name and sample of formal and informal interviews or measures used by the crisis response team.
- *Assessment Battery Reviews* – By disability category (e.g. SLD, OHI, Gifted, ED, ASD, ID), review the eligibility criteria and guidance your practicum school/district uses for decision making. As available, collect any documentation of guidance (e.g. guidance documents, matrices, etc.). Interview the school psychologist to list and describe what approach they take when assessing for this category (e.g. assessment procedures, methods, test battery), as well as any issues they see in determination for this category. Review associated test materials and protocols.

Field Supervisor Evaluations: Students must submit two evaluations completed by their Field Supervisor. These evaluations will be conducted via an electronic survey via email, but the Field Supervisor will be encouraged to print and share a copy with the student for feedback and discussion. An overall score on the evaluation will be graded using this scale: 3.5-4.0 = A; 3.0-3.5 = B; 2.0 and below = Remediation Required. Students who receive a rating of a 1 or 2 in any specific area will be required to participate in a faculty review and action plan.

Student Self Evaluations: Students must submit two self-evaluations, one mid-semester and one end of semester. These evaluations will be conducted via an electronic survey via email. These logs will be graded for completion, not self-assessment score, to encourage authentic self-assessment.

Student Evaluation of Field Supervisor: Students must submit two evaluations of the field supervisor, one mid-semester and one end of semester. These evaluations will be conducted via an electronic survey via email. These logs will be graded for completion, not the evaluation score, in order to encourage authentic feedback of the field placement.

Student Internship Plan and Pre-Internship Self-Evaluation- Students must develop a detailed internship plan. Using the student "self evaluation" and the Practicum Supervisor Evaluation, students identify competencies in need further development. This may also be an area that you would like to strengthen. The internship plan must include: 1) a clear definition of the competency, 2) detailed steps that you will like to take to strengthen this competency, 3) a specific goal that you will like to achieve

4) a timeframe for achieving this goal, and 5) information regarding how you will determine that you have attained this goal.

University Supervisor Professional Dispositions Checklist – At the end of the semester the University Supervisor will review all work, supervision feedback, and evaluations to complete the Professional Dispositions Checklist (Appendix F). A passing grade will not be earned if the Field Supervisor and/or University supervisor report problems with the quality of the work with clients and /or colleagues or if the student has not conducted self in accordance with accepted legal and ethical standards of the profession. It is the responsibility of the University Supervisor to assure quality experiences with both field placement and field supervision. If problems or concerns arise it is the responsibility of the student to inform the University supervisor immediately so that a successful resolution can be achieved.

Grades

Learning Assessments	Category Weight
Class Participation	10%
Case Study Presentation	20%
Field-Experience Logs	10%
Getting to Know Your School and District Activities	20%
<ul style="list-style-type: none"> • Practicum Agreement • School Culture Analysis • Teams Observations • Administrator Interview • Specialists Interviews & Observations • Mental Health Agency Interview • Crisis Protocol Report • Assessment Battery Reviews 	
Self-Evaluation	10%
Field Supervisor Evaluations	10%
Professional Dispositions Checklist	10%
Internship Plan	10%
100%	

Final Grade Cutoffs							
	+	87%	+	77%	+	67%	
A	93%	B	83%	C	73%	D 63% F <60%	
-	90%	-	80%	-	70%	-	60%

Campus Policies

Code of Conduct and Academic Honesty: Incidents of cheating are not tolerated and will be handled according to university policy. Cheating can result in a failing grade for the activity, a failing grade for the class, or dismissal from the university. Students are expected to act responsibly and respectfully in and out of the classroom. You are responsible for knowing the university code of conduct and policy on academic honesty and dishonesty. Please see <http://www.millersville.edu/saem/files/StudentCodeofConduct.pdf>

Accommodations for Disability: If you have a disability and/or require special accommodations that have been approved by MU, please see me so that I can accommodate your needs. If you have not already been in contact with Learning Services, please view [webpage](#) for assistance. All accommodations must be approved by Learning Services. If you are unsure how to proceed, please see me. <http://www.millersville.edu/learningservices/>

Title IX: Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at www.millersville.edu/titleix

Course-Specific Policies

Preparation: This class is a foundation to the rest of your career path as a school psychologist. Careful preparation is critical to your success. The readings selected are important for your understanding of the comprehensive role of the school psychologist and must be completed in advance of class. It may feel like an overwhelming amount at times, but careful time management can help you achieve your goals. Being prepared for class discussions by completing the readings in advance will enhance your learning experience as well as your classmates.

Attendance: Attending each of our weekly synchronous sessions is expected. Grades will be based on demonstrated achievement of the objectives of the course, not merely on "attendance." While you will not earn a grade for "attendance", failure to attend class regularly may cause you to miss pertinent information, important discussions, and opportunities for participation points (each class has a potential earn 10 participation points). In addition, I often choose very specific examples from the

class discussion as the basis for test questions. As a result, it is to your benefit to attend class regularly.

If you are aware of a conflict with one of our class sessions, please contact me via email to discuss your plan to catch up on the missed information. If you miss class unexpectedly due to illness, emergency, or technology complications, please email me with your reason and any related documentation to have your absence excused. It will also be your responsibility to get notes from a classmate and then meet with me to discuss anything you don't understand from those notes. If either of these scenarios happens more than once, we will need to meet and problem-solve.

Engagement: Engagement in our class activities is crucial to your success and enhances our class community. When engagement is high, we can build a positive, safe, and supportive class and cohort. This will be even more essential this year given the nature of our social distancing protocols.

Engagement can come in many forms, a few of which includes:

- Active listening, asking and answering questions
- Keeping your camera on to demonstrate eye-contact, if possible
- Taking notes
- Posting and responding in online discussion boards by the suggested deadlines
- Avoiding multi-tasking

Use of Technology: Some group or individual sessions will be held via zoom and asynchronous work will be conducted via D2L. Please make use of the [MU IT Wiki](#) for start-up information or tech support on any of the technology tools used in our course (e.g., zoom, D2L, MU Video). If you experience difficulty, submit an IT Help Desk ticket via your MU logins. For our major course presentations, requiring creation of a screencast and embedding into a D2L discussion post, please see this helpful set of step-by-step directions: <https://wiki.millersville.edu/pages/viewpage.action?pageId=59998471>.

Submission of Assignments: All assignments will be submitted by the assigned due date and time. Assignments and rubrics will be posted in advance for your review. Please review each assignment overview and rubric before writing and submitting your paper to be sure you have met the assignment criteria. All papers must use APA Style for writing style, in-text citations, and reference lists, as described earlier in the syllabus.

Remediation: Students who receive a grades of C or lower, or receive Field Supervisor evaluations of a 2 or lower, will be required to participate in faculty review to plan for remediation.

Missed Assignments: Make-ups or extensions WITHOUT penalty, will be accepted in instances such as the following:

1. hospitalization or illness
2. a death or serious illness in the family; or
3. court appearances

Documentation must be provided by health officials (e.g., a physician or member of the student health center staff) in the case of illness; an immediate family member in the case of a death or serious illness in the family; and official paperwork in the case of court dates. There *may* be other circumstances in which a make-up, extension, or resubmission is allowed, but the request must be written via email with reasonable explanation, within a week of the due date, and not to exceed more than one make-up request per student for the duration of the course.

Respect, Empathy, Patience, and Flexibility: With all of the above expectations also comes an expectation of respect, empathy, patience, and flexibility. This should always be the case, but in these stressful and uncertain conditions on the heels of the international pandemic, we will all need to be mindful of potential stressors and ready to adapt to support each other.

I will try my best to set a structure for our class to be successful, in which case the above deadlines and policies are important. However, to fully support you in your development, I must also remain flexible, open to feedback, and willing to work with unique circumstances to make necessary accommodations. Similarly, I hope that you all will remain patient with me and with each other. Communication will be key for all of us. This is an important disposition for school psychologists to develop.

Additionally, the content and discussions in this course will necessarily engage with racism, inequities in our schools, and social justice advocacy every week. Much of it will be emotionally and intellectually challenging. I will do my best to make this classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content every week. We all will be entering this class from a different perspective and must commit to the following:

1. We commit to creating a safe space for all people to honestly share their lived experiences.
2. We commit to supporting each other in our social justice journey, recognizing that we can be at varying levels of the process.
3. We commit to sharing resources to help each other create socially just schools in the Commonwealth and beyond.
4. We commit to being change agents who are part of the solution and not part of the problem.

Course Schedule

CLASS DATE	TOPIC	READINGS DUE TODAY	ASSIGNMENTS DUE TODAY
Week 1 Jan 19	<ul style="list-style-type: none"> Introduction to Practicum, Case Study, Practicum Activities 		<ul style="list-style-type: none"> Clearances Professional Liability
Week 2 Jan 26	<ul style="list-style-type: none"> Practicum Activity: School Culture Analysis 	<ul style="list-style-type: none"> <i>Review School Culture Readings from PSYC 646</i> 	<ul style="list-style-type: none"> Practicum Agreement School Culture Analysis
Week 3 Feb 2	<ul style="list-style-type: none"> Practicum Activity: Teams 	<ul style="list-style-type: none"> <i>Review Rosenfield et al. (2018) reading from PSYC 646</i> 	<ul style="list-style-type: none"> Pre-Referral Problem-Solving, Prevention, and/or MTSS Teams Observation January Field Experience Log
Week 4 Feb 9	<ul style="list-style-type: none"> Practicum Activity: The Principal Case Review/Supervision 	<ul style="list-style-type: none"> <i>Principal readings</i> 	<ul style="list-style-type: none"> Case Study Consents Principal Interview Weekly 4 Supervision Notes
Week 5 Feb 16	NASP ANNUAL CONFERENCE - NO CLASS	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> <i>Recommended: Attend NASP Conference or Virtual Sessions; share via D2L Discussion Board</i>
Week 6 Feb 23	<ul style="list-style-type: none"> Practicum Activity: Working with Specialists & Special Classrooms Case Review/Supervision 		<ul style="list-style-type: none"> Specialists Interview and Special Classroom Observations Week 6 Supervision Notes
Week 7 Mar 2	<ul style="list-style-type: none"> Practicum Activity: Working with Mental Health Agencies Case Review/Supervision 		<ul style="list-style-type: none"> Mental Health Agency Interview Week 7 Supervision Notes February Field Experience Log
Week 8 Mar 9	MU SPRING BREAK – NO CLASS	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Relax and recharge during class time. <i>Do continue attending school placement since they will not be on break.</i>
Week 9 Mar 16	<ul style="list-style-type: none"> Practicum Activity: Specific Learning Disabilities 	<ul style="list-style-type: none"> <i>BP SLD</i> 	<ul style="list-style-type: none"> Mid-Semester Field Supervisor Evaluation SLD Interview & Battery Week 9 Supervision Notes
Week 10 Mar 23	<ul style="list-style-type: none"> Practicum Activity: Other Health Impairment 	<ul style="list-style-type: none"> <i>BP ADHD</i> 	<ul style="list-style-type: none"> OHI Interview & Battery Week 10 Supervision Notes
Week 11 Mar 30	<ul style="list-style-type: none"> Practicum Activity: Emotional Disturbance 	<ul style="list-style-type: none"> <i>BP ED</i> 	<ul style="list-style-type: none"> ED Interview & Battery Week 11 Supervision Notes

Week 12 Apr 6	<ul style="list-style-type: none"> • Practicum Activity: Autism Spectrum Disorder 	<ul style="list-style-type: none"> • <i>BP ASD</i> 	<ul style="list-style-type: none"> • ASD Interview & Battery • Week 12 Supervision Notes • March Field Experience Log
Week 13 Apr 13	<ul style="list-style-type: none"> • Practicum Activity: Intellectual Disability & Gifted 	<ul style="list-style-type: none"> • <i>BP ID</i> • <i>BP Gifted</i> 	<ul style="list-style-type: none"> • ID & Gifted Interview & Battery • Week 13 Supervision Notes
Week 14 Apr 20	<ul style="list-style-type: none"> • Practicum Activity: Crisis Response Protocol 	<ul style="list-style-type: none"> • <i>BP Jigsaw -Crisis Prevention and Response Readings (see PSYC 675 syllabus)</i> 	<ul style="list-style-type: none"> • Crisis Response Protocol Report • Week 14 Supervision Notes
Week 15 Apr 27	<ul style="list-style-type: none"> • Case Study Presentations 		<ul style="list-style-type: none"> • Case Study Presentations
Week 16 May 4	<ul style="list-style-type: none"> • Case Study Presentations • Processing Practicum – Positive Experiences, Lessons Learned 		<ul style="list-style-type: none"> • Self-Evaluation • Evaluation of Practicum Site • Field Supervisor Evaluation • Professional Dispositions Checklists • April Field Experience Log • Intern Plan and Goals

Note: This is a tentative schedule, and subject to change as necessary – I will email you any updated versions of this syllabus.

Appendix A: Weekly Supervision Notes Format

Expectations:

1. All students are required to submit Supervision Notes document for discussion to the University Supervisor and peer group for Structured Peer Group Supervision.
2. Supervision Notes will be due Sunday by 11:59 p.m.
3. Case reviews with high priority will be addressed first.
4. Low priority case reviews will be randomly selected for discussion.

Content:

The content for each supervision notes should include three sections:

1. Problem for Structured Peer Group Supervision (SPGS)
 - a. See below for a more thorough overview of this section
2. Instructional Consultation Academic Case Update 1
 - a. Case update can be *very brief*, progress on case to date (*not* full case report)
 - i. Current stage of problem-solving (e.g., gaining consent; Contracting; Problem-Identification & Analysis; Intervention Planning; Intervention Implementation, Progress Monitoring, Performance Feedback; Post-Intervention Closure) and sub-steps accomplished, next steps to accomplish
 - ii. Relevant data (e.g., insert graph, or any relevant assessment data).
 - iii. Any specific question for supervision, if needed and not already address in #1
3. Social Emotional Behavioral Comprehensive Evaluation Report Case Update 2
 - a. Current stage of case (e.g., gaining consent, record review, interviews, observations, testing, etc.)
 - b. Relevant data (e.g., graphs, data tables, etc.)
 - c. Any specific question for supervision, if needed and not already address in #1

Problem Statement for SPGS

This problem can be at the student, teacher, school, or district level with respect to assessment and decision making, intervention practices, or intervention outcomes or at the level of the personal skills and attributes to be successful in professional practice such as writing or organizational skills, or accessing supervision. ***The problem-statement should provide contextual detail including data if possible, and be something that can be addressed/discussed in-depth. The problem-statement should not be a closed question that can be found quickly online, or via an email to one of the course instructors.***

Example 1 The fifth-grade student is three grade-levels below and English language-proficiency level is beginner, we have started intervention to increase sight word recognition and oral	Non-Example 1 What is a good evidence-based program to address SEL at the elementary level?
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<p>reading fluency, but progress is very low, below aimline after 3-weeks of implementation. The teacher suspects the student may have a specific learning disability. I feel like it is too soon to suspect a disability. Would like other perspectives and feedback for next steps.</p>	<p>(This is not a <i>supervision</i> issue and can be researched online, or discussed separately. It is clear the student did not do any background research).</p>
<p>Example 2 The data from the behavior ratings scales administered indicate that the 8th grade Black male student is in the clinically significant level for internalizing problems (parent only) and externalizing (parent and teacher). The teachers feel this student is oppositional and intentional. The team is making comments as if they suspect the student is socially maladjusted. I suspect some implicit bias could be shaping the staff attributions of the problem. What other data should I collect to differentiate between social maladjustment, emotional disorder, or perhaps no disability? How should I approach this with the staff?</p>	<p>Non-Example 2 I am working with a third-grade student with autism, but not sure how to help him.</p> <p>(There is not enough detail in this problem-statement. It does not demonstrate thinking through a problem sufficiently prior to raising it as a concern to be discussed in class).</p>

Appendix C: Structured Peer Group Supervision Format

In class, students will have the opportunity to engage in peer supervision regarding experiences during their internship year. Consistent with characteristics of well-functioning peer supervision groups (e.g, see Counselman & Weber, 2004), you will be expected to: (a) Develop a working group contract; (b) stay on task during group discussions; (c) work collaboratively through problems; and (d) follow a format for group supervision as provided below. Any violations of the group contract should be discussed and addressed by the group.

The following steps adapted from the work of Borders (1991) and Wilbur, Roberts-Wilbur, Hart, and Morris (1994) provide a format for group supervision:

Step 1: Request for Help. The intern states what assistance is being requested from the supervision group. Summary information may be presented using audio/video tapes, data from the case, written summaries, and/or verbal statements. Following the presentation of information, the supervisee should state what they are requesting assistance with (e.g., "I need the group's help to...").

Step 2: Clarifying the Problem. The group members should *paraphrase* and *clarify* regarding the information presented in step 1 to make sure they accurately understand the presenting concern(s). Peers should avoid asking relevant questions (e.g., those not stemming directly from information provided by the presenter) and irrelevant questions (e.g., those not related to the topic). Questions should be asked one at a time in an orderly manner, until there are no more questions (i.e., the request for assistance is clear).

Step 3: Feedback. Group members respond to the information provided in steps 1 and 2 by stating how they might handle their peer's concern (e.g., "If I was working with that teacher, I might..."). The presenter should remain silent but take notes regarding the comments or suggestions. Feedback should be provided one at a time in an orderly manner, until there is no additional feedback.

Pause/Break. A break of a few minutes between steps 3 and 4 allows for the presenter's reflection on the group members' feedback.

Step 4: Response Statement. The group members remain silent and allow the presenter to respond to each person's feedback, one at a time. The presenter may choose to state whether the feedback was helpful or not, and why it was helpful or not. The response statement concludes with the presenter summarizing the next steps they will take in working through the concern.

Step 5: Discussion (optional). Time depending, issues discussed in small groups may be discussed with the full class.

Appendix D: Structured Peer Group Supervision Integrity Checklist

The SPGS Integrity Checklist should be completed as a group. Please complete a separate checklist for each request for help. Please briefly provide relevant information when space is provided for comment.

Step 1. Request for Help

- ◇ An intern requested assistance from the supervision group (i.e., "I need the group's help to...").
- ◇ The intern presented the concern using specific data (e.g., audio/video recording; student academic or behavioral data; classroom observation data) beyond self-report.

The request: _____

Step 2. Asking Questions

- ◇ Peers paraphrased and/or clarified to understand the concern.
- ◇ Peers avoided asking relevant questions (i.e., not stemming directly from the presenter's request) and irrelevant questions (i.e., not related to the topic).
- ◇ Questions were asked one at a time.

Step 3. Feedback

- ◇ Peers responded with feedback on how they might address the concern.
- ◇ Presenter remained silent while receiving feedback.
- ◇ Presenter took notes on feedback.

Break

- ◇ The group paused for at least one minute between Steps 3 and 4.

Step 4. Response Statement

- ◇ The presenter responded to the feedback provided by group members.
- ◇ The presenter summarized next steps in working through the concern.

Next Steps: _____

Overall:

- ◇ The group followed the steps of SPGS in order with little or no deviation

If not, specify deviations from the SPGS process: _____

Appendix E: Group Supervision and Class Participation Rubric

	Exemplar	Satisfactory	Neutral	Needs Improvement	Missing/Absent
Professional Disposition: <ul style="list-style-type: none"> • Growth mindset -open to accepting feedback, provides positive and constructive feedback to peers • Respects diversity, employs cultural humility • Demonstrates critical thinking & ethical decision-making 	4	3	2	1	0
Organized and Prepared – provide Supervision Notes in advance of class, brings relevant material to seminar for case review and discussion	4	3	2	1	0
Reflective and Collaborative Communication Skills (e.g. paraphrase, summarize, reflect feelings, affirm, clarify, EPE)	4	3	2	1	0
Problem-Solving Skills – adheres to the appropriate stage of problem-solving (e.g. not rush to solution if in problem-analysis stage)	4	3	2	1	0
School Psychology Content Knowledge & Skill – applies content learned from pre or co-requisite courses	4	3	2	1	0

Appendix F: Professional Dispositions Checklist

Candidate _____

Date _____

Key

1 = Does not meet proficiency

2 = Partially proficient

3 = Proficient

4 = Exemplary

N/O = Not observed

Communicates Professionally	1	2	3	4	N/O
Follows appropriate channels of communication.....					
Abides by FERPA (Family Educational Rights and Privacy Act).....					
Writes and speaks to easily understood by multiple audiences.....					
Conveys professional tone.....					
Listen carefully and actively.....					

Demonstrates Professional Growth	1	2	3	4	N/O
Exhibits enthusiasm about the profession.....					
Self-regulates and modifies professional behavior based upon feedback....					
Is aware and involved with professional organizations, publications, and activities.....					
Participates consistently and appropriately.....					

Demonstrates Professional Relationships	1	2	3	4	N/O
Understands and respects diversity.....					
Respectful during interactions with school students, educational personnel, and families.....					
Works collaboratively with other colleagues, university, and field supervisors.....					
Completes high quality products in a timely manner.....					

Exhibits Attitudes Suitable to the Profession	1	2	3	4	N/O
Adapts and is flexible to change.....					
Displays excellent interpersonal skills.....					
Maintains professional appearance.....					
Displays initiative and reflective judgment.....					
Provides leadership and problem solving.....					

Displays Responsible and Ethical Behavior	1	2	3	4	N/O
Adheres Professional Codes of Ethics of MU, NASP, and APA.....					
Presents data honestly.....					
Follows organizational protocol.....					

_____ **Overall Rating** _____

School Psychology Faculty Signatures