



**SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM HANDBOOK**

DEPARTMENT OF
**Counseling, Leadership, Adult Education, and School Psychology
(CLAS)**

TEXAS STATE UNIVERSITY
SAN MARCOS, TX 78666

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**TEXAS STATE UNIVERSITY
SCHOOL PSYCHOLOGY PRACTICUM HANDBOOK & SYLLABUS
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TEXAS STATE UNIVERSITY PRACTICUM IN SCHOOL PSYCHOLOGY

The three practica in the School Psychology Program at Texas State University are viewed as an integral component of the professional training. Practica are distinct from, and occur prior to, internship. They are intended to provide opportunities for students to become oriented to the educational process and to apply their knowledge and skills in a supervised field-based setting. Practicum experiences occur in school districts and university-based clinics. Practica are organized to complement coursework in the sequence described in the School Psychology Program degree plan. Course assignments are completed in conjunction with practicum responsibilities. On-campus supervision is provided concurrently with the practicum experience by faculty, or professionals representing appropriately related areas, as a required part of the practica. Attendance at these sessions is mandatory and they are conducted one time per month on campus.

SPSY 5389

Three practicum experiences (SPSY 5389) occur in a school or university clinic setting with supervision by on-site and university supervisors. The first practicum occurs in the University Assessment Clinic at Texas State after successful completion of prerequisite courses (see courses on page 5). This practicum provides students with opportunities to refine individual psycho-educational assessment techniques under the direct supervision of university faculty. Clients in the University Assessment Clinic include university students as well as children and adults from the surrounding communities with learning issues or other related concerns that impact classroom and/or work performance.

The second practicum occurs during the third semester of study after the successful completion of required academic coursework, the University Assessment Clinic practicum, and approval of program faculty. The second practicum occurs in a school setting, where direct supervision is provided by a licensed School Psychologist or by another professional with a minimum of a master's degree and appropriate certification or licensure (e.g., licensed psychologist, licensed psychological associate). This first school-based practicum provides the student with an opportunity for orientation to the operation and organization of schools. The

specific skills and knowledge base practiced include assessment, consultation, observations of regular and special education programs, teacher instruction, parent conferences and interviews, and participation in interdisciplinary team meetings.

The second school-based practicum, occurring during the fourth semester in the program, emphasizes evaluation and remediation of emotional, behavioral, developmental and learning difficulties and consultation with school or agency staff. Direct counseling interventions with individuals and/or groups may also be part of the second school-based practicum experience. At this point students have completed additional coursework in cultural and linguistic diversity, data-based decision making, consultation, and behavior management (see courses on page 5). Concurrent coursework includes biological bases of behavior, child and adolescent psychopathology, and multi-tiered systems of support. Concurrent with the school-based practica, students may have the opportunity to participate in the Clinic for Autism Research, Evaluation and Support (CARES) as an elective course (SPSY 5399B Essentials for the Assessment of Autism). This clinic provides students extensive training in the evaluation of individuals who are suspected of having autism spectrum disorder. Students engage in evaluations under the direct supervision of program faculty in the College of Education Clinic facilities. Additional information about the University Assessment Clinic and the CARES clinic can be found in the Assessment Clinics handbook, posted on the program website.

In addition to the site supervision provided for each school-based practicum student, all students enrolled in practica are supervised by Program faculty who are licensed psychologists, licensed school psychologists, and/or Nationally Certified School Psychologists. Students are required to obtain and present documentation of professional student liability insurance for all practicum experiences. All site-based supervisor credentials must meet program requirements and faculty approval.

SPSY 5389: PRACTICUM PREREQUISITE & CONCURRENT COURSEWORK

SPSY 5389 University Assessment Clinic Practicum prerequisites:

SPSY 5385	Ethics, Standards, and Procedures in Professional School Psychology
SPSY 5388	Psychometrics for School Psychologists
SPSY 5376	Psychoeducational Assessment
SPSY 5300	Interviewing, Counseling, and Consulting in School Psychology

SPSY 5389 University Assessment Clinic Practicum concurrent coursework:

SPSY 5377	Social, Emotional, and Behavioral Assessment
SPSY 5380	Individual and Group Counseling Techniques for School Psychology
SPSY 5387	Data Based Decision Making

SPSY 5389 Additional First School-based Practicum prerequisites:

SPSY 5377	Social, Emotional, and Behavioral Assessment
SPSY 5380	Individual and Group Counseling Techniques for School Psychology
SPSY 5387	Data Based Decision Making
SPSY 5389	University Assessment Clinic Practicum
SPSY 5360	Crisis Prevention, Intervention, and Response in the Schools
SPSY 5394	Multicultural Issues in School Psychology
SPSY 5399C	Fostering Self-Care and Wellness in School Communities

SPSY 5389 Concurrent First School-based Practicum coursework:

SPSY 5355	Assessment of Culturally and Linguistically Diverse Learners
SPSY 5386	Consultation Issues
SPED 5375	Behavior Management – Applied Behavior Analysis (ABA)

SPSY 5389 Additional Second School-based Practicum coursework:

SPSY 5355	Assessment of Culturally and Linguistically Diverse Learners
SPSY 5398	Alternative Evaluation, Intervention, and Student Outcome
SPSY 5390	Applied Behavior Analysis for School Psychologists

SPSY Concurrent 5389 Second School-based Practicum coursework:

SPSY 5379	Prevention and Treatment of Child and Adolescent Psychological Disorders
SPSY 5386	Consultation and Professional Issues in School Psychology
SPSY 5396	Biological Bases of Behavior

TEXAS STATE UNIVERSITY PRACTICUM GOALS AND OBJECTIVES

NOTE: *The following goals and objectives are prerequisite competencies for internship experiences. They may be obtained in any or all of the three practicum settings as appropriate.*

Practicum students will obtain/demonstrate knowledge and practice skills in:

1. Ethical and legal aspects of professional school psychology in the following areas:
 - 1.1 Confidentiality, informed consent and due process
 - 1.2 Family Educational Right to Privacy Act
 - 1.3 Texas State Board of Education Rules and Regulations
 - 1.4 Federal and State laws related to education and psychology
 - 1.5 Professional competence and standards for professional practice (NASP and APA)
 - 1.6 Texas State Board of Examiners of Psychologists (TSBEP) rules and regulations for licensure as a School Psychologist
2. Regular and special education policies and procedures related to the education of exceptional learners in the following areas:
 - 2.1 Referral for special education
 - 2.2 Operation of the multidisciplinary team (ARD)
 - 2.3 Placement in least restrictive environment
 - 2.4 Development of individual education and behavior management plans
 - 2.5 School discipline policies, including manifestation determination procedures
3. Various instructional arrangements with diverse ethnic/cultural populations by direct observation in the following learning environments:
 - 3.1 Regular education classroom
 - 3.2 Special education resource room
 - 3.3 Content mastery classroom or lab
 - 3.4 Self-contained classroom for special education
 - 3.5 Bilingual education classroom
 - 3.6 ESL classroom
 - 3.7 Alternative learning environment
4. Awareness of the characteristics of exceptional learners by observation and/or implementation of indirect/ direct services with the following populations:
 - 4.1 Specific Learning Disabilities
 - 4.2 Emotional Disabilities
 - 4.3 Intellectual and Developmental Disabilities
 - 4.4 Visual Impairment
 - 4.5 Auditory Impairment
 - 4.6 Deaf / Blindness
 - 4.7 Orthopedic Impairment
 - 4.8 Other Health Impairment
 - 4.9 Multiple Disabilities
 - 4.10 Autism/Pervasive Developmental Disorder
 - 4.11 Speech or Language Impairment
 - 4.12 Noncategorical Early Childhood (including Developmental Delays)
 - 4.13 Traumatic Brain Injury

- 4.14 Gifted and Talented
- 5. Operation and organization of public schools in the following areas:
 - 5.1 Familiarity with district facilities and key administrative personnel and their roles and functions
 - 5.2 Familiarity with the roles and functions of other pupil service personnel
 - 5.3 Familiarity with the roles and functions of support and related service staff
 - 5.4 Familiarity with the roles and functions of the School Psychologist
 - 5.5 Familiarity with district policies and procedures for crisis intervention
- 6. Proficiency in the selection, administration, scoring, and interpretation of psychoeducational assessments for the evaluation of disabilities including:
 - 6.1 Integration of data from multiple sources and methods
 - 6.2 Development of meaningful recommendations related to assessment findings
- 7. Demonstration of positive personal characteristics in the performance of their duties in the following areas:
 - 7.1 Adaptability
 - 7.2 Communication skills (verbal)
 - 7.3 Communication skills (written)
 - 7.4 Conscientiousness
 - 7.5 Cooperation
 - 7.6 Dependability/reliability
 - 7.7 Independence
 - 7.8 Motivation
 - 7.9 Personal stability
 - 7.10 Productivity
 - 7.11 Professional ethics
 - 7.12 Professional image/appearance
- 8. Direct observation and/or indirect/direct delivery of services to “at risk” populations in the following areas:
 - 8.1 Developmental delays
 - 8.2 Situational adjustment difficulties
 - 8.3 Environmental deprivation
 - 8.4 Economic deprivation
 - 8.5 Attention disorders
 - 8.6 Disrupted family systems
 - 8.7 Drug/alcohol abuse and addiction
 - 8.8 Culture, gender, ethnic and age differences
 - 8.9 Physical/sexual/emotional abuse
 - 8.10 Adjudicated youth
- 9. Administration, scoring and interpretation of assessment instruments for evaluation of the following populations:
 - 9.1 Emotionally Disabled
 - 9.2 Autism/Pervasive Developmental Disorder
 - 9.3 Behaviorally Disordered
 - 9.4 Socially Maladjusted
 - 9.5 Intellectual Disability

10. Instructional remediation by assisting in the development of individual education plans for the following areas:
 - 10.1 Reading
 - 10.2 Mathematics
 - 10.3 Written language
 - 10.4 Listening comprehension
 - 10.5 Oral expression
11. Incorporation, selection, and evaluation of additional assessment techniques:
 - 11.1 Criterion referenced testing
 - 11.2 Curriculum-based assessment
 - 11.3 Non-biased alternative procedures for linguistically and culturally diverse students
 - 11.4 Computer administered assessment
 - 11.5 Specialized assessment (e.g.. for visual-motor, memory, executive functions, or other cognitive skills)
 - 11.6 Arena assessment
12. Direct and indirect consultation:
 - 12.1 Problem solving and mediation
 - 12.2 Conflict resolution
 - 12.3 Applied behavior analysis
 - 12.4 Parent training/home intervention
 - 12.5 Social skills training
 - 12.6 Crisis management
 - 12.7 Participation as a multidisciplinary team member
13. Home/school/community collaboration:
 - 13.1 Knowledge of family strengths, systems, and influences
 - 13.2 Involving families in education and service delivery
 - 13.3 Collaborating with families, educators, and others in the community to provide services to children and adolescents
 - 13.4 Engaging family systems through parent and child interviews to collect a developmental history
14. Counseling and intervention by:
 - 14.1 Facilitating or co-facilitating counseling groups
 - 14.2 Conducting individual counseling sessions
 - 14.3 Leading or co-leading in-services, seminars and/or workshops in mental health related topics
15. Operation and organization of alternative mental health systems for children and adolescents by:
 - 15.1 Contacting local mental health and social service agencies to facilitate intervention
 - 15.2 Making appropriate referrals for school, staff, students and families
 - 15.3 Familiarity with rules, regulations and standards applicable to the setting
16. Interpersonal relationships, and consultation skills essential for working with individuals in alternative clinical settings by developing the following areas:
 - 16.1 Interviewing techniques
 - 16.2 Problem identification and goal setting

- 16.3 Negotiation
 - 16.4 Reframing
 - 16.5 Restating
 - 16.6 Summarizing
 - 16.7 Empathy
 - 16.8 Risk-taking
 - 16.9 Evaluation
 - 16.10 Termination
17. Development of positive behavioral and social interventions and outcomes:
- 17.1 Integrating behavioral, social and psychological techniques
 - 17.2 Developing a personal style and theory of counseling and intervention

PROCEDURES FOR ARRANGING SCHOOL-BASED PRACTICUM

Upon program faculty approval, students who have completed or who are completing the required prerequisite coursework are eligible to apply for a practicum experience during the fall or spring semester before the desired practicum experience. Students should consult with their faculty advisor during academic advising to ensure that they have met the requirements for beginning practicum in the subsequent semester.

After receiving faculty approval, the student should contact the practicum site representative at the desired practicum site. If the conditions of placement are agreeable to both practicum applicant and the representative of the practicum setting, a Student and Supervisor Agreement will be developed. A Student and Supervisor Agreement template is included in this handbook (see pp. 14-16). Additionally, a Practicum Site Agreement (see pp. 17-19) must be signed by an appropriate representative of the practicum site, the School Psychology Program Practicum Coordinator, the CLAS department chair, and the College of Education dean. The Student and Supervisor Agreement and the Practicum Site Agreement must be signed by all relevant parties prior to the student beginning the school-based practicum.

In addition, the practicum student must submit documentation of up-to-date professional student liability insurance with coverage for the entire period of time indicated on the Student and Supervisor Agreement (or renew prior to a lapse in coverage). Information about liability insurance providers may be found through the National Association of School Psychologists (<https://www.nasponline.org/membership-and-community/professional-liability-insurance>).

Other providers offering discounted rates for students may also be available. It is the student's responsibility, however, to procure and pay for the liability insurance before beginning the practicum experience.

The student should contact the field-based supervisor and establish the specific details related to the practicum experience. These details may include, but are not limited to: schedule of hours, supervision schedule, practicum site expectations, mechanism for evaluative feedback (aside from the program's practicum evaluation), attendance at staff meetings and in-service training, etc. The student shall use the practicum goals and objectives listed in this handbook, the appropriate Mandatory Activities Checklist, and the self-identified practicum goals formulated at the start of the semester to create a plan for that semester with his or her field-based supervisor.

Students are expected to complete two full days per week at the practicum site.

SCHOOL-BASED PRACTICUM STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

1. Negotiate with her/his field-based supervisor the number of hours s/he may need in various categories to meet program objectives and practicum site goals.
2. Schedule and attend the required supervision with both University and field-based supervisors.
3. Provide his/her own transportation to the practicum sites.
4. Notify field-based and University supervisors of illness, change in practicum schedule, practicum assignment or related difficulties.
5. Maintain accurate records of activities by logging daily activities by number of hours spent according to the attached practicum log coding system (see p. 20-21). Those activities not specifically described in the log coding system must be approved in advance by the designated University supervisor.
6. Document University and field-based supervision time in the practicum log.
7. Submit practicum logs, Mandatory Activities Checklist, and other required documentation in Student Learning & Licensure by the announced deadlines. Course credit will not be given until all required paperwork is completed and submitted.
8. Schedule an evaluation session in which the field-based supervisor completes the *Practicum Student Performance Rating Form By Site Supervisor*. Course credit will not be given until the evaluation is completed by the field-based supervisor in Student Learning & Licensure.

9. Conduct himself/herself in a professional manner and in compliance with appropriate standards and codes of ethical and professional conduct.

SUPERVISION

Field-Based

The practicum student will need to be provided on-site supervision by a field-based supervisor who is appropriately credentialed and approved by program faculty. In school settings, the supervisor will be a licensed School Psychologist who meets all supervision requirements of the TSBEP and program faculty or a supervising licensee meeting TSBEP qualifications. Other individuals with a minimum of a master's degree in related areas *may* be involved in school-based training experiences as long as the student is under the direct supervision of a TSBEP-qualified supervisor. The field-based supervisor is responsible for all duties performed for the district/agency by the practicum student. Supervisors will review all test protocols and reports and observe the student's professional skills. The field-based supervisors will co-sign (with practicum student) all assessment reports and are responsible for completing the required *Practicum Student Performance Rating Form By Site Supervisor*. The field-based supervisor will participate in at least one site visit coordinated by the University supervisor per semester.

University-Based

Each practicum student will be assigned a university supervisor who is a faculty member of the School Psychology Program and who holds an appropriate credential: licensed School Psychologist or Licensed Psychologist. University supervision will typically occur at the university but can also occur at the practicum site or at any other mutually agreed upon public place. The practicum student will be responsible for documenting for the university supervisor the duties s/he has performed. For example, students may be asked to submit copies of psychological reports and protocols for review. The university supervisor may also consult or confer with the field-based supervisor at any time regarding the practicum student's progress, and the university supervisor may request additional formal evaluation and supervision if deemed appropriate. This option for formal evaluation may also be requested by the student or field-based supervisor. The university supervisor will serve as a consultant in mediating any difficulties and

as a resource regarding technical information, ethics, standards, procedures, rules and regulations, etc. The university supervisor will conduct a minimum of one practicum site visit (in person or virtual) per semester. During the site visit, the university supervisor will meet with the practicum student and field-based supervisor to discuss the practicum student's progress, areas of strength and continued growth, and general concerns. University supervisors will maintain monthly email or phone contact with field-based supervisors as well as additional ongoing contact as needed with students and site supervisors and document such contact.

PRACTICUM MEETINGS

Formally organized group practicum meetings are scheduled each semester. The sessions are typically conducted as small group supervision meetings with the assigned university supervisor. At times, practicum meetings may include didactic exchanges that may involve informal discussion of problems related to assigned duties or formal discussions and presentations by professionals providing information and development in appropriately related areas. These sessions are considered both a part of ongoing University supervision and a part of the student's continuing education and session content is considered to be confidential. These sessions are an important aspect of the practicum experience, thus attendance at practicum meetings is mandatory. If a student must miss a practicum meeting, s/he should contact her/his university supervisor as soon as possible. Upon the first absence of a practicum meeting, the student will be required to attend a meeting within one week with the university supervisor and/or the practicum coordinator. At this meeting, faculty and the student will engage in a problem-solving discussion to mitigate the impact of the student's absences, as well as to attempt to prevent future absences, if possible. More than one missed practicum meeting may result in the student being required to compose a 1500-word report, including 3 references, on a topic determined by the university supervisor.

ASSIGNMENT OF GRADE

Practicum grades include Credit (CR), Incomplete (I), or In Process (P). The university supervisor determines the practicum grade by reviewing the activities students have completed

(i.e., Mandatory Activities Checklist; see pp. 22-24), their progress as indicated in the Monthly Supervision Tracking forms completed in Student Learning & Licensure (see p. 37), and the evaluation completed by their site supervisor (see pp. 26-32). In the first semester of practicum, students who have not completed all or most (all but 1 or 2 activities) of the mandatory practicum activities by the end of the semester will receive a grade of I (incomplete) and will be required to complete the remaining required activities to receive course credit (CR). In cases where one or two activities are outstanding at the end of the first semester of practicum, the student may receive course credit and must complete remaining activities in the second semester of practicum. Students who have not completed all of the mandatory practicum activities in the second semester of practicum will receive a grade of I (Incomplete) until all activities have been completed.

Students who fail to submit the required paperwork [signed Student and Supervisor Agreement, Proof of Insurance, signed Practicum Log, Mandatory Activities Checklist, and practicum evaluations (self and supervisor)] will not receive credit for the practicum course. Students in their final practicum must submit, in addition to the above forms, the Practicum Summary Form (last page of this Handbook) in order to receive practicum credit and be approved for internship. Practicum students who demonstrate unsatisfactory performance based on university supervisor observation and/or site supervisor feedback may be placed on a remediation plan (see Program Handbook for more information). If a student is placed on a remediation plan, they must meet the goals of the plan or they will receive an incomplete (and potentially delay graduation) until such time the goals have been successfully met.

Student and Supervisor Agreement

The purpose of this Agreement is to set forth terms of site-based practicum of a Specialist level school psychology practicum student in the Texas State University School Psychology Program. This Agreement is in reference to the following practicum information:

Practicum Student: _____
Site Supervisor: _____
Sup Contact: Phone: _____ Email: _____
Site Name: _____
Site Address: _____
Semester Dates: Start Date: _____ End Date: _____
Days at Site: _____

The Parties to this Agreement understand and agree to the following:

1. The practicum student will be responsible for:
 - Adhering to the administrative policies, rules, standards, schedules and practices of the practicum site and the university
 - Adhering to all applicable professional ethical codes (i.e., NASP 2020 Principles for Professional Ethics) and state and federal education laws
 - Purchasing and maintaining professional liability insurance throughout the practicum
 - Providing all necessary and appropriate supplies where required or when not provided by the practicum site and/or university
 - Providing personal transportation to and from the practicum site
 - Arranging a schedule to ensure attendance at weekly individual supervision with the site supervisor and group supervision (class) as scheduled by the university supervisor
 - Reporting all absences to site supervisor and university supervisor in a timely manner (after 2 missed days, must make up time missed during absences)
2. The site supervisor will be responsible for:
 - All duties performed by the student while under supervision
 - Holding certifications/degrees appropriate to the setting and practicum requirements
 - Starting and ending the practicum on the semester dates listed above
 - Being present and available at the practicum site when the practicum student is on site
 - Assisting the student in obtaining the required activities listed in the Mandatory Activities Checklists
 - Reviewing test protocols, counseling records or notes, reports, etc. and directly observing the student's professional skills
 - Co-signing all psychological reports/evaluations and legal documents
 - Providing a minimum of one hour per week of regularly scheduled supervision with the practicum student

- Completing the Practicum Student Performance Rating Form at the end of each practicum semester
 - Being available by appointment as requested by the practicum student and the university supervisor and as needed on an emergency basis
3. The School Psychology Program will be responsible for:
- Designating a faculty member to serve as the university supervisor - This person will be the contact between the university and practicum site supervisor, making contact at the beginning of the semester, and conducting a site meeting during the course of the semester.
 - Facilitating a site visit - The site visit is designed to discuss goals and progress of the practicum student and is attended by the practicum student, site supervisor, and university supervisor. The university supervisor will also meet with the counselor intern in a group supervision format (class on campus) once every month. The university supervisor will assign grades for the class.
 - Coordinating the practicum program - the School Psychology Program's Practicum Coordinator will also be available for consultation with the university and site supervisors throughout the practicum experience.
4. Practicum activities that are appropriate for professional practice in school psychology may include:
- Staff meeting attendance, such as in-service meetings of school psychologists and other student support staff or whole-school staff meetings
 - Administering, scoring, and interpreting individual assessment measures and completing comprehensive assessments
 - Observation of and presentation of assessment data in parent pre-ARD meetings and at ARD meetings
 - Providing consultation supports to teachers or other school staff and assisting in planning appropriate interventions for referred students (special or general education), including developing behavior intervention plans
 - Participation in direct interventions, including counseling
 - Provision of in-service presentation for teachers and/or other school staff
5. It is understood and agreed to by and between the parties that the site supervisor has the right to terminate the field experience of the practicum student if, in the judgment of the site supervisor, the practicum student's professional performance and development are below the requirements set by the site. Also, it is understood and agreed to by and between all parties that the Texas State University School Psychology Program has the right to terminate the field experience of the practicum student for reasons concerning the performance of the practicum student and/or the practicum site. Such action will not be taken until the concerns have been discussed with the relevant and pertinent individuals. Either party may terminate this Agreement upon thirty (30) days written notice to the other party.
6. Any questions regarding the practicum program, its procedures, or this Agreement shall be referred to Dr. Sue Hall, TXST Practicum Coordinator, at sph46@txstate.edu.

Signatures

I have read and understand the information provided above regarding this Agreement.

Student Signature

Date

Site Supervisor Signature

Date

Practicum Coordinator Signature

Date

Practicum Site Agreement

This Practicum Site Agreement (“Agreement”) is entered into by and between Texas State University (“University”), and _____ (“Site”), each a “Party” and collectively the “Parties.

I. Purpose

The Texas State University School Psychology Program Site-Based Practicum (“Practicum”) is intended to provide Specialist-level students enrolled in a graduate School Psychology Program the opportunity to complement the students’ academic and didactic knowledge and skills with direct, hands-on experience. It is to the mutual benefit of the Parties to provide experience for graduate school psychology students. Therefore, the Parties have agreed to the terms and provisions set forth in this Agreement.

II. Responsibilities

To ensure the interests and promote the benefits of the Practicum, the Parties wish to outline the Parties’ respective obligations and responsibilities as described in this Agreement.

Responsibilities of the University

1. Encourage the students’ productive contribution to the overall mission of the Site.
2. Certify the student’s academic eligibility to participate in the Practicum.
3. Establish guidelines and standards for the conduct of its program and make copies of said guidelines and standards available to the Site.
4. Designate a faculty member to serve as the University supervisor. This person will be the contact between the University and Site supervisor, making contact at the beginning of the semester, and conducting a site visit during the course of the semester.
5. Facilitate a site visit. The site visit is designed to discuss goals and progress of the practicum student and is attended by the practicum student, site supervisor, and university supervisor.
6. Teach practicum class. The University supervisor will meet with the practicum students in a group supervision format (class on campus) once every month. The University supervisor will assign grades for the class.
7. Coordinate the practicum program. The program’s Practicum Coordinator will also be available for consultation with the university and site supervisors throughout the practicum experience.
8. Require participating students to carry professional liability insurance.
9. Enforce any additional rules and procedures that are mutually agreed upon in advance in writing between the University and the Site.

Responsibilities of the Site

1. Encourage and support the learning aspect of the student’s practicum assignment

2. Designate a Site employee to serve as a Site Supervisor who will be present and available at the practicum site when the practicum student is on site
3. Ensure Site Supervisor provides a minimum of one hour of weekly individual supervision; additional supervision is at the discretion of the Site or on an emergency basis, as needed
4. Make available space, equipment, and supplies necessary for the student to perform their duties
5. Allow the University-based supervisor to conduct at least one site visit (online or in person) to confer with the student and their Site Supervisor, with such site visit(s) to be scheduled upon the Parties' mutual agreement
6. Consult with the university supervisor about the practicum student's progress and any concerns or issues
7. Provide ongoing evaluative feedback to the practicum student and complete the end-of-semester evaluation form by practicum due dates

III. Practicum Activities

The Site will ensure that practicum student is getting relevant practicum experience. Practicum activities that are appropriate for professional practice in school psychology may include:

1. Staff meeting attendance, such as in-service meetings of school psychologists and other student support staff or whole-school staff meetings
2. Administering, scoring, and interpreting individual assessment measures and completing comprehensive assessments
3. Observation of and presentation of assessment data in parent pre-ARD meetings and at ARD meetings
4. Providing consultation supports to teachers or other school staff and assisting in planning appropriate interventions for referred students (special or general education), including developing behavior intervention plans
5. Participation in direct interventions, including counseling
6. Provision of in-service presentation for teachers and/or other school staff

IV. Terms of Practicum

It is understood and agreed to by and between the parties that the site supervisor has the right to terminate the field experience of the practicum student if, in the judgment of the site supervisor, the practicum student's professional performance and development are below the requirements set by the site. Also, it is understood and agreed to by and between all parties that the Texas State University School Psychology Program has the right to terminate the field experience of the practicum student for reasons concerning the performance of the practicum student and/or the practicum site. Such action will not be taken until the concerns have been discussed with the relevant and pertinent individuals. Either party may terminate this Agreement upon thirty (30) days written notice to the other party.

V. Nondiscrimination

In their execution of this Agreement, the Parties and others acting by or through them shall comply with all federal and state laws prohibiting discrimination, harassment, and

sexual misconduct. The Parties agree not to discriminate on the basis of race, color, national origin, age, sex, religion, disability, or veteran status. Any breach of this covenant may result in the termination of this Agreement.

VI. Governing Law

This Agreement and all claims arising from this Agreement shall be interpreted and construed in accordance with the laws of the State of Texas, without regard to its conflict of laws principles. Any judicial action or proceeding between the parties relating to this Agreement and all claims arising from this Agreement shall be brought in the federal or state courts serving Hays County in the State of Texas.

VII. Sovereign Immunity

Notwithstanding any provision of this contract, nothing herein shall be construed as a waiver by the University of its constitutional, statutory, or common law rights, privileges, immunities or defenses. To the extent the terms of this paragraph conflicts with any other provision in this contract, the terms of this paragraph shall control.

VIII. Contact

Any questions regarding the practicum program, its procedures, or this Agreement should be referred to the TXST School Psychology Practicum Coordinator, Dr. Sue Hall, who can be reached at (512) 245-2007 or sph46@txstate.edu.

IX. Only Agreement

This Agreement constitutes the sole and only agreement of the parties hereto and supersedes any prior understanding of written or oral agreements between parties respecting the within subject matter. This agreement will be in effect from the date it is signed and may be terminated by either party upon 30 days' notice.

Executed on the date of the Dean's signature below.

Site Contact Name:
Title:

Date

Susan Hall, PhD
Practicum Coordinator, School Psychology Program

Date

Elizabeth Hartwig, PhD, LMFT-S, LPC-S, RPT-S
Chair, CLAS Department

Date

Michael O'Malley, EdD
Dean, College of Education

Date

Instructions for Completion of Practicum Logs

In order to provide a thorough description of practicum activities and to facilitate accountability in supervision for certification and licensure, the following procedures need to be followed in completing practicum logs.

1. As a general rule, three practica are to be completed in the school and/or related setting. The first school-based practicum should be primarily assessment in nature. The second school-based practicum should be a combination of assessment, intervention, professional development, direct service counseling, crisis intervention, etc.
2. The maintenance of accurate records of activities and the documentation of supervision is the responsibility of the practicum student. An Excel log template is provided for use by practicum students.
3. Practicum students shall be required to list daily activities by number of hours spent according to the attached activity code sheet.
4. All activities completed as part of the practicum experience, including work completed outside of regular practicum days and at locations other than the practicum site (e.g., writing reports at home), must be included in the log. Activities completed as part of the CARES autism assessment clinic should also be included in the practicum log.
5. Practicum students are responsible for submitting signed copies of their logs in Student Learning & Licensure by the announced deadline. Course credit will not be given until logs are submitted and complete.
6. The School Psychology Practicum Summary Form (on the last page of this manual) must be completed in Student Learning & Licensure along with all other practicum paperwork/documentation at the completion of the second semester of school-based practicum.

Practicum Log Coding System

CODE

ACTIVITIES

- As** **Assessment Related Activities** (NASP 2.1, 2.8). Activities having as a primary focus the gathering of information to answer specific referral questions for both regular and / or special education. These may include but are not limited to administration and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers, and data analysis and integration.
- DInt** **Direct Intervention** (NASP 2.3, 2.4, 2.7). Activities of a non-assessment nature which have the focus of affecting change. These may include but are not limited to group counseling or therapy, individual counseling or therapy, remediation of learning difficulties, direct instruction (social skills affective education, etc.) or feedback to student.

CC	<u>C</u>onsultation and <u>C</u>ollaboration (NASP 2.2, 2.5). Consultation and collaboration with teachers and other school personnel on an individual or group basis, participation in team meetings (prereferral, instructional, IEP teams, etc.), and system-level consultation efforts.
HSC	<u>H</u>ome/<u>S</u>chool <u>C</u>ommunity <u>C</u>ollaboration (NASP 2.7). Work with parents and families for assessment, consultation, intervention, etc. May also include home visits and parent training.
PII	<u>P</u>revention and <u>I</u>ndirect <u>I</u>ntervention (NASP 2.2, 2.5, 2.6). Activities of a non-assessment nature including but not limited to primary prevention activities (e.g., prevention of bullying, suicide, substance abuse, etc.). development of intervention strategies, presentation at staff development inservices, meetings, and other prevention / intervention activities.
SSO	<u>S</u>chool <u>S</u>ystem <u>O</u>rientation (TS SI*). Non-assessment and non-intervention observation related to the orientation to the regular and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
PD	<u>P</u>rofessional <u>D</u>evelopment (TS SI). Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in-services, professional reading, etc. Note. The number of PD hours that can be applied to the total is limited and must be negotiated with the university supervisor.
USup	<u>U</u>niversity <u>S</u>upervision (NASP 3.1). Supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of one site visit is required. However, regular communication and meetings are expected and should be documented.
FSup	<u>F</u>ield <u>S</u>upervision (NASP 3.1). Formal supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology, Nationally Certified School Psychologist, Counselors, Social Workers, etc. Note. The field supervisor's signature is required on the log to verify the other activities performed and listed.
RPE	<u>R</u>esearch and <u>P</u>rogram <u>E</u>valuation . (NASP 2.9). Collection and analysis of program evaluation data used to evaluate a program's efficacy, value, or impact. Development and/or implementation of needs analysis to inform program development.
MISC	Miscellaneous activities such as: travel time, preparing to give a new test, etc.

Mandatory Activities Checklist – Fall Semester Practicum
(as of September 2025 – see Canvas site for updates)

Student: _____ Supervisor: _____

School District: _____

Activity	Date completed	Supervisor initials
1.) 30-min. observation of children learning and interacting in a general education classroom setting		
2.) 30-min. observation of children learning and interacting in a special education classroom setting OR a special education teacher assisting a general education teacher in a cooperative learning environment or team teaching in a regular education classroom		
3.) Review of special education IEPs		
SLD – Non-bilingual or Bilingual		
Autism		
Emotional Disability		
Other Health Impaired		
4.) Review a Section 504 education plan		
5.) Review documentation of decision/outcomes for a completed manifestation determination		
6.) Observe a parent interview or parent meeting (e.g., parent consent)		
7.) Observe a team meeting (e.g., ARD, RTI/MTSS)		
8.) Visit one alternative education setting for special populations (e.g., program for students classified as ED, Visually Impaired, Deaf/Hard of Hearing, etc.)		
9.) Review the school/district crisis intervention plan		
10.) Review the student handbook (code of conduct, dress code, etc.)		

(see next page)

11.) Administer, score, interpret, write up results of 3 cognitive measures, including at least two different cognitive measures (<i>**first COG or ACH must be observed by site supervisor**</i>)	1	
	2	
	3	
12.) Administer, score, interpret, write up results of 3 academic measures, with at least one targeted academic measure (e.g., GORT, KeyMath etc.) (<i>**first COG or ACH must be observed by site supervisor**</i>)	1	
	2	
	3	
13.) Administer, score, interpret, write up results of 3 behavior rating scales	1	
	2	
	3	
14.) Conduct 1 parent interview (e.g., as part of an FIE)		
15.) Conduct 1 teacher interview (e.g., as part of an FIE)		
16.) Conduct 1 Full Individual Evaluation (if possible, one including SLD eligibility)		
17.) Present information/feedback at 1 ARD meeting		
18.) Conduct a 10- to 15-minute interview with a special education support staff member (e.g., speech therapist, occupational therapist) regarding their role in the school		
19.) Interview an LSSP (for SPSY 5355*)		
20.) Conduct an FBA and develop a BIP (for SPSY 5390*)		

*Note: Questions regarding course-related assignments for SPSY 5355 (Assessment of Culturally and Linguistically Diverse Students) and SPSY 5390 (ABA for School Psychologists) should be directed to the course instructor.

Mandatory Activities Checklist – Spring Semester Practicum
(as of September 2025 – see Canvas site for updates)

Student: _____ Supervisor: _____
 School District: _____

Activity	Date completed	Supervisor initials
1.) Attend one manifestation determination hearing (may be completed in Fall)		
2.) Conduct 4 Full Individual Evaluations (FIE):		
SLD evaluation	1.	
ED evaluation	2.	
Low incidence evaluation*	3.	
Your choice of suspected disability category	4.	
Please note: (a.) A review of existing evaluation data (REED) can only be used <i>if</i> a FIE with <i>new formal testing</i> is required. The FIE can be for a triennial review <i>or</i> for a transfer student to determine continued eligibility for Special Education.		
3.) Conduct a Review of Existing Evaluation Data (REED)		
4.) Conduct 2 parent interviews (or gather information through parent background questionnaire)	1.	
	2.	
5.) Conduct at least 2 pre-ARD parent feedback conferences	1.	
	2.	
6.) Present test results at 4 ARD meetings	1.	
	2.	
	3.	
	4.	
7.) Conduct a consultation with a teacher regarding academic or behavioral concerns for a student (for SPSY 5386**)		
Optional: Provide individual or group counseling to a student (may be a general education student)		
If applicable, activities carried over from 1 st semester (list below):		

*In Texas, low incidence disability includes the following disability categories: Deaf or Hard of Hearing/Auditory Impairment (AI), Autism (AU), Deaf-Blindness (DB), Intellectual Disability (ID), Multiple Disabilities (MD), Orthopedic Impairment (OI), Other Health Impairment (OHI), Traumatic Brain Injury (TBI), Visual Impairment (VI)

**Note: Questions regarding course-related assignments for SPSY 5386 (Consultation and Professional Issues in School Psychology) should be directed to the course professor.

Student Personal Improvement Practicum Goals
(completed in Student Learning & Licensure)

Univ. Clinic ____ CARES ____ School ____ Fall ____ Spring ____ 20 ____

STUDENT NAME: _____ INITIAL _____

SITE SUPERVISOR(S): _____ INITIAL _____

_____ INITIAL _____

UNIVERSITY SUPERVISOR: _____ INITIAL _____

GOAL #1:

OBJECTIVE(S):

END OF SEMESTER PROGRESS:

GOAL #2:

OBJECTIVE(S):

END OF SEMESTER PROGRESS:

PRACTICUM STUDENT PERFORMANCE RATING FORM BY SITE SUPERVISOR
(completed in Student Learning & Licensure)

Practicum Student Name _____ Date _____

Site Supervisor Name _____

Using the rating scale below, please rate the quality of the practicum student's work based on your observations and interactions with the practicum student and/or the reports of the school/institutional staff. Ratings should be based on the student's level of training and in recognition of the fact that practicum students are learning and developing skills concurrent with their practicum experience. The practicum student is not required to be rated at the highest (4) level in any area. The practicum student should achieve an overall rating of 3 in each of the ten broad categories as applicable to successfully complete the practicum. The program recognizes that practicum students may not have an opportunity to engage in all activities or display all skills indicated in this evaluation.

Rating Scale:

Rating	Explanation
N/A	Not applicable or not observed. This rating is to be used when the activity in question is not part of placement expectations or the rater has not had an opportunity to observe or rate the practicum student on this item.
1	Inadequate. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, the practicum student's suitability for this field of work should be evaluated.
2	Needs Improvement. A practicum student whose performance consistently falls in this range requires improvement to function effectively in a professional environment.
3	Meets Expectations. Most practicum students will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of practicum students in this range meets normal expectations.
4	Exceeds Expectations. Performance and judgment of practicum students in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

I. DATA-BASED DECISION-MAKING The practicum student:					
a. Demonstrated knowledge of and used multiple sources of information in the assessment process (e.g., interviews, observations, review of records, other informal methods)	4	3	2	1	NA
b. Accurately administered, scored, and interpreted psychoeducational instruments	4	3	2	1	NA
c. Assessed and diagnosed student cognitive functioning and learning problems and strengths	4	3	2	1	NA
d. Assessed and diagnosed student behavioral and social-emotional problems and strengths (including functional analysis of behavior)	4	3	2	1	NA
e. Integrated relevant cognitive, environmental, emotional, social, medical, and family factors in the assessment process	4	3	2	1	NA

f. Generated cognitively and developmentally appropriate recommendations based on the assessment results	4	3	2	1	NA
g. Used assessment data to document and evaluate student responsiveness to interventions and make decisions at the classroom, school, or school district level	4	3	2	1	NA
h. Wrote coherent, focused, and well-organized psychoeducational reports	4	3	2	1	NA
Overall Evaluation of Data-Based Decision-Making:	4	3	2	1	NA

Comments: _____

II. CONSULTATION AND COLLABORATION <i>The practicum student:</i>					
a. Planned instructional, behavioral, or mental health consultation with school personnel and/or parents	4	3	2	1	NA
b. Implemented instructional, behavioral, or mental health consultation with school personnel and/or parents	4	3	2	1	NA
c. Collaborated with school personnel and/or parents in planning and decision-making at group (e.g., classroom) and/or system levels	4	3	2	1	NA
d. Collaborated with other professionals to create linkages between schools, families, and the community	4	3	2	1	NA
Overall Evaluation of Consultation and Collaboration	4	3	2	1	NA

Comments: _____

III. ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS <i>The practicum student:</i>					
a. Demonstrated an understanding of cognitive and developmental psychology related to student learning	4	3	2	1	NA
b. Demonstrated an understanding of reading, writing, and math curricula related to student learning	4	3	2	1	NA

c. Demonstrated an understanding of the potential impact of study skills, time management, and motivation on student learning	4	3	2	1	NA
d. Assisted in the development and/or implementation of interventions with individuals and/or groups that contributed to development of academic or life skills (such as through development of an IEP)	4	3	2	1	NA
e. Evaluated interventions with individuals and/or groups that contributed to development of academic or life skills	4	3	2	1	NA
Overall Evaluation of Academic Interventions and Instructional Supports	4	3	2	1	NA

Comments: _____

IV. MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS <i>The practicum student:</i>					
a. Demonstrated an understanding of cognitive and developmental psychology related to student mental health	4	3	2	1	NA
b. Developed behavioral and/or cognitive behavioral interventions based on the assessment data	4	3	2	1	NA
c. Developed and/or implemented interventions with individuals and/or groups that contributed to development of social and emotional skills	4	3	2	1	NA
d. Evaluated interventions with individuals and/or groups that contributed to development of social and emotional skills	4	3	2	1	NA
e. Provided supportive counseling that targeted student educational, behavioral, or emotional problems	4	3	2	1	NA
Overall Evaluation of Mental and Behavioral Health Services and Interventions	4	3	2	1	NA

Comments: _____

<i>V. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING</i> <i>The practicum student:</i>					
a. Demonstrated knowledge of regular and special education systems	4	3	2	1	NA
b. Demonstrated an understanding of schools and families as systems and assessed system resources to address student needs	4	3	2	1	NA
c. Made appropriate use of technology resources to enhance quality of services (such as adaptive technology, presentation, statistics, and word processing programs)	4	3	2	1	NA
d. Provided services that had a measurable positive influence on students, families, and/or teachers	4	3	2	1	NA
Overall Evaluation of School-Wide Practices to Promote Learning	4	3	2	1	NA

Comments: _____

<i>VI. SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS</i> <i>The practicum student:</i>					
a. Provided or contributed to school-wide prevention and intervention programs that promoted mental health	4	3	2	1	NA
b. Contributed to school crisis preparation	4	3	2	1	NA
c. Conducted risk assessments and provided crisis intervention and response support when needed	4	3	2	1	NA
Overall Evaluation of Services to Promote Safe and Supportive Schools	4	3	2	1	NA

Comments: _____

<i>VII. FAMILY, SCHOOL, AND COMMUNITY COLLABORATION</i> <i>The practicum student:</i>					
a. Demonstrated knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to engage families in education, service delivery, and home interventions	4	3	2	1	NA
b. Used skills and knowledge to support and facilitate family-school partnerships	4	3	2	1	NA
c. Sought and appropriately used school/community resources for students and families and demonstrated knowledge of community agencies	4	3	2	1	NA
Overall Evaluation of Family, School, and Community Collaboration	4	3	2	1	NA

Comments: _____

<i>VIII. EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS</i> <i>The practicum student:</i>					
a. Demonstrated sensitivity and skill when working with culturally and linguistically diverse students and families	4	3	2	1	NA
b. Used non-biased methods in assessing students from different cultural and/or linguistic backgrounds	4	3	2	1	NA
c. Assisted in developing and/or implementing strategies selected and/or adapted based on individual characteristics, strengths, and needs	4	3	2	1	NA
d. Actively engaged in promoting fairness and social justice in school policies and programs	4	3	2	1	NA
Overall Evaluation of Equitable Practices for Diverse Student Populations	4	3	2	1	NA

Comments: _____

<i>IX. RESEARCH AND EVIDENCE-BASED PRACTICE</i> <i>The practicum student:</i>					
a. Applied knowledge of research design and statistics in the selection of appropriate assessment techniques	4	3	2	1	NA
b. Applied knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans	4	3	2	1	NA
c. Assisted school personnel in the evaluation of educational and mental health programs	4	3	2	1	NA
Overall Evaluation of Research and Evidence-Based Practice	4	3	2	1	NA

Comments: _____

<i>X. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE</i> <i>The practicum student:</i>					
a. Demonstrated an understanding of state and federal laws/regulations affecting services to students and families	4	3	2	1	NA
b. Adhered to ethical and legal standards of professional practice (including confidentiality, informed consent, due process)	4	3	2	1	NA
c. Managed relationships with students and families in an emotionally, socially, and ethically competent way	4	3	2	1	NA
d. Managed relationships with school personnel (including site supervisor) in an emotionally, socially, and ethically competent way	4	3	2	1	NA
e. Communicated opinions and data to all appropriate parties in a supportive, problem-solving fashion	4	3	2	1	NA
f. Responded appropriately to supervision and implemented recommendations for service delivery improvements	4	3	2	1	NA
g. Demonstrated initiative and appropriate level of independence in performing responsibilities	4	3	2	1	NA
h. Recognized his/her limitations and assumed	4	3	2	1	NA

responsibilities that reflected training and knowledge					
i. Observed schedules and kept appointments	4	3	2	1	NA
j. Completed all required duties (e.g., reports, forms, etc.) in a timely and conscientious manner	4	3	2	1	NA
k. Demonstrated flexibility and adaptability in response to changing situations and demands	4	3	2	1	NA
Overall Evaluation of Legal, Ethical, and Professional Practice	4	3	2	1	NA

Comments: _____

Please comment on the performance of the practicum student relative to any area that may not have been covered on this form or any area that needs more elaboration.

Comments: _____

 Site Supervisor's Signature Date

SPSY 5389 School-Based Practicum
STUDENT SELF-EVALUATION
(completed in Student Learning & Licensure)

Student Name _____

Practicum Site _____

Date (PRE-EVAL)_____ **Date (POST-EVAL)**_____ **Fall 20**___ **Spring 20**___

The goal of the practicum experience is to prepare students for internship. When evaluating competencies in each area, consider skills on a continuum from minimal level of competence to emerging level of competence to a level of competence necessary to be successful on internship.

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates pre-internship competence

NA – Not applicable to this practicum

1. Data-Based Decision-Making and Accountability:

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. *The practicum student selects and uses appropriate instruments and procedures for evaluation of student learning.*

1	2	3	4
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School psychologists use a variety of models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. *The practicum student applies theoretical knowledge to document and evaluate student responsiveness to educational interventions.*

1	2	3	4
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2. Consultation and Collaboration:

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. *The practicum student consults and collaborates with educational professionals to create educational programs to ensure individual growth and development.*

1	2	3	4
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3. Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. *The practicum student demonstrates theoretical knowledge by assisting in the development of educational interventions including, but not limited to, Individual Education Plans.*

1	2	3	4
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School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. *The practicum student apply theoretical knowledge in assisting in the development of educational interventions for students with a variety of individual characteristics including, but not limited to, learning disabilities, developmental disabilities, language impairments, and physical impairments.*

1	2	3	4
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4. Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs. *The practicum student applies theoretical knowledge to the selection utilization of appropriate assessment techniques for low incidence populations and generates appropriate recommendations based on the assessment.*

1	2	3	4
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School psychologists implement interventions to achieve those goals; and evaluate the effectiveness of interventions. *The practicum student implements interventions include, but are not limited to, consultation,*

1	2	3	4
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behavioral assessment/intervention,

1	2	3	4
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and counseling.

1	2	3	4
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5. Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. *The practicum student demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.*

1	2	3	4
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6. School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others. *The practicum student demonstrates knowledge of regular and*

special education systems, identifies service providers and makes appropriate recommendations for individual students based on this knowledge.

1	2	3	4
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7. Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. *The practicum student applies theoretical knowledge in assessing students with mental health and/or behavioral concerns*

1	2	3	4
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And in providing direct services that address the mental health needs of students.

1	2	3	4
---	---	---	---

8. Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. *The practicum student investigates, reports and makes recommendations based on knowledge of community resources*

1	2	3	4
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And uses skills and knowledge to support and facilitate family involvement in school and community interventions.

1	2	3	4
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9. Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services. *The practicum student applies knowledge of research design and statistics in the selection of appropriate assessment techniques*

1	2	3	4
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And in assisting school personnel in the evaluation of educational and mental health programs in school systems.

1	2	3	4
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10. School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. *The practicum student practices in ways that are consistent with applicable standards, such as federal and state laws and regulations*

1	2	3	4
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are involved in their profession, by participating actively in the promotion of the field of school psychology

1	2	3	4
---	---	---	---

and have the personal characteristics needed to acquire career-long professional development, including, but not limited to,

Adaptability

1	2	3	4
---	---	---	---

Conscientiousness

1	2	3	4
---	---	---	---

Independence

1	2	3	4
---	---	---	---

Motivation

1	2	3	4
---	---	---	---

Personal Stability

1	2	3	4
---	---	---	---

Professional Ethics

1	2	3	4
---	---	---	---

Professional Image/ Appearance

1	2	3	4
---	---	---	---

Practicum Student Signature _____

Date _____

School-Based Practicum - Monthly University Supervision Tracking Sheet
(completed monthly in Student Learning & Licensure)

Student: _____
Location: _____
Date: _____

Univ. Supervisor: _____
Site Supervisor: _____

1. Mandatory Activities Checklist:

-Progress:

- Difficulties:

2. Self-identified Goals

- Progress:

- Difficulties:

3. Self-identified strengths and areas needing additional work

- Strengths:

- Areas needing additional work:

4. What additional ways can your site supervisor support you?

5. Anything else of concern

TEXAS STATE UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM SUMMARY FORM (completed in Student Learning & Licensure)

Student Name: _____
Mailing Address: _____
City, State, Zip: _____

SPSY 5389 (First Practicum)

Practicum Site(s): _____
Mailing Address(es): _____
City, State, Zip: _____
Site Phone: (_____) _____
Site Supervisor: _____
Name: _____
Degree / Title: _____
University Supervisor: _____
Beginning Date of Practicum: _____
Ending Date of Practicum: _____
Total Hours of Practicum, this setting: _____
Number of Hours that were Counseling in nature: _____

SPSY 5389 (Second Practicum)

Practicum Site(s): _____
Mailing Address(es): _____
City, State, Zip: _____
Site Phone: (_____) _____
Site Supervisor: _____
Name: _____
Degree / Title: _____
University Supervisor: _____
Beginning Date of Practicum: _____
Ending Date of Practicum: _____
Total Hours of Practicum, this setting: _____
Number of Hours that were Counseling in nature: _____

SPSY 5389 (Third Practicum)

Practicum Site(s): _____
Mailing Address(es): _____
City, State, Zip: _____
Site Phone: (_____) _____
Site Supervisor: _____
Name: _____
Degree / Title: _____
University Supervisor: _____
Beginning Date of Practicum: _____
Ending Date of Practicum: _____
Total Hours of Practicum, this setting: _____
Number of Hours that were Counseling in nature: _____

Total Hours of School Psychology Practicum: _____

Number of Hours from Total Hours that were Counseling in nature: _____

Number of Hours from Total Hours of Direct Contact Counseling: _____