



THE UNIVERSITY OF  
**TOLEDO**  
1872

**Specialist Level Program in School Psychology  
Practica Manual**

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The National Association of School Psychologists (NASP)  
The State of Ohio Department of Education

Accredited by  
Council for the Accreditation of Educator Preparation (CAEP)

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## Program Philosophy and Goals

The School Psychology Program is committed to training and preparing professionals who have expertise in education and psychology, who function as both mental health specialist and instructional specialist, and who provide data-driven, evidence-based, and culturally-responsive services to children and their families. This is accomplished using a scientist-practitioner model with an ecological orientation emphasizing prevention and early intervention through a collaborative problem solving approach that is guided by data-based decision making. After successfully completing the program, students will be expected to:

**Program Goal 1:** Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).

**Program Goal 2:** Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence-based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages ecological problem solving guided by data-based decision making to address the instructional needs of all students (NASP 2.1, 2.2, 2.3).

**Program Goal 3:** Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).

**Program Goal 4:** Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands principles and research in system change and general and special education; understands principles and research related to resilience and risk factors in learning and applies knowledge to maintain and improve evidence-based practices and programs linking schools and communities; develops, implements, and evaluates at the system-level practices and strategies that create and maintain safe and supportive schools, including an evidence-based crisis prevention and response system (NASP 2.5, 2.6, 2.9).

**Program Goal 5:** Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal

guidelines and policies; pursues ongoing professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

### **Overview and Purpose of Practica**

In accordance with *Standards for Graduate Preparation of School Psychologists* (2010), The University of Toledo school psychology field experiences are intended to provide field-based training experiences leading to the development of competent, ethical school psychologists. The purpose of Practica is to provide school psychology students with experiences, which broadly sample comprehensive service delivery system. During the experience, students are expected to obtain practice in using an ecological problem-solving process for at least four cases tiered intervention cases with a combination of focus on academic and/or behavior, and at least two, ideally three record reviews, three classroom observations, three administrations of assessments (i.e., academic, social-emotional/behavior ratings scales, and adaptive functioning scales) completed in collaboration with their supervisor using standardized and direct assessment and intervention design with school-age children within the structure of a school setting. Practica students must complete at least 400 hours of experience during the total practica, with 300 completed onsite, and 100 offsite and include up to 10 hours of professional development per semester.

### **Objectives of Practica Experience**

At the completion of the Practica, students will be able to do the following:

1. *Apply the problem solving procedure in a school situation, while maintaining sensitivity to diversity issues (NASP 2.1, 2.8).*
2. *Select and apply assessment methods appropriate for the individual (NASP 2.1, 2.8).*
3. *Collaboratively consult teachers and parents to develop academic and behavioral interventions appropriate for students with various needs (NASP 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8).*
4. *Implement and evaluate evidence-based interventions using culturally responsive practices (NASP 2.1, 2.3, 2.4, 2.8, 2.10).*
5. *Synthesize data into a meaningful, consumer-driven report (NASP 2.1, 2.5, 2.8, 2.9).*
6. *Gain additional understanding of legal and ethical issues related to intervention and special education evaluations (NASP 2.10).*
7. *Communicate effectively using word processing and internet technology (NASP 2.5).*

### **Practica Expectations**

There are a number of expected activities and assignments to be completed over the two semester practica experience.

- Assigned cases may target any tier of intervention and should include combination of both academic and behavior concerns. Cases shall include a case write up that follows the problem solving process. Upon completion of the cases, students will submit their

cases in an ecological comprehensive report.

- The Practica student also must be involved in evaluation cases completed in collaboration with the Practica supervisor. Evaluations may include record reviews, observations, developmental history interviews, standardized norm-referenced assessment of academic, adaptive functioning and/or behavior/social-emotional functioning. Any evaluations should be documented on the practica log.
- The Practica student should observe all parts of the initial evaluation process from start (i.e., signing for permission) to evaluation to ETR meeting to finish (i.e., IEP meeting). While ideal to observe the initial evaluation for one student start to finish, it may not be possible due to scheduling conflicts.
- It is expected that each student will have at a minimum two cases completed and four identified by the end of the first semester.
- Students are required to ask for feedback from teachers and parents and students (if appropriate) regarding services provided by having them complete rating scales (found in practica manual).
- For credit, students must complete at least 400 hours of experience during the total practica and provide case reports in the assigned format. Please be aware of the following:
  - *The Practica may only be completed during a full time residency of two consecutive semesters, fall preceding spring.*
  - *Students may not enroll in the Practica until all Prepractica requirements are completed.*
  - *Students with a remediation plan may be required to delay entry into the Practica until the remediation plan requirements are satisfied.*
  - *There are no “alternative” experiences for practica. It is the philosophy of this program that students only learn to be a school psychologist through working in the school setting, during school hours, within a context similar to that of the typical school psychologist.*
  - *Students who are already employed in a school may not complete practica in that setting. It is not realistic to expect other employees to regard the student in a different role (as required by the practica experience), and may actually place students in a “dual relationship” position.*
  - *If a student is asked to leave a site, the cause for the removal will be reviewed and the student may receive a failing grade for the class for that semester.*

### **Supervision**

Two persons have primary responsibility for practica field experience supervision. They are the practica supervisor (the on-site supervising specialist in school psychology) and the university supervisor (the school psychology trainer).

The university supervisor is a school psychologist and holds a faculty position in the School of Intervention and Wellness. The university supervisor works with students to arrange for appropriate sites. The university supervisor maintains up-to-date records of potential sites

and supervisors, and reviews and revises this Manual as needed. The university supervisor provides seminars and individual supervision and guidance for cases in terms of ensuring appropriate use of the problem solving process and is responsible for maintaining regular communication and conducting evaluation procedures with Practica students and their Site Supervisors. The university supervisor collects evaluations and documentation of field experiences forms, and conducts one onsite meeting with the student and practica supervisor in October of the first semester of practica and in January of the second semester.

The Practica Field Experience Supervisor is selected by the university supervisor from area school psychologists expressing interest in supervising. Practica Supervisors must have at least 2 years of experience. Preference in all categories will be given to those who have professional credentialing and affiliations, have obtained current and appropriate professional development in the field, and whose practice is consistent with the program's philosophy.

The practica supervisor who assumes the responsibility for directing and supervising the student should be an individual of demonstrated excellence in the field of school psychology. The Supervisor should be capable of guiding the student successfully through the Practica experience. The Supervisor will be expected to fulfill the following responsibilities:

- Coordinate the Practica experience with school administrator and university supervisor.
- Provide cases for each practica student.
- Provide a comprehensive school site and educational agency orientation for the Practica student at the beginning of the experience.
- Provide opportunities for students to fulfill other university requirements within the practica experience (i.e., participating in an in-service).
- Provide supervised learning experiences for at least 300 of the 400 practica hours.
- Provide 1 hour of direct weekly supervision to discuss cases, and other aspects of the experience.
- Provide explanatory and contextual information to the student regarding the on-site experiences.
- Model the problem solving process and teacher consultation.
- Arrange for appropriate experiential activities, to meet the objectives for the Practica.
- Provide feedback on practica student communication skills as observed during meetings.
- Complete the Evaluation form at the conclusion of each semester of the experience.

### **Beginning the Practica Experience**

Once students are placed they should make contact with their assigned supervisor. Because Practica students will work directly with children, a background check will be necessary. The Practica supervisor will advise the student if the check must be completed within the district or

the student may complete it via the UToledo police department or another facility. The student should aim to have the background check complete before the first week of the fall semester.

At the first Practica meeting the student and supervisor should complete the following activities:

1. Discuss the requirements for the experience and review the case documentation form and engagement form. Begin a discussion regarding options for the six cases.
2. Begin a discussion about observing and/or participating in an initial evaluation.
3. Determine how the weekly minimum of 1 hour of supervision will be provided.
4. Begin to review all forms used to document the Practica experience (e.g., tiered case report, permission forms, log, etc.,)
5. Identify a method for weekly communication as well as for communicating any time the supervisor or student is not able to attend a scheduled observation/activity. It should also be clear who the student should contact if he or she is to be absent.
6. It is strongly advised that at least one day a week be the same and the second day or half day be flexible.
7. Confirm the goal of at completing 175-200 hours by end of fall semester.
8. Complete the practica supervisor Information form, the Field Experience Policy for Practica Students form and the Practica Site Agreement upload to the Bb site by the date indicated in the practica seminar syllabus.

### **Guidelines for Selecting Intervention Cases and Assisting with Interventions**

#### *Identifying four tiered intervention cases*

1. Students are expected to participate in four tiered interventions and practica students will recommend implementation of the intervention (number of times per week and number of minutes per day) based on the published research for the selected intervention or based on expert recommendations from the literature. For Tier 1 interventions, 2-3 times per week for 20-30 minutes, for Tier 2 interventions, 3-5 times per week for 20-60 minutes, and for Tier 3 interventions, 30-60 minutes per week 5 times per week. If the building has its own guidelines for the intensity and frequency of tiered interventions, the practica student will follow these guidelines.
2. For all intervention cases, children selected must be children for whom at the onset of the assignment, it is believed there is a high probability that the intervention will be implemented and monitored for a minimum of 5 weeks.
3. Children selected for the practica student should have mild learning and behavior problems. Practica students are students in training and are not to the point that they are prepared to deal with students with a history of behavior problems.
4. For the first case, the practica supervisor should attend the problem solving meetings and model consultation with the practica student. For the second case, the practica supervisor may co-consult with the teacher. If possible/permitted, the University practica supervisor may function in this role as well.
5. The ideal expectation is that the practica student will function as a consultant in that

they will provide indirect services (i.e., engage in problem solving with the teacher, collect baseline data, provide support needed for implementation and monitoring of the intervention and treatment integrity, graph progress monitoring data, and make recommendations for intervention changes based on data and with teacher collaboration). Practica students may implement the intervention 1-2 times per week but the expectation is that they will not be solely responsible for implementation. However, it is not expected they will receive a case, and, other than identifying the problem collaboratively with the teacher, take responsibility for all aspects of the intervention development, implementation, and monitoring. If this becomes the case, a consultation with the University practica supervisor will occur.

6. Consultees may be classroom teachers, parents, and/or other staff persons, and the consultee must be willing to function at least part of the time as the interventionist. Practica students may implement the intervention 1-2 times per week but the expectation is that they will not be solely responsible for implementation.

### *Suggested structure of ecological problem solving meetings with consultees*

#### Problem solving process/steps

- Step 1- Problem Definition
- Step 2- Problem Analysis
- Step 3- Generate Hypotheses
- Step 4- Development of Intervention Plan
- Step 5- Monitor Intervention Implementation and Treatment Integrity
- Step 6: Evaluation of Intervention

#### *Meeting 1 (Week 1)*

Goal is to agree on a problem, chart baseline data or decide how to collect baseline data, ask questions to gather information on the nature of the problem (problem analysis), and begin to generate hypotheses.

#### *Meeting 2 (Week 2-3)*

Goal is to review baseline data, generate hypotheses and possible interventions, identify intervention plan, ensure social acceptability, and problem solve possible issues related to treatment integrity issues. (If baseline data are available, proceed. If data are reviewed at this meeting, it will be necessary to schedule a Meeting 3 to discuss intervention ideas and develop a plan for implementation.

#### *Implementation (Week 3-8/9)*

Goal is to implement the intervention and chart progress monitoring data. Information should be shared each time data are collected.

#### *Meeting 3 (Week 9/10)*

Based on intervention progress, and building requirements, decide whether to continue, modify, or discontinue the intervention.



### *Assisting with tiered interventions*

1. In addition to the four intervention cases, practica students are expected to assist with other intervention cases. They may help identify interventions, implement the intervention, progress monitor and/or graph outcomes. Students will document their involvement in intervention cases on the last page/tab of their Excel log.

## **Guidelines for Selecting Evaluation Cases and Assisting with Evaluations**

### *Identifying Evaluation cases*

1. Students are to participate in two evaluations, and to the degree possible, follow the case from start (planning meeting) to finish (IEP meeting). If the planning meetings occurred in the previous school year, the supervisor is asked review how a reevaluation planning meeting is carried on in the district. Practica students may be responsible for academic assessment, record reviews, classroom observations, and if the practica supervisor so chooses, adaptive functioning or behavioral assessments such as rating scales. Practica students should not be assigned any parts of the planned assessment that are being completed because the planning team questions the child's strengths or weaknesses based on existing data or data from the last evaluation. Under no circumstances are practica students permitted to administer individual cognitive tests as the practica students are not qualified to do so at this time (i.e., do not complete their course until spring semester). For evaluations, students will require assistance and feedback with any report writing and also assistance if they are asked to share information/go over results at the ETR meetings. Finally, before a student is permitted to assist with an evaluation, the parent must be informed that the student is a practica student/student in training and the parent must give permission/informed consent for the practica student's participation.
2. Practica students should also observe an initial evaluation from start to finish. This would include the planning meeting, eligibility meeting, and IEP meeting. Because practica students hold no license and the evaluation is for initial eligibility, if you choose to have them participate in data collection, parents must be informed the student is a student in training/practica student and the parent has the right to refuse the practica student's participation.

### *Assisting with evaluations*

1. In addition to the two evaluation cases, practica students are expected to assist with other evaluation cases. They may help with record reviews, observations, academic assessment, behavior/social-emotional assessment, or adaptive functioning. The goal by the end of the practica experience is to complete at least three of each of the aforementioned.

### **Required Activities Fall and Spring Semester**

To ensure students' development of skills and preparation for internship, Students are required to complete and submit the following to their University Supervisor (practica course instructor) as part of the requirement for the practica course (SPSY 7330).

#### *Fall Semester*

- One intervention case in expanded form
- One intervention case, graph only
- One evaluation (documented on practica log)
- One record review (submitted to instructor)
- One systematic direct observation (submitted to instructor)
- One academic assessment (submitted to instructor)
- One evaluation of practica student communication skills rating form
- One observation of initial evaluation checklist

#### *Spring Semester*

- Two or three intervention cases, one in expanded form and one graph only or two graph only if no graph only submitted in the fall
- One evaluation (documented on practica log)
- One record review (submitted to instructor; goal for student is to complete at least three over the practica experience)
- One systematic direct observation (submitted to instructor; goal for student is to complete at least three over the practica experience)
- One academic evaluation summary (submitted to instructor; goal for student is to complete at least three over the practica experience)
- One behavior evaluation summary (submitted to instructor; goal for student is to complete at least three over the practica experience)
- One adaptive functioning summary (submitted to instructor; goal for student is to complete at least three over the practica experience)
- Three evaluation of practica student communication skills rating forms

### **Evaluation of the Practica Student**

Practica students shall be evaluated by their university supervisor by the quality of their consultation services, intervention materials, and written reports. Practica students also shall receive informal feedback from their supervisors throughout the year, and a written evaluation from their supervisor once in the fall semester and twice in the spring semester. Although this written evaluation is not a numerical part of the grade, it may indicate the need for remediation

of the practica student's skills. This may include a conference with program faculty, a remediation plan, additional field hours, or retaking the class. *Students with a remediation plan that is not met by the end of the practica year will delay entry into Internship until the remediation plan requirements are satisfied.*

### School Psychology Program Contact Information

*Associate Professor, School Psychology Program Director and Internship Coordinator*

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**The University of Toledo**  
**College of Health and Human Services**  
**School of Intervention and Wellness**  
**Specialist Level Program in School Psychology Program**

**Practica Field Supervisor Information**

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Name \_\_\_\_\_ Highest Degree \_\_\_\_\_

Office Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

**School(s) Placement Information**

School Name(s) \_\_\_\_\_

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**Licensure Information\***

Yes No Ohio or Michigan Department of Education License

Yes No NCSP

Yes No Ohio State Board of Psychology, Licensed School Psychologist

**Affiliations Information**

Yes No NASP

Yes No OSPA or MASP

Yes No MVSPA or MI regional school psychology association

Other \_\_\_\_\_

**Recent School Psychology Professional Development\***

\_\_\_\_\_  
 \_\_\_\_\_

Student Name \_\_\_\_\_ Semester/year \_\_\_\_\_



**The University of Toledo**  
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**Field Experience Policy for Students**

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**Attendance:** You are expected to discuss the University calendar in comparison to the district of placement calendar and reconcile any differences so expectations for attendance are clearly understood by you and your supervisor. You are strongly encouraged to end the fall semester of practica near the last day for students in your district and resume the practica experience on the first day students return school in the district. You are not expected to continue the practica experience beyond the last day of spring semester unless agreed upon in advance with your university supervisor.

**Professional Liability Insurance:** You are expected to purchase and carry professional liability insurance during the practica year and to provide documentation to the university supervisor for practica. Information is available from NASP though they do not recommend any particular company. <https://www.nasponline.org/membership-and-community/professional-liability-insurance>

**Following Site Policies:** You need to be especially aware of and sensitive to the policies and procedures of each site so you do not violate the expectations of the organization. If unclear about the relevant policies, you are expected to check with your site supervisor.

**Confidentiality:** Given you may have access to confidential information, it is critical that you follow all appropriate legal and ethical standards relative to the release, storage, and sharing of information. It is also important to use good judgment and care in electronic transmission of information (e.g., email).

**Release Forms:** Before beginning any service, you must be sure to complete the appropriate paperwork. In particular, be sure that you are clear regarding the necessary permission forms to be completed. You should provide the consent form to your supervisor for approval. You are expected to have these forms in hand before meeting with teachers or working with children. Ultimately, you are responsible for obtaining the appropriate release forms when working directly with children.

**Timeliness:** You are expected to be punctual for all meetings, including supervision. A pattern of tardiness to meetings or other obligations (such as initiation of consultation activities, evaluations, etc.) can result in a reduction of points in a grade or dismissal from a site. Only under extreme circumstances should you miss appointments of any kind, and if you do need to miss an appointment, it becomes your responsibility to reschedule the appointment in a timely manner.

Concerns with Site Supervisor. If you have a concern with any site supervisor, please address it directly with that supervisor. Developing conflict management skills with persons in authority is an essential professional skill. However, if you do not feel that the conflict can be resolved, please see your university field supervisor in order to discuss options.

Professional & Ethical Behavior. You are expected to behave as a professional, in a manner demonstrating both self-respect and respect for others. Your current behavior will be regarded by others as an indication of future performance. Furthermore, you are expected to follow all legal and ethical guidelines of NASP, OSPA, ODE, and the school district in which you are training.

Respect and Value for Diversity: You must, *under all circumstances*, demonstrate respect and value for cultural and individual differences.

Mistakes, conflicts, or misunderstandings. If you find yourself in any problematic situations (e.g., misunderstanding), notify your site supervisor and your university supervisor without delay. They may be able to head off a potentially explosive situation, help you determine the best way to correct an error, or deal with a difficult parent or teacher.

Appropriate dress. You are expected to follow the dress code of each site. Please discuss appropriate dress with your supervisor and when unsure about the expectations, please err on the side of dressing conservatively and professionally.

This document addresses a number of professional issues, and by signing this document, you are stating that you have read and fully understand the professional and academic responsibilities outlined here. Ignorance is not a valid excuse for violating any of the program policies, procedures or expectations provided for in written or verbal form. Violations may result in consequences ranging from a conference with program faculty to dismissal from the program.

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date



**The University of Toledo**  
**College of Health and Human Services**  
**School of Intervention and Wellness**  
**Specialist Level Program in School Psychology Program**

**Practica Site Agreement**

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***UToledo Practica Student Responsibilities:***

- Provide consultation services with the teachers of students identified for intervention.
- Implement the problem solving procedure to develop quality and evidence-based interventions, and monitor treatment integrity and intervention outcomes.
- Assist with the implementation of the interventions.
- Make recommendations (as part team) for further intervention direction for the child.
- Participate in special education evaluation process.
- Follow all relevant ethical and legal guidelines.
- Provide quality services in a timely manner.
- Respect staff in the building and act in accordance with procedures at the practica site
- Confirm with school persons parent consent is obtained before providing any assistance.
- Communicate any concerns to the supervisor.
- Maintain appropriate logs and case notes.

***Practica Supervisor Responsibilities:***

- Appropriately licensed with at least 2 years of experience.
- Identify cases for each practica student that are appropriate cases for a student in pre-internship. The UToledo supervisor reserves the right to request a different case be assigned if the assignment is deemed inappropriate for the practica experience. The teacher(s) of the selected children must be available and open to consultation with the practica student and be willing to make reasonable accommodations for interventions for the selected children.
- Provide at least 1 hour of direct supervision per week.
- Select cases so the practica student is involved from the initial request for assistance (if possible), through all steps of the problem solving process.
- Ascertain that the child's guardians are aware of the practica student is in training and permission is obtained before initiation of services provided (practica students will provide appropriate sample release forms).

\_\_\_\_\_  
 Student name

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Practica supervisor name

\_\_\_\_\_  
 Practica supervisor signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 University supervisor name

\_\_\_\_\_  
 University supervisor signature

\_\_\_\_\_  
 Date





### Guidelines for Field Experience Log

#### Logging Practica Hours

You will record your hours each week in an Excel spreadsheet. You are to submit your log to the University Coordinator per the seminar schedule. Below is an example of how to complete the log.

	Week of Aug 27	Monthly Total	Notes & Comments
<b>ON-SITE HOURS</b>			
Attending Meetings (SPED, GENED, consultation, etc)			
Paperwork (On-Site) (report writing, prepare case materials, completing ETR paperwork, etc)			
Intervention Implementation: Direct (working directly with student(s) to provide academic, behavior, or mental health services)			
Intervention Implementation: Indirect (working with a consultant to provide academic, behavior, or mental health services to a student)	X		
Assessment: Direct - Individualized (administering assessment materials directly to a student)	X		
Assessment: Indirect - Individualized (completing evaluation components that do not require direct contact with student; interviews, record reviews)	X		
Assessment: Direct - School-Wide (administering school wide assessments)			
Assessment: Indirect - School-Wide (scoring or interpreting school wide assessment results)	X		
Professional Development/Conferences (may count up to 10 hours fall semester and 10 hours spring semester)			
Individual Supervision with Field Supervisors (should be 1 hour a week)	X		
Other (e.g., informal conversations with school staff)			
Time arrivals/departures	M 9:00-4:00 W 12:00-3:00		
<b>Total Hours</b>	<b>10</b>		
<b>OFF-SITE HOURS</b>			
Seminar/Supervision with UToledo Faculty	X		
Off-Site Activities (report writing, prepare case materials, completing ETR paperwork, etc; )	X		
<b>Total Hours</b>	<b>6</b>		
<b>Cumulative On-Site Hours</b>	<b>10</b>		
<b>Cumulative Off-Site Hours</b>	<b>6</b>		
<b>Cumulative Total Hours</b>	<b>16</b>		
Enter Date Reviewed with Supervisor		8/30/2018	



**The University of Toledo**  
**College of Health and Human Services**  
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**Specialist Level Program in School Psychology Program**

**Evaluation Practica Student's Communication and  
 Participation Skills for**

Please take a few moments to evaluate the communication and participation skills during this meeting for the UToledo school psychology student-in-training. Indicate your rating by placing an "X" in the box. Student-in-training is used purposefully as a reminder that this student is preparing to be a school psychologist and working to develop novice skills and entry-level confident/competence. If you rate the student-in-training as *needs improvement*, please provide written feedback explaining your rating. To assist you, the ratings are defined as follows:

- **Needs improvement-** Observed to be an area of concern/weakness.
- **Developing/Demonstrating-** Observed to demonstrate the skill, but improvement is needed. By providing additional opportunities to practice, this student is very likely to reach a rating of acceptable/good.
- **Acceptable/Good-** Observed to have acceptable skills for a student-in-training.
- **Excellent-** Observed to be an area of strength.

	Needs Improvement	Developing-Demonstrating	Acceptable-Good	Excellent
1. When verbally sharing information, I was able to understand the student-in-training. <b>Comments:</b>				
2. When sharing information, the student-in-training appeared confident. <b>Comments:</b>				
3. As opportunities presented, the student-in-training actively participated in the discussion by sharing ideas and commenting on the ideas of others. <b>Comments:</b>				
4. During the discussion, the student-in-training appeared engaged by taking notes, non-verbal affirmations (head nods), or short verbal affirmations (yes, right). <b>Comments:</b>				



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**Engagement in Practica Experiences in Preparation for  
 Internship**

**Practica Student:**

**Supervisor:**

**Date Completed:**

Near the end of you're the fall semester, complete this form (practica student) and then review it at a supervision meeting. It should be used as a planning guide for the semester in terms of experiences to plan/offer. At the start of the second semester, the supervisor and practica student should use it as a guide to plan practica activities for the semester. If there are activities you wish to add, please do so under "Other." Once complete, provide a copy to the University Practica Supervisor.

	No experience or opportunities to date	Limited experience, awareness but no applied experience	Some applied, hands-on experience	Many applied experiences
<b>RIOTS</b>				
Review of records- preschool				
Review of records- elementary				
Review of records- secondary				
Structured classroom observation				
Parent interview (developmental history, adaptive functioning, behavior)				
Teacher interview (instructional history, adaptive functioning, behavior)				
Interview with other staff to gather information related to child of concern				
Student interview (for intervention or				

evaluation)				
Academic achievement testing				
Behavior testing (rating scales)				
Adaptive functioning testing				
<b>MTSS</b>				
School benchmark meeting (reviewing benchmark data and determining need for tiered interventions)				
Problem solving (identification, analysis) with teacher and/or parent				
Development and implementation of intervention plan with teacher and/or parent				
Evaluation of intervention progress with teacher and/or parent				
Participation in school, tiered intervention, team problem-solving meeting				
<b>Special Education</b>				
Planning meeting for reevaluation				
Planning meeting for initial evaluation				
Assist with data collection for an initial or reevaluation				
Writing results of assessments for team report				
Sharing of results at team eligibility meeting				
Participation (and likely observation only) in meeting to write an IEP				
Other				
Other				
Other				
Other				



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**Parent/Guardian Consent**

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I agree to permit \_\_\_\_\_ (name of student) to meet with my child, \_\_\_\_\_ (name of child) for the purposes of gaining experience in ecological problem solving. I understand that the student will consult with my child's teachers and will use a problem-solving process to help identify an intervention to help my child who is experiencing academic and/or behavioral problems. I understand that the following types of assessment may be completed: Review of school records, interviews with teachers, parents, classroom observations, curriculum-based and norm-referenced tests. I also understand that I will need to participate in providing information about my child's academics or behavior.

I understand that the student is enrolled currently as a graduate student in the School Psychology Program at The University of Toledo and enrolled in SPSY 7330: Practica in School Psychology.

I am aware because the student is a student in training, s/he will receive supervision. I understand that all information collected will remain confidential. I also understand that the student as part of the course assignments will be required to write a brief intervention report upon the completion of practica, and that my child's name or identity will be masked. I reserve the right to request a copy of this summary.

I understand that if I have any questions, I may contact the student's field supervisor, \_\_\_\_\_ at \_\_\_\_\_ or the university supervisor, Dr. Wendy Cochrane at (419) 530-2013. I hereby certify that I have read and fully understand the above and give my consent.

Date: \_\_\_\_\_

\_\_\_\_\_  
 Parent Name

\_\_\_\_\_  
 Parent Signature

\_\_\_\_\_  
 Student Name

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Practica supervisor Name

\_\_\_\_\_  
 Supervisor Signature



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**Tiered Intervention Report Outline, Feedback on Draft and  
 Scoring Rubric for Final**

<b>Student:</b>	<b>Example</b>
<b>School/Grade/Teacher:</b>	<b>Example</b>
<b>Consultant:</b>	<b>Practica Student</b>
<b>Consultee:</b>	<b>Mrs. Teacher</b>
<b>Date of Report:</b>	<b>00/00/2018</b>

This report assignment is designed to provide formative and summative feedback, and to help guide tiered intervention report writing for cases completed during practica (7330) and internship (7940). Students are to write their report by addressing all statements under each heading, but also writing concisely with satisfactory writing mechanics.

### **Problem Identification**

Mrs. Teacher requested intervention assistance for Kiddo because of concerns. Discuss relevant background information. This will include background for the academic concern and behavior concern.

Discuss what information was obtained (teacher interview, observations, record reviews) in order to define the problem in MOS terms and the baseline data collected that validates it is a concern and that differs from some benchmark. You should state the behavior for change in MOS terms, baseline/current level of functioning, how it compared to the peers, and reference data graph (see appendix x)

Self-Check-For each item, indicate the information is included in the problem identification section by striking through the text, (e.g., ~~striking through the text~~).

- Included the relevant background information?
- Included information gathered (i.e., RIOTS) to define behavior?
- Behavior is in MOS terms?
- Data provided to demonstrate child performance differs from peers?
- Baseline data are clearly explained with reference to graph?

### **Problem Analysis**

Discuss the possible hypotheses/best educated guesses as to why student's academics or behavior are different from the benchmark. You may bullet the areas and then indicate what data were collected to confirm or refute. Is it a teacher, curriculum, school, family, peer or student (cultural)? If it is student hypothesis, is it a performance or skill deficit? State the goal for the student in what period of time.

Self-Check-For each item, indicate the information is included in the problem identification section by striking through the text, (e.g., ~~striking through the text~~).

- Discussed all hypotheses and if confirmed or refute?
- If student hypothesis, identified as skill or performance deficit?
- Stated specific goal and timelines for reaching it?

### **Plan for intervention and implementation**

Restate the goal and hypothesis selected. You may include a list of interventions considered and then state the intervention selected and data to support it is evidence based. You may refer to an appendix or page which has the detailed script for the intervention. You should bullet or list (remember replication) the specifics of the intervention. It is easier for the reader to understand a list rather than a paragraph. You should include where, when, how often, who will implement, using what materials. You also must include a plan for progress monitoring (who, how often), how data will be graphed, and a plan for monitoring treatment integrity (method, how often by whom). Plan should also include when data will be reviewed for student and treatment integrity and how feedback will be provided to teacher. Plan should include GAS and a plan for generalization.

Self-Check-For each item, indicate the information is included in the problem identification section by striking through the text, (e.g., ~~striking through the text~~).

- Restated goal and hypothesis and baseline?
- Provide a detailed intervention plan?
- Provide plan and method to assess and monitor treatment integrity?
- Provide a plan for monitoring student progress and graphing data?
- Provide a plan for providing feedback to teacher?
- Provide a plan for reviewing the graph with decision points?

### **Plan Evaluation**

State when data were reviewed, starting with treatment integrity outcomes. State student outcomes compared to baseline and goal. Include ES and GAS. State next steps/modify, continue, phase out.

Self-Check-For each item, indicate the information is included in the problem identification section by striking through the text, (e.g., ~~striking through the text~~).

- State when data were reviewed?
- Reported treatment integrity outcomes and then student outcomes?
- Student outcomes explained in terms of progress towards goal?
- Information on ES and GAS included?
- Clearly stated next step for the intervention?



### Feedback on Tiered Intervention Report - Draft

<b>Content</b>		Report is almost acceptable, but requires <b>MINOR</b> revision. The student is likely to pass the key assessment/case with MINOR revisions.
		Report is marginally acceptable, and requires <b>MAJOR</b> revision. The student is likely to pass the key assessment/case with revisions. A meeting with your university field supervisor is strongly encouraged to ensure revisions results in passing the key assessment.
		Report requires <b>MAJOR</b> revisions and a meeting with your university field supervisor. As is, the student will not pass the key assessment.
<b>Writing</b>		Report is almost acceptable, but requires <b>MINOR</b> revision. The student is likely to pass the key assessment/case with revisions.
		Writing mechanics are marginally acceptable, but require <b>MAJOR</b> revision. The student is likely to pass the key assessment/case with revisions. A meeting with your university field supervisor is strongly encouraged, but not required.
		Writing mechanics are very poor and require <b>MAJOR</b> revisions and a meeting with your university field supervisor. As is, the student will not pass the key assessment.

### Scoring Rubric for Tiered Intervention Report – Final

	<b>Tiered Intervention Report Score</b>	
<b>Total Score (Content + Writing)</b>		
<b>Content Score (0-90 pts)</b>		Missing report elements (Based on items on the self-check list )
<b>Writing Score (Qualitative) (0-10 pts)</b>		Writing mechanics are acceptable.
		Writing mechanics are marginally acceptable and should be addressed in Portfolio Professional Development Plan.
		Writing mechanics are very poor. A meeting with your university field supervisor is recommended.
<b>Applied Key Assessment Outcome</b>		Student passed the application key assessment (90% or better).
		Student passed the application key assessment (83% to 89%), but must address in Portfolio Professional Development Plan.
		Student did not pass the application key assessment (82% or below) and will be required to complete the reexamination the summer.

### Scoring Rubric for Tiered Intervention Cases Graph Only Submissions

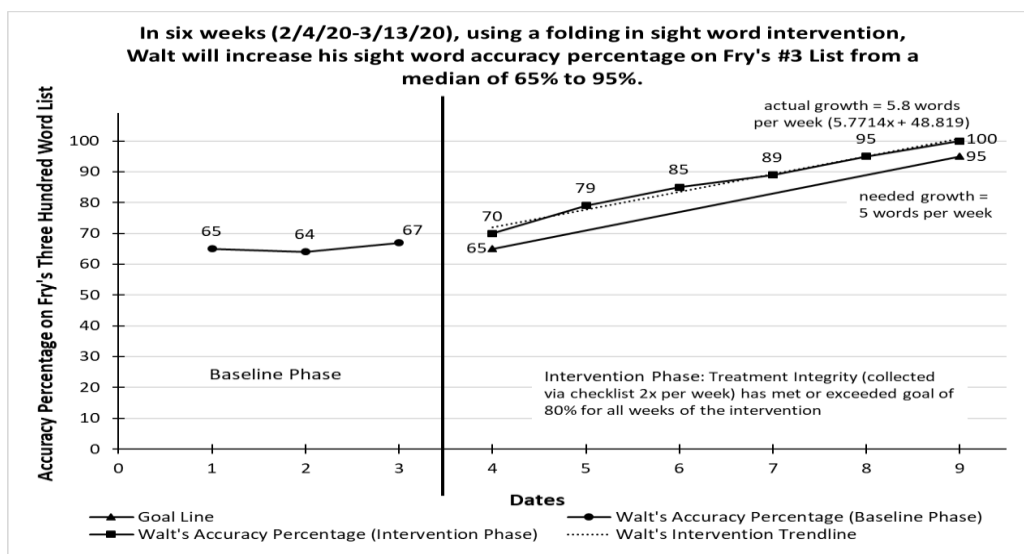
All elements must be included for full credit (100%). Missing elements are graded as follows:

Major missing elements/errors (-5 points): These errors interfere with the reader's ability to understand the intervention and/or the information is incorrect/would affect interpretation of student response to intervention.

- No mention of TI on the graph
- Incorrect baseline identified in title and/or as start for goal line.
- Incorrect goal line plotted on graph (if already deducted for incorrect in title, do not deduct again)
- Incorrectly calculated and reported needed ROI
- Missing data labels
- Fails to mention the EBI in the title
- Mentions TI, but only includes how collected or outcome of goal to actual TI but not both.

Minor missing elements/errors (-1 point): These errors complicate the reader's understanding to a smaller degree (e.g., missing date of intervention in the table name).

- Graph in portrait or embedded in Excel rather than as single page, landscape.
- Label x-axis and y-axis names or include in title description but not both.
- Data labels for baseline, goal line and progress monitoring do not differ (are in color) but does label in the legend.
- No phase change line between baseline and intervention phases.
- Missing dates of intervention in title and not reflected on x-axis as alternative.





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**Documentation of Progress for Practica Cases**

During weekly supervision, discuss your progress on six required cases. Document below and be prepared to submit the information electronically to your instructor upon request. You may modify this form if it does not meet your needs, but it should include similar information showing your progress on cases.

	<b>Case Description: Grade, Intervention Focus or Assigned Evaluation Activities</b>	<b>Report &amp; Review- Stage of problem solving or status of assigned parts of evaluation</b>		
		<b>Date Met &amp; Reviewed</b>	<b>Stage or Status</b>	<b>Next steps for practica student or supervisor</b>
Example	3 <sup>rd</sup> grade reading fluency	10/20  10/27	-Teacher consult. Identified problem, collected baseline  -Met with teacher. Reviewed baseline, analyzed, looking for interventions	-Go over baseline with teacher. Supervisor to attend meeting on 10/25 -Identified 5 interventions. Will schedule with teacher.
<b>1<sup>st</sup> case</b>				
<b>2<sup>nd</sup> case</b>				
<b>3<sup>rd</sup> case</b>				
<b>4<sup>th</sup> case</b>				
<b>5<sup>th</sup> case</b>				
<b>6<sup>th</sup> case</b>				

## Step-by-Step Guide for Calculating Effect Size

### STEP 1

Calculate the mean of the baseline data points. In the example below, the mean of the three baseline data points (18, 6, 12) is 12.0.

### STEP 2

Calculate the mean of the intervention data points. In the example below, the mean of the ten intervention data points (4, 3, 3, 3, 5, 5, 6, 6, 3, 2) is 4.0.

### STEP 3

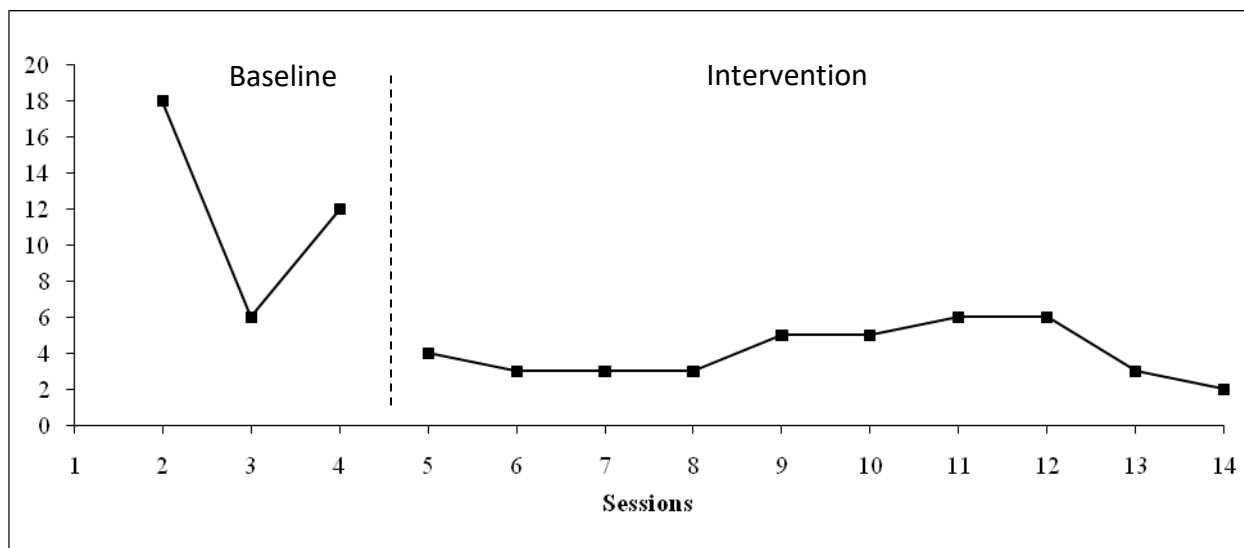
Calculate the standard deviation of the baseline data points. In the example below, the standard deviation of the three baseline data points (18, 6, 12) is 6.0.

### STEP 4

Calculate the difference between the mean of the intervention data and the mean of the baseline data and divide that by the standard deviation of the baseline data.

$$ES = \frac{\text{mean of the intervention data} - \text{mean of the baseline data}}{\text{standard deviation of baseline data}}$$

In the example below,  $ES = 4.0 - 12.0 = -1.0$



### Considerations When Using ES

- ES should not be used if the baseline data are limited (one or two points only).
- ES should not be used if there is no variability in the baseline data ( $SD = 0$ )
- An ES of  $\pm .80$  or greater is considered large; an ES of  $\pm .50$ -.79 is considered moderate; an ES of  $\pm .20$ -.49 is considered small.



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**Teacher Feedback Form**

Teacher Name \_\_\_\_\_ Grade \_\_\_\_\_ Practica Student \_\_\_\_\_

*Directions for teacher: Thank you very much for working with us this year! In order to assist us with our program, please complete the following and return to the student's practica supervisor.*

		Strongly Disagree	Disagree	Agree	Strongly Agree
1	The practica student helped clarify my concerns regarding the child.	1	2	3	4
2	The practica student made recommendations based on data.	1	2	3	4
3	I felt that I was an active participant in the process.	1	2	3	4
4	The practica student treated me with respect.	1	2	3	4
5	The practica student regarded the child with respect.	1	2	3	4
6	I felt that my concerns were addressed.	1	2	3	4
7	The practica student was responsive to the need for intervention modification (if none needed, do not respond)	1	2	3	4
8	The intervention was realistic to implement in my classroom.	1	2	3	4
9	My concerns were addressed in a timely manner.	1	2	3	4
10	Materials provided were sufficient for implementation.	1	2	3	4
11	Training/explanation provided was sufficient for implementation.	1	2	3	4
12	I felt that the process resulted in improvement in my student.	1	2	3	4
13	I felt that the process enhanced my skills at individualizing instruction.	1	2	3	4
14	I would be willing to work with this practica student in the future.	1	2	3	4
15	Overall, I was satisfied with my experience.	1	2	3	4

Would you be willing to work with another school psychology student in the future?

Please elaborate on student strengths and areas of improvement:



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**Parent Feedback Form**

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Parent Name: \_\_\_\_\_ Child's Grade: \_\_\_\_\_

Practica Student \_\_\_\_\_

Parent: *Thank you very much for working with us this year! In order to assist us with our program, please complete the following and return to \_\_\_\_\_.*  
*You may add any comments at the bottom.*

		Strongly Disagree	Disagree	Agree	Strongly Agree
1	I understood why the practica student began working with my child.	1	2	3	4
2	I was informed about my child's progress during the intervention.	1	2	3	4
3	I was informed about the results of my child's intervention.	1	2	3	4
4	I was satisfied with the services my child received.	1	2	3	4
5	I saw an improvement in my child's performance.	1	2	3	4

Would you be willing to work with another school psychology student in the future?

Please elaborate on student strengths and areas of improvement:



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**Child Feedback Form**

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*Directions: Read the questions to the child, rewording appropriately for child's level of understanding and for the type of intervention. Record answers in summary form below.*

The (intervention) helped me do what better/improve what?

How/why?

I liked the (intervention). (Agree/disagree)

Do you want to do it again/more/something else like this?

How did you feel during (the actual intervention activity)?



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**Site Supervisor Evaluation of Practica Student - 2020-2021**

<b>Practica student:</b>	
<b>Supervisor/Site:</b>	

Ratings should be based on expectations for a school psychology student who is in the first year of their applied field experience. Please enter the number that corresponds with the rating description that describes the student's proficiency with the given skill. Please enter a single digit rating only such as 4 and not ratings such as 2-3 or 3/4. Please save the file, review it with your practica student and then email a copy to the university supervisor at [Wendy.Cochrane@utoledo.edu](mailto:Wendy.Cochrane@utoledo.edu)

<b>Ratings for Nov and Jan</b>	<b>Rating for May/End of practica experience</b>
N-Not enough information/data too limited to assess skill at this time.	N- Not enough information/data too limited to assess skill at this time.
1-Needs remediation; Skill deficit	1-Continues to need remediation; Skill deficit
2-Beginning Development of skill with guided supervision	2-Beginning Development of skill with guided supervision; Rating may suggest need for more than typical guided supervision during internship in order for the skill to be effective.
3-Intermediate Development of skill;	3-Intermediate Development of skill; Rating may suggest need for slightly more than typical guided supervision during internship in order for the skill to be effective.
4-Adequate Demonstration of skill;	4-Demonstration of skill; Rating may suggest need for typical supervision during internship in order for the skill to be effective.
5-More than Adequate Demonstration of skill;	5-Demonstration of skill; Rating may suggest need for slightly less than typical guided supervision during internship in order for the skill to be effective.
6-Advanced Demonstration of skill with near independent functioning;	6-Advanced Demonstration of skill with near independent functioning; Rating may strongly less than typical guided supervision during internship in order for the skill to be effective.
7-Very Advanced Demonstration of skill with independent functioning	7-Very Advanced Demonstration of skill with independent functioning; Rating may very strongly suggest less than typical guided supervision during internship in order for the skill to be effective.

**Method(s) used to assess practica student's knowledge and skill competency**

S = Supervision Session

W = Written Work

O = Oral Presentation/Meeting

**Example Rating of Practica Student's Knowledge and Skill Competency and Methods Used**

Practica Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Demonstrates knowledge of evidence-based methods for integrating family, school and community resources to improve outcomes for children	2/WO	3/SW	4/WO



in written and oral communication (NASP 2.7)			
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**Program Goal 1:** Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).

Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Demonstrates understanding and sensitivity to individual differences, abilities, disabilities, and other diverse characteristics as evidenced in writing, communication and interpersonal relationships (2.8).			
Demonstrates strategies for addressing diversity factors when selecting, administering and interpreting assessments (2.8)			
Demonstrates strategies for addressing diversity factors when designing, implementing and evaluating interventions for academic and/or behavior concerns (2.8)			
Demonstrates active, attentive listening with others in activities such as meetings, supervision sessions, parent interviews, and consultations (2.2, 2.7)			
Collaborates effectively with teachers, parents, and other school staff during meetings and other school activities (2.2, 2.7)			
Asks appropriate questions at meetings and during supervision (2.2)			
Demonstrates patience in difficult situations and addresses consultee resistance appropriately (2.2)			

**Program Goal 2:** Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages in data-based decision making to address the instructional needs of students (NASP 2.1, 2.2, 2.3).

Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Demonstrates knowledge and skill in selecting and administering varied assessment methods for academic assessment (2.3)			
Demonstrates knowledge and skill in interpreting academic			

assessment data in order to identify appropriate academic goals based individual needs (2.3)			
Demonstrates knowledge and skill at interpreting academic assessment information and making empirically based educational decisions for instructional interventions in general education setting and/or special education setting (2.3)			
Demonstrates ability to use a systematic problem solving process to develop, monitor (i.e., student and intervention integrity) and evaluate academic interventions based on data collected (2.,1)			
Demonstrates knowledge and application of effective instructional strategies (e.g., literacy instruction, peer tutoring, organization, teacher-directed instruction) and applies to intervention (2.3)			
Demonstrates knowledge of ecological influences of the classroom and home on student academic skills, learning, and cognition and applies to assessment and intervention (2.1., 2.3)			

**Program Goal 3:** Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).

Intern Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Demonstrates knowledge and skill in selecting and administering varied assessments for behavior/social-emotional, affective, and adaptive functioning (2.4)			
Demonstrates knowledge of typical and atypical (psychopathology) child development (2.4)			
Demonstrates knowledge and skill in interpreting behavior/social-emotional, affective and adaptive functioning data in order to identify appropriate goals based on individual needs (2.1, 2.2, 2.4).			
Demonstrates knowledge of behavior management and skill to assess the classroom environment and link to classroom behavior interventions (2.4)			
Demonstrates ability to use a systematic problem solving process to develop, monitor (i.e., student and intervention integrity), and evaluate behavior interventions based on data collected (2.1, 2.4).			
Demonstrates understanding of biological, developmental and social influences on behavior and mental health, and implications for classroom management and instruction (2.4).			
Demonstrates knowledge of concepts from applied behavior analysis			

and skill in conducting functional assessment and analysis to develop intervention plans (2.4).			
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**Program Goal 4:** Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands schools as systems in order to promote positive academic and mental health outcomes; understands general education and special education; utilizes technology resources and evidence-based school practices to promote academic outcomes, learning, social development, and mental health; develops and implements practices and strategies to create and maintain effective and supportive learning environments for children and others; applies understanding of principles and research related to resilience and risk factors and used to inform use of services in schools and communities that support a multi-tiered, evidence based crisis prevention and response system (NASP 2.5, 2.6, 2.9).

Intern Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Demonstrates knowledge of school system organizational structure, general education, special education, and state and federal laws and policy for school accountability for academics (2.5)			
Demonstrates knowledge of school system organizational structure, general education, special education, and state and federal laws and policy for school accountability for behavior (2.5)			

**Program Goal 5:** Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal guidelines and policies; pursues ongoing professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

Intern Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Understands one's identify as a school psychologist and functions appropriately in the work setting (2.10)			
Demonstrates knowledge of ethical and legal policies and procedures and satisfactory professional judgment and decision making (2.10)			
Demonstrates use of technology in assessment, intervention, and presentation of information (2.9)			
Demonstrates ability to function as scientist-practitioner by designing and conducting single case and small group research and to analyze outcomes to inform practices and services (2.9)			
Demonstrates respect for human diversity and social justice evidenced			

by appropriate professional and personal interactions with supervisors, staff, and families at field placements (2.8, 2.10)			
Demonstrates satisfactory communication skills both oral and written (e.g., professional and nonprofessional) to be a practitioner as evidenced in presentations, report writing, conversations with supervisors and staff, and email correspondence (2.10)			
Demonstrates dependability and organization as evidenced by completing tasks according to instructions with minimal guidance, arriving to work and meetings on time, and consistently responding to emails in a timely manner (2.10)			
Demonstrates effective interpersonal skills as evidenced by using appropriate professional social skills and building relationships with staff and collaborating with others to get the job done (2.10)			
Demonstrates initiative and growth towards independent functioning as a practitioner as evidenced by using supervision appropriately to advance development, including meeting with supervisors for an appropriate amount of time and asking questions that reflect developmental level within program (2.10)			

**General comments regarding Intern Performance/Progress:**

Nov Rating	
Jan Rating	
May Rating	



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**Practica Student Self-Evaluation- 2020-2021**

<b>Practica student:</b>	
<b>Supervisor/Site:</b>	

Ratings should be based on expectations for a school psychology student who is in the first year of their applied field experience. Please enter the number that corresponds with the rating description that describes the student's proficiency with the given skill. Please enter a single digit rating only such as 4 and not ratings such as 2-3 or 3/4. Please save the file, review it with your supervisor and upload a copy to the appropriate assignment site on Bb.

Ratings for Nov and Jan	Rating for May/End of practica experience
N-Not enough information/data too limited to assess skill at this time.	N- Not enough information/data too limited to assess skill at this time.
1-Needs remediation; Skill deficit	1-Continues to need remediation; Skill deficit
2-Beginning Development of skill with guided supervision	2-Beginning Development of skill with guided supervision; Rating may suggest need for more than typical guided supervision during internship in order for the skill to be effective.
3-Intermediate Development of skill;	3-Intermediate Development of skill; Rating may suggest need for slightly more than typical guided supervision during internship in order for the skill to be effective.
4-Adequate Demonstration of skill;	4-Demonstration of skill; Rating may suggest need for typical supervision during internship in order for the skill to be effective.
5-More than Adequate Demonstration of skill;	5-Demonstration of skill; Rating may suggest need for slightly less than typical guided supervision during internship in order for the skill to be effective.
6-Advanced Demonstration of skill with near independent functioning;	6-Advanced Demonstration of skill with near independent functioning; Rating may strongly less than typical guided supervision during internship in order for the skill to be effective.
7-Very Advanced Demonstration of skill with independent functioning	7-Very Advanced Demonstration of skill with independent functioning; Rating may very strongly suggest less than typical guided supervision during internship in order for the skill to be effective.

**Method(s) used to assess practica student's knowledge and skill competency**

S = Supervision Session

W = Written Work

O = Oral Presentation/Meeting

**Example Rating of Practica Student's Knowledge and Skill Competency and Methods Used**

Practica Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Demonstrates knowledge of evidence-based methods for integrating	2/WO	3/SW	4/WO

family, school and community resources to improve outcomes for children in written and oral communication (NASP 2.7)			
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**Program Goal 1:** Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).

Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Demonstrates understanding and sensitivity to individual differences, abilities, disabilities, and other diverse characteristics as evidenced in writing, communication and interpersonal relationships (2.8).			
Demonstrates strategies for addressing diversity factors when selecting, administering and interpreting assessments (2.8)			
Demonstrates strategies for addressing diversity factors when designing, implementing and evaluating interventions for academic and/or behavior concerns (2.8)			
Demonstrates active, attentive listening with others in activities such as meetings, supervision sessions, parent interviews, and consultations (2.2, 2.7)			
Collaborates effectively with teachers, parents, and other school staff during meetings and other school activities (2.2, 2.7)			
Asks appropriate questions at meetings and during supervision (2.2)			
Demonstrates patience in difficult situations and addresses consultee resistance appropriately (2.2)			

**Program Goal 2:** Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages in data-based decision making to address the instructional needs of students (NASP 2.1, 2.2, 2.3).

Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Demonstrates knowledge and skill in selecting and administering varied assessment methods for academic assessment (2.3)			

Demonstrates knowledge and skill in interpreting academic assessment data in order to identify appropriate academic goals based individual needs (2.3)			
Demonstrates knowledge and skill at interpreting academic assessment information and making empirically based educational decisions for instructional interventions in general education setting and/or special education setting (2.3)			
Demonstrates ability to use a systematic problem solving process to develop, monitor (i.e., student and intervention integrity) and evaluate academic interventions based on data collected (2,.1)			
Demonstrates knowledge and application of effective instructional strategies (e.g., literacy instruction, peer tutoring, organization, teacher-directed instruction) and applies to intervention (2.3)			
Demonstrates knowledge of ecological influences of the classroom and home on student academic skills, learning, and cognition and applies to assessment and intervention (2.1., 2.3)			

**Program Goal 3:** Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).

Intern Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Demonstrates knowledge and skill in selecting and administering varied assessments for behavior/social-emotional, affective, and adaptive functioning (2.4)			
Demonstrates knowledge of typical and atypical (psychopathology) child development (2.4)			
Demonstrates knowledge and skill in interpreting behavior/social-emotional, affective and adaptive functioning data in order to identify appropriate goals based on individual needs (2.1, 2.2, 2.4).			
Demonstrates knowledge of behavior management and skill to assess the classroom environment and link to classroom behavior interventions (2.4)			
Demonstrates ability to use a systematic problem solving process to develop, monitor (i.e., student and intervention integrity), and evaluate behavior interventions based on data collected (2.1, 2.4).			
Demonstrates understanding of biological, developmental and social influences on behavior and mental health, and implications for classroom management and instruction (2.4).			

Demonstrates knowledge of concepts from applied behavior analysis and skill in conducting functional assessment and analysis to develop intervention plans (2.4).			
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**Program Goal 4:** Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands schools as systems in order to promote positive academic and mental health outcomes; understands general education and special education; utilizes technology resources and evidence-based school practices to promote academic outcomes, learning, social development, and mental health; develops and implements practices and strategies to create and maintain effective and supportive learning environments for children and others; applies understanding of principles and research related to resilience and risk factors and used to inform use of services in schools and communities that support a multi-tiered, evidence based crisis prevention and response system (NASP 2.5, 2.6, 2.9).

Intern Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Demonstrates knowledge of school system organizational structure, general education, special education, and state and federal laws and policy for school accountability for academics (2.5)			
Demonstrates knowledge of school system organizational structure, general education, special education, and state and federal laws and policy for school accountability for behavior (2.5)			

**Program Goal 5:** Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal guidelines and policies; pursues ongoing professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

Intern Knowledge and Skill Competency	Rating and Method		
	Nov	Jan	May
Understands one's identify as a school psychologist and functions appropriately in the work setting (2.10)			
Demonstrates knowledge of ethical and legal policies and procedures and satisfactory professional judgment and decision making (2.10)			
Demonstrates use of technology in assessment, intervention, and presentation of information (2.9)			
Demonstrates ability to function as scientist-practitioner by designing and conducting single case and small group research and to analyze outcomes to inform practices and services (2.9)			



Demonstrates respect for human diversity and social justice evidenced by appropriate professional and personal interactions with supervisors, staff, and families at field placements (2.8, 2.10)			
Demonstrates satisfactory communication skills both oral and written (e.g., professional and nonprofessional) to be a practitioner as evidenced in presentations, report writing, conversations with supervisors and staff, and email correspondence (2.10)			
Demonstrates dependability and organization as evidenced by completing tasks according to instructions with minimal guidance, arriving to work and meetings on time, and consistently responding to emails in a timely manner (2.10)			
Demonstrates effective interpersonal skills as evidenced by using appropriate professional social skills and building relationships with staff and collaborating with others to get the job done (2.10)			
Demonstrates initiative and growth towards independent functioning as a practitioner as evidenced by using supervision appropriately to advance development, including meeting with supervisors for an appropriate amount of time and asking questions that reflect developmental level within program (2.10)			

**General comments regarding Intern Performance/Progress:**

Nov Rating	
Jan Rating	
May Rating	



**The University of Toledo**  
**College of Health and Human Services**  
**School of Intervention and Wellness**  
**Specialist Level Program in School Psychology Program**

**Site Supervisor Evaluation of Practica Experience**

**Student** \_\_\_\_\_

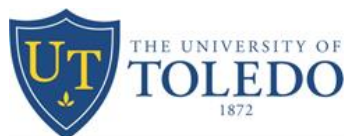
**Supervisor:** \_\_\_\_\_

**Date completed:** \_\_\_\_\_

We would like to know your thoughts regarding the practica experience. Thank you for helping us to improve this training experience for our students!

	Disagree	Neutral	Agree
The Practica Manual provided me with enough information to understand student needs & expectations.			
The Practica Manual provided me with enough information to understand University expectations.			
The university supervisor was available to clarify any questions regarding the field experience.			
Although I was provided with guidelines for the experience, I feel I was also given some autonomy to carry them out as appropriate in my work setting.			
Overall, I feel the practica was a positive experience for the student.			
Overall, I feel supervising the practica was a positive experience for me.			
I would be interested in being a practica supervisor in the future.			

**Comments? How can we improve your experience?**



**The University of Toledo**  
**College of Health and Human Services**  
**School of Intervention and Wellness**  
**Specialist Level Program in School Psychology Program**

**Practica Student Evaluation of Experience**

**Student:** \_\_\_\_\_ **Date completed:** \_\_\_\_\_

**Practica Site:** \_\_\_\_\_ **Supervisor's Name:** \_\_\_\_\_

	Needs improvement	Adequate	Exceptional
<b>Support from Site and Site Supervisor</b>			
Quality of the practica experience			
Quality of feedback from site supervisor			
Amount of supervision provided by site supervisor			
Opportunities for independent work			
Diversity within the training experience			
Initial orientation and welcome from site			
Explanation of rules, procedures, and policies at the practica site			
<b>Support from University Training Program</b>			
Quality of Practica Manual			
Communication with University supervisor			
Quality of On-site visitations			
Clarity of expectations for experience			
<b>Preparation through Coursework</b>			
Assessment of behavioral problems			
Assessment of academic problems			
Assessment of instructional environment			
Addressing issues of diversity in the assessment process			
Consultation (problem-solving process)			
Legal and Ethical issues			
Intervention development			
Intervention implementation and monitoring			
Intervention evaluation (integrity and outcomes)			
Direct interventions (counseling, direct instruction, groups)			
Understanding of regular education			
Understanding of special education			

**Would you recommend this site in the future? (If no, please elaborate)**