



THE UNIVERSITY OF
TOLEDO
1872

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

1st edition: August 2003

Revised: August 2023

College of Health and Human Services

Department of Human Services

2801 W. Bancroft Street

Mail Stop #119

Toledo, Ohio 43606-3390

Approved by

The National Association of School Psychologists (NASP)

The State of Ohio Department of Education

Accredited by

Council for the Accreditation of Educator Preparation (CAEP)

Table of Contents

Program Philosophy and Goals	3
Overview and Purpose of Practica	4
Objectives for Practica Experience	4
Practica Expectations	4
Supervision	6
Beginning the Practica Experience	7
Guidelines MTSS Case Studies and Assisting with Interventions	8
Guidelines for Experience with Special Education Evaluations	10
Required Activities for Fall Semester and Spring Semester	10
Evaluation of the Practica Student	11
School Psychology Program Contact Information	12

Forms

Practica Field Supervisor Information	13
Field Experience Policy for Practica Students	14
Practica Site Agreement	16
Documentation for Four Practica MTSS Cases	17
Guidelines for Field Experience Log	18
Evaluation Practica Student's Communication and Participation Skills	20
Engagement in Practica Experiences in Preparation for Internship	21
Parent/Guardian Consent	23
MTSS Case Intervention Summary Report	24
Scoring Rubric for MTSS Case Expanded Case and MTSS Graphs	27
MTSS Case Improvement Plan and State of MTSS Worksheet	28
Documentation of Progress for MTSS Case Studies	32
Step-by-Step Guide for Calculating Effect Size	33
Teacher Feedback	34
Parent Feedback	35
Child Feedback	36
Practica Supervisor Evaluation of Practica Student	37
Practica Student Self-Evaluation	41
Site Supervisor Evaluation of Practica Experience	45
Practica Student Evaluation of Experience	46

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, 2.8).

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, 2.8).

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, 2.8, 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 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* (2020), 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 MTSS cases with a combination of focus on academic and/or behavior, and complete at least three record reviews, three classroom observations, three administrations of various assessments (i.e., academic, social-emotional/behavior ratings scales, and adaptive functioning scales) 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 the majority completed onsite and including a maximum of 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 process 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 several expected activities and assignments to be completed over the two semester Practica experience.

- Assigned MTSS cases may target any tier of intervention and should include both academic and behavior concerns. Cases include an expanded written summary and graph for two of the cases that follows the problem-solving process. The other two cases may either be intervention or improvement cases (describe in Guidelines for MTSS Cases).
- Practica students also are expected to assist with additional interventions based on the

needs of the school and per the direction of their supervisor and. Students are to record assistance provided for any part of any intervention on the intervention tab of their log.

- The Practica student also must gain experience with special education evaluations completed in collaboration with the Practica supervisor and recorded on the evaluation tab of their log. Experience includes learning/using the ODE required forms, observing/co-facilitating planning meetings, observing/sharing information at eligibility and IEP meetings. Students also gain experience conducting evaluations to include record reviews, observations, developmental history interviews, standardized, norm-referenced assessment of academic, adaptive functioning behavior/social-emotional functioning, and cognitive assessment (spring semester only). For administration, scoring and written summarization of results for standardized, norm-referenced, tests, supervisors should strongly consider the following recommended guidance:
 - Early in practica experience (Aug/Sept/Oct)
 - Record Reviews
 - Observations
 - Academic Assessment - provided the practica student passed the program key assessment (WIAT-IV) in the spring semester.
 - Middle of practica experience (Nov/Dec)
 - Adaptive functioning and behavior rating scales – The program key assessment (ABAS-II and BASC-3) is administered during the practica experience, mid-fall semester. Supervisors may allow practica students to score and summarize but must be aware practica students are learning these assessments; they will need instruction, guidance, and feedback.
 - Late in practica experience (March/Apr)
 - Cognitive assessment – The program key assessment (WISC-V) is administered during the practica experience, mid-spring semester. Due to the complexity of administration, scoring and written summarization, it is recommended students not administer cognitive assessments before they pass the program key assessment. While we cannot prohibit, the program strongly recommends practica students, even with supervision, should not be the individual listed on the planning form for cognitive assessment for an initial ID evaluation at any time during the practica experience. This is based on the Ohio Operating Standards for the Education of Children with Disabilities (2021) Rule 3301-51-01 Applicability of requirements and definitions Section (B)(d)(ii)(a), which states intellectual functioning...as determined through a measure of cognitive functioning administered by a school psychologist or a qualified psychologist (p.17).
- It is expected by the end of the fall semester students will have at least one intervention case (preferably two) completed and all four required cases identified.
- For institutional credit, students must complete at least 400 hours during the total Practica experience and provide MTSS 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 entering the Practica year 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 like 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 place students in a “dual relationship” position.*
 - *If a student is asked to leave a Practica 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 practitioner in school psychology) and the university supervisor (the school psychology faculty member).

The university supervisor holds a faculty position in the Department. 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 the first semester of Practica and one in the second semester.

The Practica supervisor is selected by the university supervisor from area school psychologists who express interest in supervising. Practica Supervisors should 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 Practica 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.
- Identify cases - children in need of tiered intervention for the Practica student and mentor and supervise through the problem-solving process.
- Provide a comprehensive school site orientation for the Practica student at the beginning of the experience.
- Provide opportunities for students to fulfill other university requirements within the Practica experience (e.g., participating in an in-service).
- Provide supervised learning experiences the 400 Practica hours.
- Provide 1 hour per week of direct 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.
- Evaluate the Practica student three times (fall, winter, and end of Practica experience) over the course of the experience.

Beginning the Practica Experience

Once students are assigned a Practica site, they should contact 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 completed 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. Begin a discussion regarding options for the four cases.
2. Determine when the weekly face-to-face minimum of 1 hour of supervision will be provided.
3. Begin to review all forms used to document the Practica experience (e.g., MTSS cases, permission forms, log, etc.,)
4. Identify a method for weekly communication as well as for communicating any time the supervisor or student is not able to attend a scheduled event/activity. It also should be clear who the student should contact if he or she is to be absent if attending an event where their supervisor was not planning to be present.
5. It is strongly advised that at least one day a week be the same and the second day be flexible.
6. Confirm the goal of at completing 175-200 hours by end of fall semester.

7. Complete the Practica supervisor Information form, the Field Experience Policy for Practica Students form and the Practica Site Agreement upload Practica OneDrive Folder.

Guidelines for MTSS Cases and Assisting with Interventions

Identifying MTSS Intervention cases

1. Practica students are expected to actively participate in tiered interventions. 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.
2. Children selected for the Practica student should have mild learning and behavior problems. Practica students are students in training and are not to prepared to address the needs of students with a history of significant behavior problems.
3. 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-facilitate the meeting with the teacher. If possible/permitted, the University Practica supervisor may function in this role as well.
4. 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. 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.
5. Practica students are instructed to plan for 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.
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- Development of Intervention Plan and Monitor Intervention Implementation and Intervention Fidelity
- Step 4: Evaluation of Intervention

Meeting 1 (Week 1)

Goal is to agree on a problem, chart baseline data or decide how to collect baseline data and collect it, 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 linked to possible evidence-based interventions, select an intervention, and ensure social acceptability, write the intervention plan and problem solve possible issues related to integrity issues using science of implementation. (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 an intervention plan for implementation).

Implementation (Week 3-9/10)

Goal is to implement the intervention and chart progress monitoring data for the student and collect intervention fidelity data. Information should be shared with the interventionist/teacher each time data are collected.

Meeting 3 (Week 10/11)

Based on student outcomes and intervention fidelity decide whether to continue, modify, or discontinue the intervention.

Identifying MTSS improvement cases

1. Improvement Case Summary involves gathering information about the MTSS system at the school. Students will gather data by completing a worksheet and then identify a plan for improving some aspect of the MTSS system. The plan may be at the school or a grade level. This summary may be less formal, meaning it might read more like one's personal notes and might be written in short phrases or include bulleted information in some sections. Students will begin writing their case as soon as it is assigned, save it to OneDrive and update it prior to individual supervision meetings with the course instructor. The instructor will provide feedback so the student may revise.
2. Complete the State of MTSS worksheet for academics or behavior (provided on Bb). This will require interviewing your supervisor and other staff, reviewing permanent products (e.g., intervention team materials/forms) and observing at meetings.
3. Upload any MTSS materials from your district as well as any MTSS manual (if there is one and you are permitted to share) to your OneDrive folder.
4. Meet with your practica supervisor to review the MTSS worksheet and select 3 questions for academics or behavior to target first for change/improvement and explain why they were selected.
5. After reviewing all 3, select one and write an action plan to include Problem (with data

to support gap between actual and desired practice), Hypothesis for gap, Action Plan (for closing gap and how you would determine gap is closing).

6. Consult with your practica supervisor regarding the plan and if possible, present the plan to the school, and implement it.

Assisting with tiered interventions

1. In addition to the four intervention cases, Practica students are expected to assist with other intervention needs in their assigned buildings. They may help identify interventions, implement the intervention, progress monitor student and intervention fidelity outcomes, and/or graph data. Students will document any involvement in a any intervention cases on the last page/tab of their Log.

Guidelines for Experience with Special Education Evaluations

Identifying Evaluation cases

1. Students are to participate evaluations, and to the degree possible, follow the case from start (referral for evaluation or planning meeting) to finish (IEP meeting). Before a practica student is assists 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. If the planning meetings occurred in the previous school year, the supervisor is asked to review how a reevaluation planning meeting is carried on in the district and to seek permission from the parent to modify the planning form to include the practica student. 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 listed on the planning form as the individual who will administer the cognitive assessment for an initial ID evaluation. For evaluations, students will require assistance and feedback with administration, scoring and written summarization of results and guidance when 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.

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 MTSS case intervention expanded summary
- One MTSS case intervention brief summary or MTSS improvement plan
- Experience with Special Education Evaluations
- Record Review (one submitted to instructor)
- Systematic Direct Observation (one submitted to instructor)

- Academic assessments (one submitted to instructor)

Spring Semester

- One MTSS case intervention expanded summary
- One MTSS case intervention brief summary or MTSS improvement plan
- Experience with Special Education Evaluations
- Behavior Rating Scale (one submitted to instructor)
- Adaptive Functioning Scale (one submitted to instructor)

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. *If a student has a remediation plan it must be met by the end of the Practica experience or Internship will be delayed until the remediation plan requirements are satisfied.*

School Psychology Program Contact Information

Assistant Professor, School Psychology Program Director and Internship Coordinator

Brandon J. Wood, Ph.D.

Brandon.Wood2@UToledo.Edu

Office HH 3100F; Phone: 419-530-4772

Professor, School Psychology Practica Coordinator

Wendy S. Cochrane, Ph.D

Wendy.Cochrane@UToledo.edu

Office HH 3100G; Phone: 419-530-2013

Associate Professor, School Psychology Prepractica Coordinator Department Chair

Jennifer L. Reynolds, Ph.D., NCSP

Jennifer.Reynolds21@UToledo.edu

Office HH 3100E, Phone: 419-530-4301

Department Secretary

Amada Esquivel, M.Ed

amada.esquivel@utoledo.edu

Office HH2630; Phone 419.530.2142

Department Fax: 419.530.2651



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

Practica Field Supervisor Information

Name _____ Highest Degree _____

Office Address _____

City, State, Zip _____

Telephone _____ Email _____

School(s) Placement Information

School Name(s) _____

Licensure Information

Yes No ODE Licensed School Psychologist

Yes No NCSP

Yes No Ohio State Board of Psychology, Licensed School Psychologist

Affiliations Information

Yes No NASP

Yes No OSPA

Yes No MVSPA regional school psychology association

Other _____

Recent School Psychology Professional Development

Student Name _____ Semester/year _____



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

Field Experience Policy for Practica Students

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. 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 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 several 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
Department of Human Services
Specialist Level Program in School Psychology Program

Practica Site Agreement

UToledo Practica Student Responsibilities:

- Provide consultation services with the teachers of students who need intervention.
- Implement the problem-solving process to develop quality and evidence-based interventions and monitor treatment integrity and intervention outcomes.
- Assist with the implementation of the interventions.
- Make intervention recommendations (as part team) for next steps 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 on average 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



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

Documentation for Four Practica MTSS Cases

Practica Student: _____

Date Completed: _____

	Case Study Description (Grade, target behavior, intervention)	Projected start date	Actual start date	Completion date
MTSS Case #1				
MTSS Case #2 (Brief or Improvement)				
MTSS Case #3				
MTSS Case Study #4 (Brief or Improvement)				
Completion of 200 hrs.				
Completion of 400 hrs.				

Student name

Student Signature

Date

Practica supervisor name

Practica supervisor signature

Date

University supervisor name

University supervisor signature

Date

Logging information for Experience with Special Education Evaluations

	B	C	D	E	F	G
1	Special Education Evaluations Experiences	Practica Goal	Progress (Update monthly)	Case 1	Case 2	Case 3
2	List Grade (Preschool, Elem (K-5), Jr High (6-8), High School (9-12))	Varied experience	3 ES, 1 HS			
3	Disability area (e.g., SLD, ID, ED, etc.,)	Varied Experience	3 SLD, 1 OHI			
4	Cultural/Lingustic Considerations (Enter either yes and describe or no)	Varied experience	2 cases			
5	Role with intervention prior to referral (Enter either yes and describe or no)	3 oppourtunities	2 cases			
6	PR-01 Prior Written Notice (Active, Observer, No Exp)	3 oppourtunities	1 observer			
7	PR-04 (Initials Evals) Referral for Eval (Active, Observer, No Exp)	3 oppourtunities	1 observer			
8	ETR Planning Form and Meeting (Active, Observer, No Exp)	3 oppourtunities				
9	PR-05 Parent Consent (Active, Observer, No Exp)	3 oppourtunities				
10	Record Review (Active, Observer, No Exp)	5 oppourtunities				
11	Observation of Student (Active, Observer, No Exp)	5 oppourtunities				
12	Academic Assessment (Active, Observer, No Exp)	3 oppourtunities				
13	Adpative Assessment (Active, Observer, No Exp)	3 oppourtunities				
14	Soc-Emotional/Behavior Assessment (Active, Observer, No Exp)	3 oppourtunities				
15	Cognitive Functioning (Active, Observer, No Exp)	1 oppourtunity (supervisor approved)				
16	Other (describe) (Active, Observer, No Exp)	Varied experience				
17	PR-06 ETR Pages (Active, Observer, No Exp)	9 oppourtunities				
18	PR-07 IEP (Active, Observer, No Exp)	3 oppourtunities				
19						
20						
21						



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

Evaluation of Practica Student's Communication and Participation Skills

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. Comments:				
2. When sharing information, the student-in-training appeared confident. Comments:				
3. As opportunities presented, the student-in-training actively participated in the discussion by sharing ideas and commenting on the ideas of others. Comments:				
4. During the discussion, the student-in-training appeared engaged by taking notes, non-verbal affirmations (head nods), or short verbal affirmations (yes, right). Comments:				



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

**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
RIOTS				
Review of records- preschool				
Review of records- elementary				
Review of records- secondary				
Structured classroom observations				
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				
MTSS Activities				
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				
Special Education Activities				
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				



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

Parent/Guardian Consent

I agree to permit _____ (name of UToledo Practica student) to meet with my child, _____ (name of child) for the purposes of gaining experience developing, implementing, and evaluating school-based interventions. I understand that the UToledo Practica student will meet with my child's teacher(s) and will use a problem-solving process to help identify needs and develop and assist the teacher to implement an intervention to help my child who has an academic or behavior need. 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 summary report and submit it to their UToledo instructor, but my child's name/identity will be masked/not know to the UToledo instructor. 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 Practica supervisor, _____ at _____ or the Practica student's UToledo supervisor, Dr. Wendy Cochrane at (419) 530-2013. I hereby certify that I have read and fully understand the above and give my consent.

 Parent Printed Name

 Parent Signature/Date

 UToledo Student Printed Name

 UToledo Student Signature/Date

 Practica supervisor Printed Name

 Practica Supervisor Signature/Date



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

MTSS Case Intervention Summary Report

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

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.

Reponses must be written concisely using satisfactory writing mechanics and the self-check should result in stating “yes” to all questions.. Students should write in a narrative format, **NOT** with a bulleted list. After a student has received feedback from a peer, the student should extract the narrative report sections from the table and create a Tiered Case Report using the heads at the end of this document.

Problem Identification

Discuss what information was obtained (teacher interview, observations, record reviews) 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)

Example -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.

Self-Check-Did you..

- *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.

Example- Four key domains of learning were assessed: Instruction, Curriculum, Environment, and Learner (ICEL) were used in order to hypothesize why Kiddo had a gap between current level of performance and the expectation for performance.

Self-Check-Did you...

- *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) along with explanation of what you did to proactively supported implementation (increase likelihood of High IF). 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.

Example- Three evidence-based interventions were discussed. Mr. X chose ABC intervention. The plan was as follows:

Where-

When-

Self-Check- Did you...

- *Restated goal and hypothesis and baseline?*
- *Provide a detailed intervention plan?*
- *Provide plan and method to assess and monitor treatment integrity?*
- *Describe what you did to proactively supported implementation (increase likelihood of High IF).*
- *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.

Example- After 8 weeks of implementation, the team met to discuss the intervention.

Self-Check- Did you...

- *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?*

Scoring Rubric for MTSS Case and Graphs

Scoring Rubric for MTSS Case Expanded Form

	Tiered Intervention Report Score	
Total Score (Content + Writing)		
Content Score (0-90 pts)		Missing report elements
Writing Score (Qualitative) (0-10 pts)		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.
Applied Key Assessment Outcome		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 MTSS Case Graph

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.

MTSS Case Improvement Plan

For the alternative case, you are required to complete the following actions and turn in all documentation (may keep in OneDrive; not required to upload all documents to Bb). Indicate when complete and placed in OneDrive folder.

Steps	Action(s)	Completed & Placed OneDrive
1	Create a folder in your Practica OneDrive Folder and title it MTSS Alternative	
2	Complete the State of MTSS worksheet for behavior and for academics. Provide comment for any responses that are Don't know, how you are going to determine if the correct answer is yes or no.	
3	Collect and place any MTSS materials found in your district that you find praiseworthy as well as any MTSS manual (if permitted to share)	
4	On your worksheet, highlight 3 of the questions for behavior and 3 for academics that if you were to create a plan for change/improvement these are what you might target first.	
6	Create an improvement plan, identifying one change you could recommend for this year. Write a plan for each one using to include Problem (with data to support gap), Hypothesis, Action Plan (with how you would determine gap is closing)	
8	Share your action plan with your supervisor	

State of MTSS- Behavior

Directions: Choose one of your assigned schools and respond to the following questions.

- How would you best describe the implementation of MTSS - Behavior in your school?
 - Full implementation school-wide
 - In process of school-wide implementation
 - Piloting a system in one grade level or classroom
 - Investigating how to begin implementation
 - Not considering at all.
- Does your school have a method for benchmarking behaviors at Tier 1?
 - Yes
 - No
 - Don't know
- Does your school have decision making rules for moving students from Tier 1 to Tier 2?
 - Yes
 - No
 - Don't know

4. Does your school have intervention rules for Tier 2 behavior in terms of frequency (min and max times per week) and intensity (min and max number of minutes per week)?
 - A. Yes
 - B. No
 - C. Don't know

5. Does your school (at least biweekly) assess intervention treatment integrity at Tier 2 behavior?
 - A. Yes
 - B. No
 - C. Don't know

6. Does your school progress monitor (at least biweekly) interventions at Tier 2 behavior?
 - A. Yes
 - B. No
 - C. Don't know

7. Does your school currently have regular/ongoing MTSS - Behavior professional development for staff members?
 - A. Yes
 - B. No
 - C. Don't know

8. Does your school regularly graph progress monitoring data for behavior?
 - A. Yes
 - B. No
 - C. Don't know

9. What do you believe are the primary barriers to MTSS - Behavior in your school?

10. What solutions do you think are needed to implement MTSS - for Behavior with integrity?

State of MTSS - Academics

Directions: Choose one of your assigned schools and respond to the following questions. It may be the same school that you chose for MTSS - Behavior.

1. How would you best describe the implementation of MTSS - Academics in your school?
 - A. Full implementation school wide
 - B. In process of school wide implementation
 - C. Piloting in a few schools or a school

- D. Investigating how to begin implementation
 - E. Not considering at all.
2. Does your school have a method for benchmarking writing at Tier 1?
- A. Yes
 - B. No
 - C. Don't know
3. Does your school have a method for benchmarking math at Tier 1?
- A. Yes
 - B. No
 - C. Don't know
4. Does your school have a method for benchmarking reading at Tier 1?
- A. Yes
 - B. No
 - C. Don't know
5. Does your school have decision making rules for moving from Tier 1 to Tier 2 to Tier 3 for any academic area?
- A. Yes
 - B. No
 - C. Don't know
6. Does your school have decision making rules for moving from Tier 3 academic intervention to a special education evaluation?
- A. Yes
 - B. No
 - C. Don't know
7. Does your school or has your school ever identified a student for SLD eligibility using what in your opinion is only data from the RTI process?
- A. Yes
 - B. No
 - C. Don't know
8. Does your school have intervention rules for Tier 2 and Tier 3 academic in terms of frequency (min and max times per week) and intensity (min and max number of minutes per week)?
- A. Yes
 - B. No
 - C. Don't know

9. Does your school (at least biweekly) assess intervention treatment integrity at Tier 2 and Tier 3 for academics?
- A. Yes
 - B. No
 - C. Don't know
10. Does your school progress monitor (at least biweekly) interventions at Tier 2 and Tier 3 for academics?
- A. Yes
 - B. No
 - C. Don't know
11. Does your school currently have regular/ongoing MTSS - Academics professional development for staff members?
- A. Yes
 - B. No
 - C. Don't know
12. Does your school regularly graph progress monitoring data for academics?
- A. Yes
 - B. No
 - C. Don't know
13. What do you believe are the primary barriers to MTSS - Academics in your school?
14. What solutions do you think are needed to implement MTSS - Academics with integrity?



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

Documentation of Progress for MTSS 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.

	Case Description: Grade, Intervention Focus or Assigned Evaluation Activities	Report & Review- Stage of problem solving or status of assigned parts of evaluation		
		Date Met & Reviewed	Stage or Status	Next steps for Practica student or supervisor
Example	3 rd 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.
Case 1				
Case 2				
Case 3				
Case 4				

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

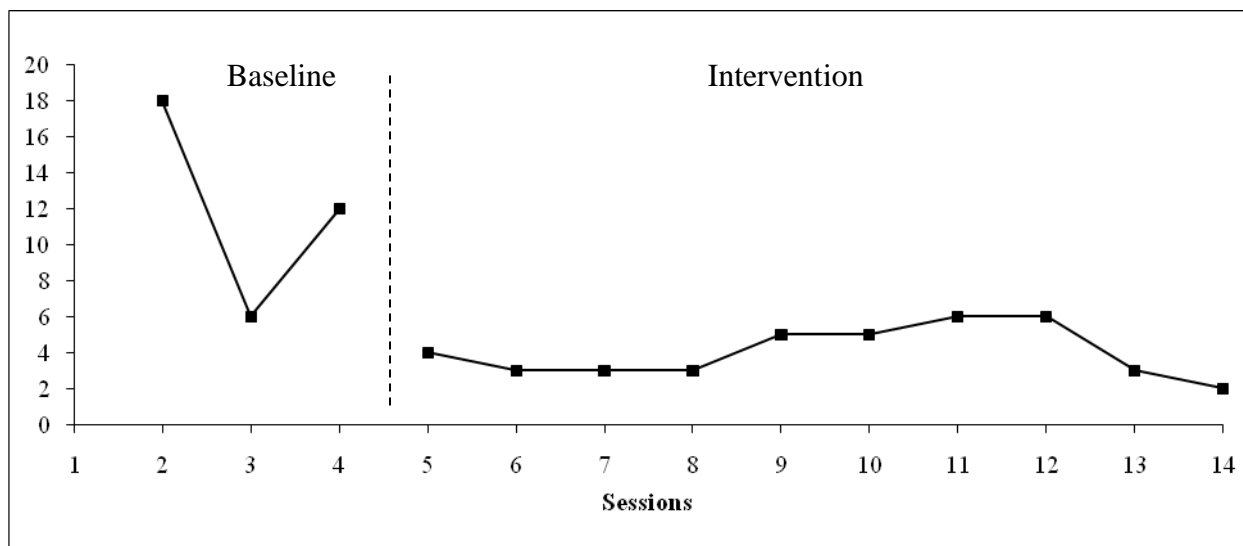
Calculate the standard deviation of the baseline data points. In the example below, the standard deviation of the three baseline data points (18, 6, 12) is 6.0.

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.



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

Teacher Feedback Form

Teacher Name _____ Grade _____ Practica Student _____

Directions for teacher: Thank you very much for working with us this year! 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:



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

Parent Feedback Form

Parent Name: _____ Child's Grade: _____

Practica Student _____

Parent: *Thank you very much for working with us this year! 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:



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

Child Feedback Form

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)?



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

Practica Supervisor Evaluation of Practica Student 2023-24

Practica student:	
Supervisor/Site:	

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. This form will arrive as a google survey that you can complete and send to Wendy.Cochrane@utoledo.edu

Ratings for Nov and Jan	Rating for May/End of Practica experience
N-Not enough information/data too limited to assess skill currently.	N- Not enough information/data too limited to assess skill currently.
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 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 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 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 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 for the skill to be effective.

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 in written and oral communication (NASP 2.7)	2	3	4

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 to identify interventions to enhance learning and academic outcomes (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 of ecological influences of the classroom and home on student academic skills, learning, 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 and skill in interpreting behavior/social-emotional, affective, and adaptive functioning data in order to identify interventions to enhance social-emotional and behavior and mental health (2.1, 2.2, 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).			

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)			

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 identity 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 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 Practica Student's Performance/Progress:

Nov Rating	
Jan Rating	
May Rating	



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

Practica Student Self-Evaluation- 2023-2024

Practica student:	
Supervisor/Site:	

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 your practica OneDrive Folder.

Ratings for Nov and Jan	Rating for May/End of Practica experience
N-Not enough information/data too limited to assess skill currently.	N- Not enough information/data too limited to assess skill currently.
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 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 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 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 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 for the skill to be effective.

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 in written and oral communication (NASP 2.7)	2	3	4

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 to identify interventions to enhance learning and academic outcomes (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 of ecological influences of the classroom and home on student academic skills, learning, 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 and skill in interpreting behavior/social-emotional, affective, and adaptive functioning data in order to identify interventions to enhance social-emotional and behavior and mental health (2.1, 2.2, 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).			

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)			

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 identity 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 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)			



The University of Toledo
College of Health and Human Services
Department of Human Services
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 and 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.			

How can we improve the practica experience?

Additional Comments?



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

Practica Student Evaluation of Experience

	Needs improvement	Adequate	Exceptional
Support from Site and Site Supervisor			
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			
Support from University Training Program			
Quality of Practica Manual			
Communication with University supervisor			
Quality of feedback from university supervisor			
Amount of supervision provided by university supervisor			
Quality of On-site visitations			
Clarity of expectations for experience			
Preparation through Coursework			
Assessment of behavioral problems			
Assessment of academic problems			
Assessment of core instruction and instructional environment			
Addressing issues of diversity in the assessment process			
Consultation (problem-solving process)			
Legal and Ethical issues			
Intervention development and implementation			
Intervention evaluation (integrity and outcomes)			
Direct interventions (counseling, direct instruction, groups)			
Special education referral process			
Special education evaluation and eligibility process			

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

Additional Comments