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Mission Statement
The mission of the School Psychology Graduate Program at SUNY Plattsburgh is to prepare scientist practitioners who are competent to provide a full range of school psychological services. Students are prepared to work with diverse clients in the provision of these services to schools, communities, families, and individual children. It is the Program’s objective to provide a rigorous academic preparation that includes a wide range of experiences, both scholarly and practical. These activities are designed to foster a strong background in theoretical and applied psychological practice, professionalism, and to enhance opportunities for future employment and/or further graduate education.

Program Overview
The three year, full time program leading to both the Master of Arts (M.A.) and Certificate of Advanced Study (C.A.S.) in School Psychology utilizes a structured, applied, competency-based approach to training emphasizing the scientist practitioner model of psychological practice. The curriculum is linked to the objectives that outline knowledge, skills, and dispositions that have been designed to meet National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology (NASP, 2000).

The Plattsburgh State University School Psychology Graduate Program progresses sequentially through a carefully designed mix of theoretical and applied courses, and practica to a 1,200 hour full time internship. The training philosophy of the program emphasizes the importance of utilizing knowledge and skills in applied settings under conditions of close supervision, support, and collaboration. Practicum experiences in each semester of the program encourages closer integration of educational and experiential components of the curriculum, the application and integration of skills, and strong involvement of faculty. Collaboration and cooperation among students and local school psychologists is encouraged as a means of acquiring an appreciation for and benefiting from other professional’s diverse characteristics, experiences, and strengths.

Program Goals
The following articulates the areas of knowledge and professional practice that meet National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology (NASP, 2000). It is the goal of the Graduate Program in School Psychology that our students master these domains of knowledge and use them to guide their professional practice. Students will be required to demonstrate competency in these domains through a variety of qualitative and quantitative assessments throughout residency in the program. These assessments will take place in the areas of individual student performance and program evaluations.

Data-Based Decision-Making and Accountability
Our students will 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. They will use such models and methods as part of a systematic process to collect data and other information. They will translate assessment results into empirically-based decisions about service delivery. They will evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Consultation and Collaboration
Our students will have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. They will collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Effective Instruction and Development of Cognitive/Academic Skills
Our students will 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. They will, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs. They will implement interventions to achieve those goals. They will evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Socialization and Development of Life Skills
Our students will 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. They will, in
collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs. They will implement interventions to achieve those goals. They will evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**Student Diversity in Development and Learning**
Our students will 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. Our students will demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**School and Systems Organization, Policy Development, and Climate**
Our students will have knowledge of general education, special education, and other educational and related services. They will understand schools and other settings as systems. They will work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**Prevention, Crisis Intervention, and Mental Health**
Our students will have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. They will provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

**Home/School/Community Collaboration**
Our students will 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. They will work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**Research and Program Evaluation**
Our students will have knowledge of research, statistics, and evaluation methods. They will 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. As part of the required course work, our students will select a program that has been implemented within their practicum site. They will complete a written plan, including a description of a Needs Analysis, proposed intervention, outcome indicators, and research design. A full program evaluation will be carried out at each student’s practicum site.

**School Psychology Practice and Development**
Our students will 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. They will practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

**Information Technology**
Our students will have knowledge of information sources and technology relevant to their work. They will access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

**NASP Approved**
Our School Psychology MA/CAS program received NASP Approval-Full in January 2010, which signifies our program as a Nationally Recognized Graduate Program in School Psychology. Our program was deemed to be in compliance with current NASP standards of training.

**About the Program**
The training required for a professional career in psychology is different from that experienced as an undergraduate. Students are expected to perform competently in academic courses, school and clinic-based work, and internship.
activities. Throughout the program, it is important that students demonstrate initiative in approaching faculty concerning course issues, and planning activities of special student interest. Motivation and hard work are essential for the professional development of a school psychologist, as obtaining an advanced degree is not only a matter of accumulating semester hours.

The 3-year MA/CAS program in School Psychology requires a minimum of 70 credit hours. Courses provide a careful balance between academic content and application of skills.

Beginning in the first semester and continuing throughout the first two years of the program, students are placed in a supervised practicum to use the skills learned in core courses. Graduate hours include courses in psychological foundations, educational foundations, intervention/problem-solving, professional school psychology, professional practice, as well as research, measurement, and statistics. Students who complete the program are eligible for certification as a school psychologist in New York State. Eligibility for certification in other states may vary.

This preparation is accomplished through extensive one to one contact among students and faculty members. Although competency in the primary roles of the school psychologist (i.e., consultation, assessment, direct intervention, system-level programming) is established in all students, each student is encouraged to individualize the program in order to develop his/her strengths and interests.

Program Requirements
The graduate program requirements are composed of five primary areas: academic coursework, practica, the thesis, the Praxis, and the internship. Academic coursework combines a careful balance of content knowledge and application of knowledge in the field. Students take core courses in psychology and education that cover content in areas relevant to school psychology. Concurrently, students use the core knowledge in the practicum, which is tailored to fit the current skills each student possesses. From these experiences, the student will assemble a portfolio of projects undertaken, which demonstrates competency in content application. The internship is the culminating experience for the student. Under site and university-based supervision, the student continues to develop skills as a competent school psychologist. Throughout the three years in the program, the student will develop expertise in various areas, which stimulate the formation and completion of the thesis project.

Academic Coursework
The sequence of coursework (i.e., Program of Study) can be found in Appendix C. Specific course descriptions are located in Appendix B.

All students are expected to maintain an overall grade point average (GPA) of at least 3.0. Students whose GPA falls below 3.0 will be placed on academic probation and they will be reviewed by the Graduate Review Committee to determine their eligibility for continuation in the program. Students will be notified in writing at mid-semester as to course progress, and are encouraged to meet with specific instructors if deficiencies are noted.

Grades for graduate courses shall be A/-, B/+-/-, C/+-/-, E, I, IP (in progress), W (withdrawn), or Pass-Fail. All thesis work will carry a Pass-Fail grade. Students who earn a grade of C in a course may retake that course in order to improve their grade. The second grade received will be recorded as the permanent course grade. Option to remain in the School Psychology graduate degree program by re-taking a required course in which a grade of E has been earned shall be dependent upon approval of the Graduate Review Committee, the student’s advisor, and the Psychology Department Chair. A student shall not be permitted to retake more than one such course. Any special considerations attached to retaking a course shall have the approval of the Graduate Review Committee. An overall graduate GPA of at least 3.0 is required for graduation.

Psychology content courses comprise the majority of the program’s credit hour requirements. Core courses in school psychology are taken along with courses covering topics in related fields of psychology. This balance ensures that students acquire substantial understanding in scientific and professional psychology.
Students are required to take two graduate elective courses (6 hours total). Although there is flexibility in course selection, the Graduate Committee must approve all elective choices. Appropriate courses may be chosen from the Graduate Education Programs.

**Practica**

The practica are designed to provide opportunities to apply skills learned in other school psychology coursework. Students work individually and/or in teams in two settings: local schools and the Neuropsychological Clinic and Psycho-educational Services. In addition, students may choose to complete some practica hours in the Nexus Saturday program for children with Autism Spectrum Disorders. Upon completion of the fourth semester, all students will have some experience in a variety of capacities, including response to intervention (RTI), psycho-educational assessment/interventions, consultation, behavioral assessment/intervention, and counseling. Team collaboration, peer review and case conferences during weekly practicum supervision meetings are essential elements of this course. Actual caseloads are expected to vary from student to student depending on interest and availability of work, but all should carry approximately equivalent hours. Students are assigned caseloads that utilize skills currently developing or developed in accordance with the training program. Under no circumstances is a student allowed to participate in activities for which he/she has not received adequate preparation.

University supervision is provided individually and during group weekly meetings. Site supervision is also provided, and input regarding performance from site supervisors will be collected. Students are expected to keep a log of all activities completed for the practicum course, including a daily activity log during the 4th semester of work in the school setting. Each student uses this log to create a portfolio, or sampling, of work completed in each area (e.g., 1-2 assessment reports and intervention cases, counseling description). It is expected that the portfolio will be revised and expanded as the student gains more experience. At least once per semester, supervisors meet individually with students to discuss progress. Students present information regarding work completed for the course, supplementing the presentation with information from the portfolio. By the end of each semester, university supervisors provide a brief written summary of progress to date. It is expected that each student demonstrates competency in each area relevant to the school psychologist upon completion of the fourth semester.

For the first three semesters of practica, students are required to attend practicum activities for 120 hours. Students will be evaluated by their on-site supervisor based on the content and class objectives of the coursework of their current semester (see Appendix D through F).

During the fourth semester practica, the required hours needed to fulfill practicum requirements increases to 240. See Appendix G to view site supervisor evaluation. In addition, students must complete the following workshops for New York State Requirements for School Psychologist Certification: School Violence Intervention and Prevention, and Child Abuse Identification.

**Praxis**

Students are required to receive a passing score (165) on the National School Psychology Test, administered by the Educational Testing Service, prior to beginning their internship. The School Psychologist Praxis test code is 10401. More information regarding test content, testing locations, etc. can be found at [www.ets.org](http://www.ets.org).

**Thesis**

Although the thesis is the capstone experience of the MA/CAS degree, it should neither be the first or the final experience in conducting and writing research. Each student in the School Psychology program prepares a thesis on a topic relevant to the profession of School Psychology. The thesis project is viewed as applied research and a practical problem solving activity rather than simply a research activity. Although experimental and descriptive research studies are conducted to meet this requirement, the purpose is to have an applied practical emphasis to this project compatible with the student's professional goals. A broad range of appropriate activities can be used to fulfill this thesis requirement.

A thesis consists of the following components: a) an introduction, b) a review of the literature, c) a methods section, d) a results section, and e) a discussion. The introduction outlines the research problem and the strategy being used to address it. Some discussion of why the research is important and what the implications of the study are should be included.
The review of the literature must be comprehensive enough to inform the reader of the background theoretical information necessary to understand the research under consideration. The thesis must also be placed within the body of existing knowledge and ongoing research through this review. The history of the constructs being examined should be outlined.

The methods section is a detailed description of the thesis research. This section allows the reader to determine the validity of the results based on the soundness of the research design. It must be sufficiently clear and thorough as to enable an interested researcher to replicate the study if desired. The instruments being used must be described and their psychometric properties supported and discussed.

The results section is where the data that are collected is displayed. Any statistical or other data analysis is described and displayed. The data presented in this section must be sufficient to support the conclusions and recommendations in subsequent sections.

The discussion section is where the results of the study are evaluated and the implications explored. The limits and flaws of the study must be articulated and future research recommended.

Students register for thesis credits during the 3rd year in the program. Thesis credit carries grades of Pass (P), In Progress (IP), or E. The Pass (P) is given when the thesis has been successfully defended. The In Progress (IP) is carried for up to two years following completion of the internship requirements.

Although students do not receive credit for thesis work in the third semester of coursework, in order to have her or his final grade in Research Methods (PSY 581) recorded, each student must submit an affidavit from her or his Master's Thesis Committee Chair which affirms his or her completion of an acceptable draft of a Master's Thesis proposal. By the end of the fourth semester, in order to receive a final grade in Advanced School Psychology Practicum (PSY 589), students must submit an affidavit of a completed Master’s Thesis proposal. Additionally, in order to maintain an IP grade (for PSY 504-Thesis), students must submit a written progress report to each member of the Thesis Committee at the end of each semester of the third year. After two years, the grade is automatically changed to E. In order to change a grade of E, the student must appeal to the Thesis Committee and re-register for the course.

**Overview of the Thesis Process.** The first step in the thesis process is to develop a research proposal. The student articulates an area of research interest and a general notion of research questions to address in the thesis. These questions need to be further clarified by a thorough review of the literature.

The thesis advisor and committee should be selected prior to completing the proposal. The committee is composed of at least 3 members, including the Chair. Two of the members must be faculty members within the Psychology Department. First drafts and revisions to the thesis proposal are first produced with and approved by the Chair. The committee then reads the proposal, suggests changes, and either approves or rejects the proposal. The student should note that this process of reviewing drafts of the thesis is continual, and may require several meetings with the members of the Committee. Thus the student should plan for this process to take a significant amount of time. The accepted proposal is, in effect, the "contract" of what will be done for the thesis. The thesis proposal must be completed and approved prior to beginning the internship (by the end of the fourth semester).

Following committee approval of the proposal, students whose projects involve the use of human participants MUST submit their proposal for review by the Human Subjects Research Committee and take and pass the PSU Human Subjects Certification Program. Approval of the proposed research by this Committee is necessary prior to conducting the research. Forms can be obtained from the Chair of the Human Subjects' Committee or the Psychology Department office. All research will adhere to APA and NASP ethical guidelines.

After obtaining the appropriate approvals, the student conducts the research and writes the full thesis, under the direction of the thesis Chair. All writing will be strictly APA style, and the thesis will include an introduction, method, results and discussion of the implications of the project for the professional practice of school psychology.

After the full thesis is written, the thesis advisor provides editorial consultation prior to submitting the thesis to the full committee for revisions. Because of the time required to read a manuscript thoughtfully and critically, the committee
members have three weeks from the date of receipt to review and return it with comments. The student should note that this process of reviewing drafts of the thesis is continual, and may require several meetings with the members of the Committee. Thus the student should plan for this process to take a significant amount of time.

When the Committee believes the thesis is ready to be defended, a date will be scheduled for the final defense. Thesis defenses are open to the College Community. The student summarizes his or her research procedures and findings in a brief oral statement, followed by questioning by the faculty members in attendance. Unanimous committee approval is required for the satisfaction of this program requirement. It is the student’s obligation to schedule a defense at a time convenient to all committee members. No committee shall feel obliged to meet simply because a semester is ending or a graduation deadline is approaching. Unanimous thesis committee approval of the final written version of the thesis is required prior to a student’s graduation.

Note: All theses must be completed within 2 years of the completion of the internship requirement. Theses completed after that time may not be accepted. Students must re-negotiate a ‘contract’ with the thesis committee. Theses committees and individual members can at that time remove themselves from the committee and its obligations.

**Internship**

The internship is completed during the third year of the program, beginning in September and ending in June. The primary purpose of the internship is to continue developing the school psychology intern into a competent and adaptive scientist practitioner of school psychology. Although it is expected that interns develop and accomplish personal goals and objectives, there are specific academic and professional objectives of the internship. These goals are the program objectives found in NASP guidelines.

**Internship Plan.** The site supervisor and intern develop a written internship plan, with approval from the university supervisor. The plan must include goals and objectives, specific means for accomplishing the goals or objectives, and realistic means of evaluating the intern’s progress and effectiveness of the plan. Once an agreement with a school site has been made, the intern must adhere to the same schedule and calendar as the school. Whether or not a paid internship is secured, the internship should be considered a job, and as such, interns must at all times be professionals. Both the site supervisor and university supervisor routinely conduct supervision and evaluation of the intern’s progress.

Students are required to secure their own internship placement, although help in finding a suitable site is provided by the university supervisor. Appropriate sites provide interns with a variety of professional experiences with students of differing ages.

An internship plan must be developed for each intern incorporating the skills and knowledge the intern brings to the internship. The following are specific requirements that must be addressed in every internship plan.

a. **Schedule of Employment:**
   1. Monday to Friday:
   2. Starting Date:
   3. Ending Date:

b. **Intern Roles and Responsibilities:**
   1. Attend assigned sites on days assigned.
   2. Conduct self according to NYASP, NASP, and APA legal and ethical standards.
   3. Attend administrative and team meetings.
   4. Observe, assess, consult, and intervene with children, parents, and teachers.
   5. Further professional development.
   6. Receive at least two hours of supervision per week with site supervisor, and seek additional supervision from site supervisor and/or university supervisor as needed.
   7. Complete daily logs, the portfolio, and other SUNY assignments.

c. **District Needs**
   1. Conduct anecdotal and systematic observations.
   2. Interview parents, teachers, and children.
   3. Administer and score cognitive, achievement, and socio-emotional measures.
   4. Integrate assessment data and formulate recommendations for intervention.
5. Offer problem solving consultation services with or without formal evaluations.
6. Provide socio-emotional and preventative intervention services.

**Individualized Goals and Objectives.** The goals articulated below are based upon NASP standards for graduate programs and represent a suite of skills and activities believed to be central in the role of a school psychologist. During the period of the internship, the student and supervisor should collaborate to ensure that there is an opportunity to practice these skills in an applied setting. The final evaluation will be based heavily on the student’s performance in these key NASP areas: Data-Based Decision-Making and Accountability; Consultation and Collaboration; Effective Instruction and Development of Cognitive/Academic Skills; Socialization and Development of Life Skills; Student Diversity in Development and Learning; School and Systems Organization, Policy Development, and Climate; Prevention, Crisis Intervention, and Mental Health; Home/School/Community Collaboration; Research and Program Evaluation; School Psychology Practice and Development; and Information Technology.

The internship plan must include exposure to the elementary as well as the secondary level. Therefore, if the intern is placed in at the elementary level, there must be provision for experiences at the secondary level and vice versa.

In order to ensure that school psychology interns receive appropriate experiences with students of differing ages, a minimum of 30 school days must be spent at the secondary level if the intern is employed at the elementary level. Conversely, at least 30 school days must be spent at the elementary level if the intern is employed at the secondary level. The 30 day limit is a minimum and is not considered the amount necessary for each intern. Certainly, more time would be recommended for interns who do not have previous experience with a particular age range.

The internship plan must specify the experiences the intern will receive with the following:
   a. All classifications of exceptional children,
   b. All types of special education programs,
   c. Children in regular education classes,
   d. All regular education programs,
   e. Vocational education programs,
   f. Other title programs.

The internship plan must specify the manner in which the intern will be involved with non-school community agencies dealing with children and their families.

The internship plan must make provision for the intern to visit at least one other school system which employs a school psychologist. This could involve an exchange of interns or an assigned visit. In either case, it should allow sufficient time for familiarization with a different type of school system as well as with the role and function of the school psychologist in that system.

The internship plan must make provision for the intern to gain a working knowledge of Public school organization and operation; Professional ethics for school psychologists; and Professional school psychology organizations. The internship plan must be submitted for approval to the University-based intern supervisor in accordance with the established timelines.

**Requirements for the Approval of the School Psychology Internship Site.** The most important requirement for an internship program is a commitment on the part of the school administration and the school psychological services staff to the training of an intern. The intern must be a trainee first and a deliverer of services second. The following is a list of requirements for an approvable internship site.
   a. The internship site must have a sufficiently diverse pupil population to ensure that the intern receives exposure to a wide variety of educational and behavioral problems as well as regular education programs. This population must include students between the ages of 3 and 21 years. The intern must receive a minimum of 30 school days of training at the elementary and at the secondary levels.
   b. The internship site must have access to a special education program in which there are specific services for a variety of exceptional children and in which the intern will receive experiences involving all classifications of children with disabilities and special education programs.
The internship site must have the services of at least one school psychologist who meets New York State Certification requirements as a school psychologist. The intern supervisor must be a full-time employee of the hiring district or cooperative which employs the intern and must provide direct school psychological services to students, parents and staff.

d. The internship site must have a mutual agreement between the administration and the intern supervisor for offering or continuing to offer an internship program, which stresses training, not service. The intern must not be given the same work load as a certified school psychologist.

e. The internship site may hire interns only if the intern supervisor and the administration of the hiring district have agreed upon the candidate.

f. The internship site must make it possible for the intern supervisor to provide direct and personal supervision of the intern for a minimum of 2 hours/week.

g. The internship site must have access to a number of community agencies dealing with children and their families, for example, a family casework agency, psychiatric clinic, and/or hospital.

h. The intern and the hiring district must enter into a written contractual agreement. The length of the contract should normally be for one academic year (September through June), and a minimum of 1200 hours. The intern and the hiring district will be aware of the length of the internship when entering into a contractual agreement.

The intern must be on the same schedule and calendar as other full time school psychologists on the staff during the regular school year. When appropriate to training and if not in opposition to district policy or negotiated agreements, the intern is expected to participate in meetings and programs beyond the normal workday and week in the same manner expected of other professionals. The intern is expected to meet these demands without concern for an hourly schedule. These specifications are in no way different from the expectation for regular staff members, but are often overlooked when considering the needs of the psychological services program.

Qualifications and Requirements for the School Psychologist or Site Intern Supervisor.

It is essential that the school psychologist on-site intern supervisor possess specific skills and knowledge essential for a successful school psychology internship experience.

a. Possession of a current Certificate and school psychologist endorsement in the state the internship is located.

b. A minimum of two academic years of experience as a certified school psychologist in the state the internship is located.

c. The intern supervisor must be employed as a full-time school psychologist in the district or cooperative hiring the intern and provide direct school psychological services to students, parents and staff. School psychologists employed on a contractual or casework basis will not be approved as intern supervisors.

d. Previous employment of the school psychologist in the hiring district or cooperative for a period of at least one school year prior to the hiring of the intern. The employment must have been full-time in the hiring district or cooperative.

Desirable Features of Intern Supervisors.

a. Ability to work independently.

b. Ability to provide a model of professional ethics and responsibility to the intern.

c. Ability to communicate effectively and to consider opinions and beliefs of the intern and other professional persons with whom they come in contact.

d. Ability to work effectively with members of other disciplines in the school and community.

e. Ability to develop a plan of supervision for an intern, taking into consideration the intern’s skills and needs, as well as the state and local requirements for an internship.

f. Ability and willingness to support the intern in difficult situations.

g. Knowledge of specific areas of exceptionality in terms of educational, social, and vocational needs and limitations.

h. Knowledge of referral sources and other resources in the community.

i. Ability to supervise the work of interns according to the highest standards of thoroughness, competence, ethics, and inter-professional relationships.

j. Membership in at least one state and/or national school psychology organization.

k. Active participation in a regional school psychology organization.

l. Evidence of keeping abreast of new methods, techniques, and developments in school psychology through attendance at formal workshops or enrollment in college courses (one workshop or course every two years), or in a continuing professional development program of a professional school psychological organization.
Guidelines for the Evaluation of the School Psychology Internship. The purpose of evaluation is to determine strengths and weaknesses of what is being evaluated and to indicate ways of effecting improvement. Evaluation is the process of (1) agreeing upon standards, (2) determining whether a discrepancy exists between what “ought to be” and “what is,” and (3) using discrepancy information to identify the weaknesses of what is being evaluated.

Principles which should be reflected in the evaluation.

a. Evaluation must be a continuous, ongoing process: All aspects of the program should be under scrutiny at all times. Informal evaluation should occur on a day-to-day basis and should be communicated openly and quickly. It must not be “reserved” for discussion at formal evaluation times. Informal evaluation is just as important and perhaps more important than formal evaluation.

b. Evaluation must be multidimensional: Evaluation must be undertaken by all who are associated with the program. An evaluation procedure should include assessment of all aspects of the internship program— the intern, the supervising psychologist, and the program itself. Evaluation should be accomplished by all parties concerned—the supervisor, the intern, the local school administration. To add still another dimension, this evaluation should be done prior to the internship, during the internship, and after the internship. In summary, evaluation should be made (1) of the intern, the supervisor, and the program; (2) by the supervisor, (3) within three time periods—prior to, during and after the internship. Thus, there are three dimensions: “evaluation of,” “evaluated by” and a “time” dimension.

c. Evaluation must be open and honest: All parties evaluating and being evaluated must function in an open and professionally honest manner. All parties should be fully aware of how they have been evaluated. There must be a face-to-face communication aimed at eliminating or minimizing problems and limitations brought out by the evaluation. Evaluations must never be vindictive and should not be based on subjective or personality factors. The “nice guy” approach should also be avoided. There is a professional obligation to ensure that individuals involved in the internship program and the quality of the internship program are of the highest possible professional standards.

d. Evaluation may consist of a narrative evaluation and/or evaluation based on an objective rating scale. Rating scales help structure the thinking of the evaluator.

Evaluation of the Intern. The Program intern supervisor and the on-site intern supervisor must each monitor the progress of the intern during the internship (see Appendix H). There are some assurances that should be incorporated into this process. These assurances include the following:

a. The intern’s educational and experiential needs are carefully evaluated prior to receiving approval to participate in an internship program.

b. The evaluation is designed to document that the objectives established in the internship plan are met.

c. There is an early assessment of strengths and weaknesses of the intern, and the internship plan is modified to accommodate these strengths and weaknesses.

d. There is ongoing informal, day-by-day evaluation that is communicated to the intern.

e. The formal evaluation should be:
   1. Clear, concise, and thorough; (a short paragraph indicating that satisfactory progress is being made or is not sufficient);
   2. Written to indicate the progress or lack of progress since the last evaluation was submitted;
   3. Shown to and discussed with the intern prior to submission;
   4. Signed by the intern prior to submission. Any evaluation submitted by the intern supervisor which has not been signed by the intern should not be accepted and should be returned for the intern’s signature. The intern has the right to redress if he/she believes the evaluation is inappropriate by submitting a written reaction along with the on-site supervisor’s evaluation.
   5. In cases where the intern is not making satisfactory progress, the intern should be made aware of the problem(s) for a period of time before the final programmatic evaluation.

Internship Portfolio Requirements. Students are required to submit a professional portfolio in order to ensure that they have mastered program goals. The content of the portfolio should provide evidence that the student has completed the Individualized Goals and Objectives from the Internship Program Plan. This evidence might include samples of work that have been completed throughout the program, as well as work created specifically for the portfolio. Each candidate will submit his or her portfolio to the Program Director, who will then distribute them to other School Psychology faculty
members. It is recommended that students make duplicate portfolios for their own professional use as they are often useful as part of a job interview.

All identifying information of children, their family members, teachers, etc., should be removed from submitted work. The criterion used for grading each component of the portfolio is included with this document.

Contents of the Portfolio. See Appendix I for full description and scoring criteria.

a. Up-to-date resume.
b. Two samples of psycho-educational evaluations. In-service training program or workshop OR Program Evaluation.
c. Personal Essay.
d. Candidate Impact on Student Learning
e. Log of Counseling Case

Thesis Progress During Internship. An ongoing issue in the School Psychology Program is the timely completion of theses. Accordingly, interns are required to meet thesis completion goals as part of their internship obligations. Although thesis work places an additional burden on a busy time in the student’s life, the alternative would be that the thesis be completed while the student is practicing as a school psychologist, sometimes hundreds of miles from the SUNY campus.

Thesis Timelines.

October Meeting – Literature review complete
November Meeting – Methods section complete
December Meeting – Data collection complete
January Meeting – Data analysis complete
February Meeting – Results section complete
March Meeting – Discussion section complete
April Meeting – First draft complete
May Meeting – First rewrite complete; In order to receive a grade for Internship, a thesis defense date must be set by the date grades are due in the Spring Semester.

Professional Dispositions

Faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to ensure that future education professionals possess the interpersonal skills, emotional stability, and personal fitness for practice necessary to function effectively within school and professional settings. These features, broadly referred to here as Professional Dispositions, are distinct from the requirements of academic competence assessed through coursework, scholarship, practica, or examinations. However, these characteristics are deemed to be essential for the effective and competent functioning of education professionals in the interpersonal environments they will be involved with. Therefore, the individuals associated with the programs that produce such professionals have an obligation to protect the public and the profession from individuals, regardless of their academic abilities, who do not possess the characteristics necessary to function effectively.

In order to assess the professional work characteristics of our candidates, the Professional Dispositions Questionnaire will be completed at the end of each semester by the faculty and site supervisors involved with them that term. A score of 2 or lower indicates performance that is below acceptable levels expected for our candidates. However, to protect candidates from a low score from a single rater, more than one instance of a below 3 assessment should occur before action is taken. If more than one rater assesses that a particular area of Professional Dispositions is below acceptable levels, a meeting should be called with the student and his/her advisor to formulate a plan to address the area of rated weakness. Section 8 of the Professional Dispositions Questionnaire should be filled out the following semester. If the candidate failed to improve in the problematic area, or failed to follow through with the intervention, additional steps should be taken, including academic probation or counseling out of the program.

Student self-evaluation:
Each student will complete a self-evaluation each semester to be reviewed by the Graduate Advisory Committee using a structured form. This evaluation will provide evidence of progress in degree requirements and estimated timelines for remaining requirements. More specifically, the self-evaluation will include progress notes on the thesis, an internship
needs assessment and internship plan (prior to the internship), self-evaluation of internship performance (once completed), and a portfolio with work samples from courses and practicum/internship experiences. Much of this is already being collected, e.g., practicum/internship journals, progress notes, and course portfolios.

**Admissions**

Admission to the program is made only for the fall semester. The deadline for submission of application materials is **February 15**. Applicants are urged to complete their application well before that time since applications are reviewed and action taken as soon as they are received. Applications are complete when they include the following:

a. Application Form with attachments.
b. Official Transcripts of all college work attempted.
c. Graduate Record Examination scores are not required; however, can be used to strengthen an application in light of lower grade point average.
d. Resume of relevant research and/or clinical experience.
e. Three letters of recommendation.

Applications should be mailed to:

Graduate Admissions Office—113 Kehoe
SUNY Plattsburgh
101 Broad Street
Plattsburgh, New York 12901-2681

Applicants are typically notified of admission status by mid-April. If accepted, applicants must confirm, in writing, their intent to enter the program. A deposit of $100.00 to secure their place in the program is also required. Within three weeks of acceptance, if these are not done, it will be assumed that the applicant is not intending to enroll in this program and that a vacancy exists. Selected alternates will then be notified and those confirming their intent to enter the program will be accepted.

The decision to admit a student to graduate studies in school psychology rests finally with the Dean of Arts and Science. The Dean acts upon the recommendation of the Chair of the Department of Psychology, who in turn acts upon the recommendation of the Graduate Admissions Committee. The information used by the Graduate Admissions Committee is of special interest to the applicant. The Committee considers the following eight factors in making its recommendations.

1. The total application, in addition to the usual information, includes a brief essay on reasons for applying to graduate school. The Committee judges the written expression as well as the content of the essay. It should be well thought out and presented in good form.
2. The official transcript, including grade point average and evidence of breadth of interests and aptitudes. The minimum acceptable undergraduate grade point average for all applicants to graduate programs at the College is 2.5, but the guideline used by the Psychology Department is a minimum of 3.0. An applicant who does not meet the guideline of a 3.0 grade point average should address this issue in the written statement, and also ask references to comment also. Inform the Committee as to the special circumstances that resulted in the low G.P.A. and indicate trends in academic achievement that now predicts success in a challenging academic program.
3. Evidence of superior achievement in courses most closely allied with the applicant's stated interests. The entering student is expected to have competence at the undergraduate level in experimental psychology and statistical analysis, personality, learning, and development. There should be evidence within the transcript that you have prepared for the program for which you are applying. However, it is not unusual that an applicant will have decided rather late in his or her undergraduate career to attempt graduate work in psychology. If that is true in your case, you should support your application with the reasons for your recent decision to study school psychology: volunteer experience related to the program for which application is being made; a discussion of current reading or research; unique experiences that led you to school psychology. It will be most helpful if your references are familiar with your interests, especially if these are not readily apparent from your transcript.
4. Evidence of experience in working with school populations: job experience, volunteer work, course assignments, tutoring, teaching, camp counseling, or other appropriate experiences.
5. Three letters of recommendation which attest to the academic and professional promise of the applicant. The most helpful letters to the Committee are those from professors who have worked with you on independent projects and supervisors who are familiar with your interests, abilities, and accomplishments. You should advise each prospective
reference of your plans and request that letters be addressed to the probability of your success in school psychology. The Committee will be looking for information in these letters as to your promise in academic achievement and in interpersonal skills for client work.

6. Graduate Record Examination aptitude scores are optional. Scores can be submitted to strengthen an application, but are not required.

7. In some cases the Committee may ask candidates to come to the campus for interviews with members of the Admissions Committee.

8. Availability of openings in the Graduate Program. At the beginning of each academic year, approximate limits are established on the number of students to be admitted in a manner consistent with administrative guidelines. When these limits are reached, no additional applicants may be accepted, although a list of alternates is prepared. The Committee reviews completed applications as soon as they are received and a decision is made as to the probability that the applicant will succeed in completing this program. If an opening is available and the application is such that success may be predicted, the applicant will be notified.

Acceptance of Transfer Credit
University policy allows acceptance of up to 12 hours of graduate transfer credit into the program. These credits typically are accepted for elective work. In order to obtain transfer credit acceptance, the student must submit a transcript along with the course description to his/her advisor. The advisor, upon consulting with the Graduate Committee, will make final decisions regarding credit transfer.

Graduate Financial Assistance
There are two areas of available assistance: financial aid, and part-time employment. Early deadlines and competition for positions characterize both types of assistance. It is suggested that you contact the Financial Aid office (518-564-2072) for information regarding assistance opportunities, which include assistantships available through the psychology department as well as campus wide, loans, etc.

Campus Employment
There are three types of graduate assistantships offered in various departments and offices at SUNY Plattsburgh: Resident Hall Directors, Administrative Assistants, and Research Assistants. For more information regarding responsibilities, application deadlines, policies, and requirements visit the following website: http://www.plattsburgh.edu/admissions/graduate/assistantships/

Special Services Project (SSP) hires undergraduate and graduate students to work as tutors/readers in subjects for which they are qualified, on an arranged and walk-in basis. Variable stipends for 10-15 hours per week are provided.

Part-time employment on campus (called "Temporary Service") and off-campus is listed outside the Career/Life Planning Center on the second floor of the Kehoe Administration Building, as well as on a bulletin board in the College Center. A variety of jobs in clerical, childcare, work outdoors, in community businesses, and in other areas is advertised. Hours and wages vary. Kehoe Building, 518-564-2145.

Additional Questions
The purpose of the brochure is to provide as much information as possible to the interested applicant. However, there will be questions that were not foreseen. For any additional information or questions, please do not hesitate to call or write Dr. Laci Charette, Director, School Psychology Graduate Program (phone: 518-564-3385; email: charetlm@plattsburgh.edu)

Psychology Department Faculty
Renee J. Bator, Ph.D., Arizona State University - Social Psychology.
Wendy Braje, Ph.D., University of Minnesota - Experimental Psychology.
Gary G. Brannigan, Ph.D., University of Delaware - Clinical Psychology.
Katherine Dunham, Ph.D., University of Windsor - Applied Social Psychology.
Patricia Egan, Ph.D., University of Kansas - Developmental and Child Psychology.
William P. Gaeddert, Ph.D., Iowa State University - Social and Organizational Psychology.
Jeremy Grabbe, Ph.D., University of Akron – Cognitive Psychology.
Michael Morales, Ph.D., University of California at Riverside - Developmental Psychology.
Dale Phillips, Ph.D., University of Saskatchewan – School Psychology.
Jeanne P. Ryan, Ph.D., State University of New York at Binghamton – Clinical Neuropsychology.
Edward Sturman, Ph.D., York University – Social/Personality Psychology.
William S. Tooke, Ph.D., University of Texas at Arlington – Evolutionary Psychology.
Taher Zandi, Ph.D., University of Oklahoma – Developmental Neuropsychology.
Appendix A

Useful Campus Resources

Bookstore [College Store] (518-564-2082). The Bookstore, located in Saranac Hall, sells required texts, a variety of books for pleasure reading, school and art supplies, cards, newspapers, postage stamps, gifts, and some food items.

Student Accounts (518-564-3120). Located on the first floor of the Kehoe Administration Building, the Student Accounts office is where fees, fines, tuition and other payments are made. Visitors on campus may also obtain parking permits from this office.

Angell College Center (518-564-2121). This building is connected to the Feinberg Library and houses a cafeteria, a commuter's lounge, a reading room, a music lounge, a coffee house bar, and a game room. Campus Express in Angell College Center provides a check cashing service for students.

Career Services Center (518-564-2071). Located on the eighth floor of the Kehoe Administration Building. Counselors in this office work with students individually and assist them in the development of sound decision-making and planned approaches to their present and future goals. Services include workshops, job vacancy listings, on-campus recruitment, direct employer referrals, and printed and computerized career information resources.

Housing (518-564-3824). The Residential Life Office, located in 103Algonquin Dining Hall is a resource for students who are looking for off-campus housing or for a roommate. The classified section of the local newspaper, The Press Republican, also lists rentals. It is important to note that residence or dormitory accommodations are only made available to undergraduates and to foreign students.

Financial Aid (518-564-2072). Located on the fourth floor of the Kehoe Administration Building. Financial aid for first-year graduate students is limited. More opportunities are available when students have developed some marketable skills. The Financial Aid Office may be contacted to seek information concerning college work-study, national direct student loans, and other types of financial aid programs for graduate students.

Library (518-564-5180). The Feinberg Library is adjacent to the Angell College Center and connected to it at the ground level. The library provides a late-night study room, carrels, and computer searches for thesis research.

Health Services (518-564-2187). Located behind the College Bookstore, this office provides medical and psychological services for students.

Registrar (518-564-2100). Located on the third floor of Kehoe, the Registrar maintains academic records for all students. Official transcripts are obtained through this office, as well as forms for graduation.
Appendix B

GRADUATE COURSE OFFERINGS

Psychology 501 - Psychometrics: Quantitative analyses and interpretation of data obtained from psychological tests, multivariate statistical methods, and related computer analysis procedures used in evaluating and interpreting test data. Prerequisites: Course work in statistics and research design. Credit Hours: 3

Psychology 504 - Master’s Thesis: The Master’s thesis project is viewed as applied research and a practical problem solving activity rather than simply a research activity. Experimental and descriptive research studies may be conducted to meet this requirement, and most projects may be developed from applied practical problems encountered in the field. A broad range of appropriate activities can be used to fulfill this thesis requirement as deemed appropriate by the student’s thesis advisor in accordance with Psychology Department Policies. Prerequisites: Graduate Majors Only Credit Hours: 3

Psychology 509 - Foundations of School Psychology: Students are introduced to the roles and functions of school psychologists, with emphasis on “best practices” in the field. An overview of the profession is provided, and students will begin to develop perspectives of the profession. Prerequisites: Graduate majors only or permission of instructor. Credit Hours: 3

Psychology 516 - Advanced Development: A comprehensive survey of human development from conception to late adolescence including biological, social/cultural and psychological factors influencing human development. Prerequisites: 9 hours of psychology including psychology of human development. Credit Hours: 3

Psychology 520 - Learning and Cognition: This course involves the study of the basic processes underlying learning, memory and higher cognitive functions such as conceptualization, problem-solving and language. Emphasis is on the relevance of recent research and theoretical developments in cognitive psychology to school learning. Topics include attention, memory, information processing, problem-solving, reasoning, creativity, and experimental paradigms for the study of cognition and learning. Prerequisites: 9 credits in psychology Credit Hours: 3

Psychology 531 – Neuropsychology: A course in the School Psychology Graduate Program which focuses on the neural basis of behavior. Both theoretically-based and empirically-based principles of the brain-behavior relationship as they apply throughout the life span are covered. Measurement of the brain-behavior relationship and the development of ecologically-based treatments are included. Prerequisites: 9 credits of Graduate Courses in Psychology Credit Hours: 3

Psychology 543 - Learning Disabilities: A comprehensive, applied course in the assessment of potentially learning disabled persons. The course has as its focus the Federal Regulations concerning children with handicapping conditions (IDEA, ADA) as well as New York state regulations (Part 200). The class is taught from the psycho-educational perspective and includes discussion of alternative service delivery systems and procedures for selecting appropriate environments for students who are learning disabled. Readings, lectures, case law, and case studies lead to knowledge of clinical differentiation based on current research on learning disabilities. Prerequisites: Psy 544 - Intellectual Assessment. Credit Hours: 3

Psychology 544 - Intellectual Assessment: Intellectual assessment is designed to provide students with an in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of intellectual ability tests. Students will become familiar with major intellectual tests as a way of learning “intelligent testing skills” that can be transferred for use with other tests. Similarities and differences, as well as pros and cons of tests will be discussed. Prerequisites: School Psychology Graduate Majors only. Credit Hours: 3

Psychology 545 - Assessment Issues: Psychology 545 is designed to provide students with exposure to a variety of methods in socio-emotional assessment. The course will emphasize best practices in the assessment and diagnosis of childhood and adolescent behavior disorders. Students will develop skills in the administration, scoring, interpretation, and report writing of select measures. Prerequisites: Graduate Majors only. Credit Hours: 3
Psychology 546 – Special Populations: This course is designed to provide a foundation of knowledge regarding special populations within the school environment. Students will understand the defining characteristics of specific learning, sensory, neurological, and psychological disorders as well as develop skill in the identification and academic interventions for these disorders. Prerequisites: Graduate majors only. Credit hours: 3

Psychology 550 - Consultation and Intervention I: Psychology 550 is the first in a two semester course sequence designed to provide a foundation of skills in the areas of behavioral consultation and academic and behavioral interventions. Students will build knowledge about and practice using the stages of behavioral consultation. This includes understanding of operationalizing a problem and defining goals, functional assessment, and evaluating outcomes. Prerequisites: Graduate majors only. Credit Hours: 3

Psychology 551 - Consultation and Intervention II: Psychology 551 is the second in a two semester course sequence designed to provide a foundation of skills in areas of behavioral consultation and academic and behavioral interventions. Students apply skills learned about school consultation in Psychology 550 through work with intervention cases. Students will develop a repertoire of behavioral and academic intervention skills. Prerequisites: PSY 550 - Consultation and Intervention I Credit Hours: 3

Psychology 552 - Counseling and Crisis Intervention in Schools: This course emphasizes the development of skills in individual and group counseling, and crisis intervention as relevant to the school setting. Direct application of these skills will occur through work in the school setting. Prerequisites: Graduate majors only. Credit Hours: 3

Psychology 553 - Information Technology Lab: The Information Technology Lab is designed to provide students with knowledge and skills in using information technologies available to school psychologists. Students will receive training in the use of current software utilized in intellectual, achievement, behavioral, and neuropsychological assessment, and utilized in the analysis and storage of data. Students will also receive training in how to use technology to access information sources relevant to providing quality services, and in how to use technology to safeguard protected information. Prerequisites: Graduate majors only. Credit Hours: 1

Psychology 554 – Advanced Counseling and Crisis Intervention in Schools: This course emphasizes counseling skills and knowledge necessary to successfully engage children and adolescents at differing developmental stages and various presenting problems. Understanding the developmental needs and abilities of children and adolescents, and matching counseling techniques and strategies to common psychological and behavioral issues is the focus the class. Direct application of these skills will occur through work in the classroom and school setting. Prerequisites: Graduate majors only. Credit Hours: 3

Psychology 581 - Research Methods: Design and interpretation of research with a focus on applied settings. Includes quasi-experimental design, program evaluation, small-n research, and qualitative research. Prerequisites: Course work in statistics and research design. Credit Hours: 3

Psychology 589 - Advanced School Psychology Practicum: This course is designed to provide opportunity to apply skills learned in other course work. As in Psychology 597, students continue to work individually and in teams in local schools and the university Psycho-educational Clinic in a variety of capacities, including psycho-educational assessments and interventions, school-based programs, and counseling. In addition, students are expected to take a more active role in each capacity. Prerequisites: School psychology graduate majors only. Credit Hours: 3

Psychology 590 – Internship: The internship is designed to advance the graduate student’s professional skill through full-time placement in the schools. Under the direct supervision of an on-site state or nationally certified School Psychologist, the Intern will complete assignments which encompass the full range of school psychologist leadership and functioning in schools. The Internship is the culmination of classroom and field experience from the first three semesters, and will prepare the graduate student for employment in a school setting upon graduation. Prerequisites: Satisfactory completion of all program requirements (with the exception of psychology 504-Master’s Thesis) and a State Education Department Internship Certificate. Credit Hours: 3-6
Psychology 597 - School Psychology Practicum: This course is designed to provide opportunity to apply skills learned in other coursework. Students work individually and in teams in local schools and the university Psycho-educational Clinic in a variety of capacities, including psycho-educational assessments and interventions, school-based program implementation and evaluation, and counseling. Prerequisites: School Psychology Graduate Majors only. Credit Hours: 2
## Appendix C

### Course Sequence

#### Semester One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Psy 509</td>
<td>Foundations of School Psy.</td>
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<tr>
<td>Psy 516</td>
<td>Advanced Child Development</td>
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<tr>
<td>Psy 544</td>
<td>Intellectual Assessment</td>
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<tr>
<td>Psy 553</td>
<td>Information Technology Lab</td>
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<tr>
<td>Psy 597</td>
<td>School Psych Practicum</td>
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<tr>
<td>Psy 550</td>
<td>Consultation &amp; Intervention I</td>
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15 credits

#### Semester Two

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<tbody>
<tr>
<td>Psy 501</td>
<td>Psychometrics</td>
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<td>Psy 520</td>
<td>Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>Psy 545</td>
<td>Assessment Issues</td>
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<tr>
<td>Psy 551</td>
<td>Consultation &amp; Intervention II</td>
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<tr>
<td>Psy 597</td>
<td>School Psych Practicum</td>
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14 credits

#### Summer

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<tr>
<td>Psy 552</td>
<td>Counseling &amp; Crisis Intervention</td>
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#### Semester Three

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<td>Psy 543</td>
<td>Learning Disabilities</td>
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</tr>
<tr>
<td>Psy 546</td>
<td>Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>Elective *</td>
<td></td>
<td>3</td>
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<tr>
<td>Psy 581</td>
<td>Research Design</td>
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<td>Psy 597</td>
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14 credits

#### Semester Four

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<tr>
<td>Psy 531</td>
<td>Neuropsychology</td>
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</tr>
<tr>
<td>Psy 554</td>
<td>Adv. Counseling &amp; Crisis Intervention</td>
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<tr>
<td>Psy 589</td>
<td>Adv School Psy. Practicum</td>
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12 credits

#### Semester Five

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</tr>
<tr>
<td>Psy 590</td>
<td>Internship</td>
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(Minimum Total Hours Logged = 400) 6 credits

#### Semester Six-

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<td>Master's Thesis</td>
<td>IP</td>
</tr>
<tr>
<td>Psy 590</td>
<td>Internship</td>
<td>6</td>
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</table>

(Minimum Total Hours Logged = 800) 6 credits

**Total Credit Hours** 70
Appendix D

Plattsburgh State University School Psychology Program

Performance-Based Student Evaluation

First Semester

Practicum Student: _______________________ Date: ___________________________

Supervisor: ______________________________ School: __________________________

Instructions: Use the code below to evaluate the performance of the practicum student currently under your supervision. Please base your ratings actual observations and/or reports received from other school personnel, parents, and students. Your information will provide the student with specific performance feedback, and it will provide us with general feedback on our school psychology training program. Thank you for your time. We appreciate your support of our students.

Code:
NA – Not applicable.
O – Not observed
1 – Unsatisfactory. Needs more course-based instruction
2 – Needs practice
3 – Adequate. Should continue under professional supervision
4 – Independent

A. Orientation
1. Understands the basic operational procedures of the school district/agency
2. Understands the general operational procedures of classrooms
3. Understands of the roles and responsibilities of the school psychologist and other school/agency professionals
4. Identifies the assessment resources available to the school psychologist
5. Understands school/agency procedures for maintaining confidentiality and storage of student records

Comments:
________________________________________________________________________________________
________________________________________________________________________________________

B. Evaluation and Assessment
1. Cognitive
2. Behavior rating
3. Systematic observation

Comments:
________________________________________________________________________________________
________________________________________________________________________________________
C. Communication and Collaboration

1. Interpersonal communication NA 0 1 2 3 4
2. Oral communication NA 0 1 2 3 4

Comments:

D. Multicultural/diversity issues

1. Knowledge about individual’s culture, values, world views and social norms NA 0 1 2 3 4
2. Understands how race, ethnicity, and culture may affect client behavior and attitudes NA 0 1 2 3 4
3. Uses culturally appropriate assessment and intervention methods NA 0 1 2 3 4
4. Is aware of how own culture affects his/her work and how it impacts on others NA 0 1 2 3 4
5. Works to increase the multicultural/diversity sensitivity of the school/agency NA 0 1 2 3 4

Comments:

E. Professional Conduct

1. Respects confidentiality and individual rights NA 0 1 2 3 4
2. Maintains effective relationships with:
   a. Students NA 0 1 2 3 4
   b. Teachers NA 0 1 2 3 4
   c. Administration NA 0 1 2 3 4
   d. Psychological services staff NA 0 1 2 3 4
3. Professional citizenship
   a. Appreciates school/agency norms NA 0 1 2 3 4
   b. Has positive impact on public image of school/agency NA 0 1 2 3 4
   c. Adheres to applicable ethics codes and legal mandates NA 0 1 2 3 4
4. General performance characteristics
   a. Enthusiasm and interest NA 0 1 2 3 4
   b. Dependability NA 0 1 2 3 4
   c. Promptness NA 0 1 2 3 4
   d. Productivity NA 0 1 2 3 4
   e. Creativity NA 0 1 2 3 4
5. Supervision
   a. Prepares for supervision NA 0 1 2 3 4
   b. Exhibits appropriate levels of
independence
NA 0 1 2 3 4
c. Uses supervision productively
NA 0 1 2 3 4
Comments:
__________________________________________________________________________________________
__________________________________________________________________________________________

F. Overall Rating of Practicum Student
1 2 3 4
General Comments:

Supervisor’s Signature ____________________________ Date ____________

Parts of this evaluation were adapted from: http://www.nasponline.org/certification/samplefoliotwo.pdf.
Appendix E
Plattsburgh State University
School Psychology Program

Performance-Based Student Evaluation

Second Semester

Practicum Student: _______________________ Date: ___________________________

Supervisor: ______________________________ School: __________________________

Instructions: Use the code below to evaluate the performance of the practicum student currently under your supervision. Please base your ratings actual observations and/or reports received from other school personnel, parents, and students. Your information will provide the student with specific performance feedback, and it will provide us with general feedback on our school psychology training program. Thank you for your time. We appreciate your support of our students.

Code:
NA – Not applicable.
O – Not observed
1 – Unsatisfactory. Needs more course-based instruction
2 – Needs practice
3 – Adequate. Should continue under professional supervision
4 – Independent

A. Evaluation and Assessment

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<tr>
<th></th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>1. Cognitive</td>
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<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>2. Behavioral assessment</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Interviewing Skills</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Able to Integrate Data</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

Comments:
________________________________________________________________________________________
________________________________________________________________________________________

B. Communication and Collaboration

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>1. Interpersonal communication</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Oral communication</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3. Report writing</td>
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<td>4. Other written communication</td>
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<td>5. Parent conferencing</td>
<td>NA</td>
<td>0</td>
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<tr>
<td>7. Student/school meetings</td>
<td>NA</td>
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</table>

Comments:
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C. Multicultural/Diversity Issues

6. Knowledge about individual’s culture, values, world views and social norms
   NA 0 1 2 3 4

7. Understands how race, ethnicity, and culture may affect client behavior and attitudes
   NA 0 1 2 3 4

8. Uses culturally appropriate assessment and intervention methods
   NA 0 1 2 3 4

9. Is aware of how own culture affects his/her work and how it impacts on others
   NA 0 1 2 3 4

10. Works to increase the multicultural/diversity sensitivity of the school/agency
    NA 0 1 2 3 4

Comments:

D. Professional Conduct

6. Respects confidentiality and individual rights
   NA 0 1 2 3 4

7. Maintains effective relationships with:
   Students  NA 0 1 2 3 4
   Teachers   NA 0 1 2 3 4
   Administration  NA 0 1 2 3 4
   Psychological services staff  NA 0 1 2 3 4

8. Professional citizenship
   a. Appreciates school/agency norms
      NA 0 1 2 3 4
   b. Has positive impact on public image of school/agency
      NA 0 1 2 3 4
   c. Adheres to applicable ethics codes and legal mandates
      NA 0 1 2 3 4

9. General performance characteristics
   a. Enthusiasm and interest
      NA 0 1 2 3 4
   b. Dependability
      NA 0 1 2 3 4
   c. Promptness
      NA 0 1 2 3 4
   d. Productivity
      NA 0 1 2 3 4
   e. Creativity
      NA 0 1 2 3 4

10. Supervision
    a. Prepares for supervision
        NA 0 1 2 3 4
    b. Exhibits appropriate levels of independence
        NA 0 1 2 3 4
    c. Uses supervision productively
        NA 0 1 2 3 4

Comments:

E. Overall Rating of Practicum Student

1 2 3 4

General Comments:
Supervisor’s Signature ____________________________ Date ______________

Appendix F
Plattsburgh State University
School Psychology Program

Performance-Based Student Evaluation

Third Semester

Practicum Student _______________________ Date: ___________________________

Supervisor: _____________________________ School: __________________________

Instructions: Use the code below to evaluate the performance of the practicum student currently under your supervision. Please base your ratings on actual observations and/or reports received from other school personnel, parents, and students. Your information will provide the student with specific performance feedback, and it will provide us with general feedback on our school psychology training program. Thank you for your time. We appreciate your support of our students.

**Code:**
NA – Not applicable.
O – Not observed
1 – Unsatisfactory. Needs more course-based instruction
2 – Needs practice
3 – Adequate. Should continue under professional supervision
4 – Independent

**A. Evaluation and Assessment**

<table>
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<tr>
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<tr>
<td>1. Cognitive</td>
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<td>2. Personality</td>
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<td>3. Social/Emotional</td>
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<tr>
<td>4. Behavioral assessment</td>
<td></td>
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<tr>
<td>5. Interviewing skills</td>
<td></td>
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<tr>
<td>6. Able to integrate data</td>
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Comments:
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**B. Interventions – Counseling**

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<tr>
<td>1. Formulation of goals</td>
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<tr>
<td>2. Group counseling skills</td>
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<tr>
<td>3. Evaluates effectiveness</td>
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Comments:
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### C. Interventions – Behavioral Consultation

Uses the following Problem-solving model:

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<td>2. Problem definition</td>
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<td>5. Plan implementation</td>
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<td>0</td>
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<td>4</td>
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<tr>
<td>6. Follow-up and evaluation</td>
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Comments:

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### D. Interventions – Other Consultation

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<tr>
<td>5. Plan implementation</td>
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<tr>
<td>6. Follow-up and evaluation</td>
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Comments:

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### E. Communication and Collaboration

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<td>2. Oral communication</td>
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<td>5. Parent conferencing</td>
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<td>6. CSE meetings</td>
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<td>7. Student/school meetings</td>
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Comments:

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### F. In-service Training

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<td>3. Follow-up and evaluation</td>
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Comments:

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### G. Multicultural/Diversity Issues

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<td>12. Understands how race, ethnicity, and culture may affect client behavior and attitudes</td>
<td>NA</td>
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<td>3</td>
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<tr>
<td>13. Uses culturally appropriate assessment and intervention methods</td>
<td>NA</td>
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<td>2</td>
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<tr>
<td>14. Is aware of how own culture affects his/her work and how it impacts on others</td>
<td>NA</td>
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<td>15. Works to increase the multicultural/diversity sensitivity of the school/agency</td>
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Comments:

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### H. Professional Conduct

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<td>0</td>
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<tr>
<td>12. Maintains effective relationships with:</td>
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<tr>
<td>Students</td>
<td>NA</td>
<td>0</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>Teachers</td>
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<tr>
<td>Administration</td>
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<tr>
<td>Psychological services staff</td>
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<td>0</td>
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<tr>
<td>13. Professional citizenship</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a. Appreciates school/agency norms</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Has positive impact on public image of school/agency</td>
<td>NA</td>
<td>0</td>
<td>1</td>
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<td>3</td>
</tr>
<tr>
<td>c. Adheres to applicable ethics codes and legal mandates</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>14. General performance characteristics</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a. Enthusiasm and interest</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Dependability</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>c. Promptness</td>
<td>NA</td>
<td>0</td>
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<tr>
<td>d. Productivity</td>
<td>NA</td>
<td>0</td>
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<tr>
<td>e. Creativity</td>
<td>NA</td>
<td>0</td>
<td>1</td>
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<tr>
<td>15. Supervision</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a. Prepares for supervision</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>b. Exhibits appropriate levels of independence</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>c. Uses supervision productively</td>
<td>NA</td>
<td>0</td>
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Comments:

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### I. Overall Rating of Practicum Student

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General Comments:

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Supervisor’s Signature ______________________________  Date ______________

Appendix G

Plattsburgh State University
School Psychology Program

Performance-Based Student Evaluation

Fourth Semester

Practicum Student: _______________________ Date: ___________________________
Supervisor: ______________________________ School: __________________________

Instructions: Use the code below to evaluate the performance of the practicum student currently under your supervision. Please base your ratings actual observations and/or reports received from other school personnel, parents, and students. Your information will provide the student with specific performance feedback, and it will provide us with general feedback on our school psychology training program. Thank you for your time. We appreciate your support of our students.

Code:
NA – Not applicable.
O – Not observed
1 – Unsatisfactory. Needs more course-based instruction
2 – Needs practice
3 – Adequate. Should continue under professional supervision
4 – Independent

A. Evaluation and Assessment

1. Cognitive NA 0 1 2 3 4
2. Personality NA 0 1 2 3 4
3. Social/Emotional NA 0 1 2 3 4
4. Behavioral assessment NA 0 1 2 3 4
5. Interviewing skills NA 0 1 2 3 4
6. Able to integrate data NA 0 1 2 3 4

Comments:

B. Interventions – Counseling

1. Formulation of goals NA 0 1 2 3 4
2. Individual counseling skills NA 0 1 2 3 4
3. Group counseling skills NA 0 1 2 3 4
4. Evaluates effectiveness NA 0 1 2 3 4

Comments:

C. Interventions – Behavioral Consultation

Uses the following Problem-solving model:
1. Problem identification  NA 0 1 2 3 4  
2. Problem definition  NA 0 1 2 3 4  
3. Problem analysis  NA 0 1 2 3 4  
4. Plan formulation  NA 0 1 2 3 4  
5. Plan implementation  NA 0 1 2 3 4  
6. Follow-up and evaluation  NA 0 1 2 3 4  

Comments:

---

**D. Interventions – Other Consultation**

Uses the following Problem-solving model:

1. Problem identification  NA 0 1 2 3 4  
2. Problem definition  NA 0 1 2 3 4  
3. Problem analysis  NA 0 1 2 3 4  
4. Plan formulation  NA 0 1 2 3 4  
5. Plan implementation  NA 0 1 2 3 4  
6. Follow-up and evaluation  NA 0 1 2 3 4  

Comments:

---

**E. Communication and Collaboration**

1. Interpersonal communication  NA 0 1 2 3 4  
2. Oral communication  NA 0 1 2 3 4  
3. Report writing  NA 0 1 2 3 4  
4. Other written communication  NA 0 1 2 3 4  
5. Parent conferencing  NA 0 1 2 3 4  
6. CSE meetings  NA 0 1 2 3 4  
7. Student/school meetings  NA 0 1 2 3 4  

Comments:

---

**F. In-service Training**

1. Planning  NA 0 1 2 3 4  
2. Implementation  NA 0 1 2 3 4  
3. Follow-up and evaluation  NA 0 1 2 3 4  

Comments:

---

**G. Program Evaluation and Other Research**

1. Planning  NA 0 1 2 3 4  
2. Implementation/data collection  NA 0 1 2 3 4  
3. Summary/follow-up communication  NA 0 1 2 3 4  
4. Provision for participants’ rights and confidentiality  

32
### H. Multicultural/Diversity Issues

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<tr>
<td>16.</td>
<td>Knowledge about individual’s culture, values, world views and social norms</td>
<td>NA</td>
<td>0</td>
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<tr>
<td>17.</td>
<td>Understands how race, ethnicity, and culture may affect client behavior and attitudes</td>
<td>NA</td>
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<tr>
<td>18.</td>
<td>Uses culturally appropriate assessment and intervention methods</td>
<td>NA</td>
<td>0</td>
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<td>19.</td>
<td>Is aware of how own culture affects his/her work and how it impacts on others</td>
<td>NA</td>
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<tr>
<td>20.</td>
<td>Works to increase the multicultural/diversity sensitivity of the school/agency</td>
<td>NA</td>
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### I. Professional Conduct

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<td>17.</td>
<td>Maintains effective relationships with: Students</td>
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<tr>
<td></td>
<td>Teachers</td>
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<td>Administration</td>
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<td>Psychological services staff</td>
<td>NA</td>
<td>0</td>
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<td>2</td>
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</table>
| 18. | Professional citizenship  
   a. Appreciates school/agency norms | NA | 0 | 1 | 2 | 3 | 4 |
|     | b. Has positive impact on public image of school/agency | NA | 0 | 1 | 2 | 3 | 4 |
|     | c. Adheres to applicable ethics codes and legal mandates | NA | 0 | 1 | 2 | 3 | 4 |
| 19. | General performance characteristics  
   a. Enthusiasm and interest | NA | 0 | 1 | 2 | 3 | 4 |
|     | b. Dependability | NA | 0 | 1 | 2 | 3 | 4 |
|     | c. Promptness | NA | 0 | 1 | 2 | 3 | 4 |
|     | d. Productivity | NA | 0 | 1 | 2 | 3 | 4 |
|     | e. Creativity | NA | 0 | 1 | 2 | 3 | 4 |
| 20. | Supervision  
   a. Prepares for supervision | NA | 0 | 1 | 2 | 3 | 4 |
|     | b. Exhibits appropriate levels of independence | NA | 0 | 1 | 2 | 3 | 4 |
|     | c. Uses supervision productively | NA | 0 | 1 | 2 | 3 | 4 |

### J. Overall Rating of Practicum Student

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Appendix H

PLATTSBURGH STATE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

SCHOOL PSYCHOLOGY GRADUATE PROGRAM

Final Internship Evaluation Form

Student Name ________________________  Date ______________________

This evaluation form is based on current National Association of School Psychologists standards for school psychology programs. Please rate the performance of your intern on the these items. Use the scale below.

1= poor  2=below average  3= average  4= above average  5= excellent  0= unable to observe   N= not part of this internship experience

Data-Based Decision-Making and Accountability:

_____  a) Our student had 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.

_____  b) The student used such models and methods as part of a systematic process to collect data and other information

_____  c) The student translated assessment results into empirically-based decisions about service delivery

_____  d) The student evaluated the outcomes of services.

Comments:

Consultation and Collaboration:

_____  a) Our student had knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.

_____  b) Our student collaborated effectively with others in planning and decision-making processes at the individual, group, and system levels.

Comments:

Effective Instruction and Development of Cognitive/Academic Skills:

_____  a) Our student had knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.

_____  b) The student, in collaboration with others, developed appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs

_____  c) The student implemented interventions to achieve those goals

_____  d) The student evaluated the effectiveness of interventions.

Comments:

Socialization and Development of Life Skills:

_____  a) Our student had 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.
b) The student, in collaboration with others, developed appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs

c) They implemented interventions to achieve those goals

d) They evaluated the effectiveness of these interventions.

Comments:

Student Diversity in Development and Learning:

a) Our student had 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.

b) Our student demonstrated 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.

Comments:

School and Systems Organization, Policy Development, and Climate:

a) Our student had knowledge of general education, special education, and other educational and related services.

b) The student understood schools and other settings as systems.

c) Our student worked with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Comments:

Prevention, Crisis Intervention, and Mental Health:

a) Our student had knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.

b) The student provided or contributed to prevention and intervention programs that promote the mental health and physical well-being of students.

Comments:

Home/School/Community Collaboration:

a) Our student had 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.

b) The student worked effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Comments:

Research and Program Evaluation:

a) Our student had knowledge of research, statistics, and evaluation methods.

b) The student evaluated research, translated research into practice, and understood research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Comments:
School Psychology Practice and Development:

_____ a) Our student had knowledge of the history and foundations of the 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.

_____ b) The student practiced in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Comments:

Information Technology:

_____ a) Our student had knowledge of information sources and technology relevant to their work.

_____ b) They accessed, evaluated, and utilized information sources and technology in ways that safeguard or enhance the quality of services.

Comments:

Is there anything that you would like to add about this student or his/her level of preparedness for the internship?

Signed____________________________
Date__________________________
APPENDIX I

PLATTSBURGH STATE UNIVERSITY
CERTIFICATE OF ADVANCED STUDY IN SCHOOL PSYCHOLOGY
PORTFOLIO REQUIREMENTS AND RUBRIC

Students are required to submit a professional portfolio in order to ensure that they have mastered program goals. The content of the portfolio should provide evidence that the student has completed the Individualized Goals and Objectives from the Internship Program Plan. This evidence might include samples of work that have been completed throughout the program, as well as work created specifically for the portfolio. Each candidate will submit his or her portfolio to the Program Director, who will then distribute them to appropriate School Psychology faculty members. It is recommended that students make duplicate portfolios for their own professional use as they are often useful as part of a job interview.

All identifying information of children, their family members, teachers, etc., should be removed from submitted work. The criterion used for grading each component of the portfolio is included with this document.

CONTENTS OF THE PORTFOLIO
1) UP-TO-DATE RESUME

2) TWO SAMPLES OF PSYCHO-EDUCATIONAL EVALUATIONS (completed entirely by student)
   The reports should be selected by the student as an exemplar of the work performed during the course of the internship.

   A complete psycho-educational evaluation should include a comprehensive review of existing information, which may include the following: review of available records; interview with teacher(s); interview with parent/guardian whenever possible; classroom observation; analysis of work samples and/or curriculum-based assessment. When applicable, an analysis of the progression through the Response to Intervention (RTI) process. When cognitive, social, emotional or behavioral issues are present, the evaluation should also include the appropriate standardized and empirical measures. A complete and systematic evaluation of normative and anecdotal evidence is required. Because psychological evaluations are the mainstay of school psychology practice, these items will be carefully scrutinized and critically examined.

3) IN-SERVICE TRAINING PROGRAM OR WORKSHOP: Submitted materials must include:
   a) A needs assessment.
   b) A detailed outline of the workshop.
   c) Objectives of the workshop.
   d) At least six recent, primary source references used to prepare the presentation.
   e) Samples of handouts for participants.
   f) Summary of evaluation forms completed by attendees.

   OR
   PROGRAM EVALUATION
   a) A description of the program being evaluated.
   b) A standardized pre and post measure to assess program performance.
   c) A statistical evaluation of program performance.
   d) A report prepared for the program facilitators of evaluation outcomes.
4) PERSONAL ESSAY: including the following
   a) Personal statement of theoretical orientation.
   b) Professional strengths and areas of interest in school psychology.
   c) Career goals within school psychology.
   d) Personal and professional development occurring through the training program
   e) View of oneself as a school psychologist.
   f) Integration of coursework and knowledge.
   g) Discussion of areas needing improvement and future professional development plans.

5) CANDIDATE IMPACT ON STUDENT LEARNING
   a) Conduct a Functional Based Assessment to operationalize problem behavior (academic or behavioral).
   b) Develop behavior intervention plan based on FBA. Provide a description of the program being implemented and a rationale of why it is being utilized with the student(s) participating in the intervention.
   c) Operationalize criteria for success prior to intervention using Goal Attainment Scaling.
   d) Collect at least three baseline data points.
   e) Assess student progress at least 4 times as intervention is implemented.
   f) Include raw data, completed instrument protocols with personal information blacked out, and chart of student progress.
   g) To determine intervention effectiveness, calculate Effect Size or Percentage of Nonoverlapping Data Points.
   h) Summarize results.

6) LOG OF A COUNSELLING CASE
   a) Removing all examples of personalized information, describe the fundamentals of the case, including symptoms and background.
   b) Describe your theoretical approach to the case.
   c) Keep a log of your intervention and the effect your counseling had the student and observed behavior.

EVALUATION RUBRIC FOR PORTFOLIOS
The following rubric will be utilized to evaluate the portfolios submitted by program interns. Each item will be rated on the following scale:

4 = Distinguished: The candidate demonstrates extensive detailed knowledge, understanding, skill, and dispositions of the standard in a way that is thorough, detailed, and contains a theoretical framework. The work is accurate (analysis, interpretation, and use of information), and is presented in a professional manner (organized, succinct, uses appropriate visuals and formatting). The documentation directly addresses the standard, and shows clear evidence that the candidate easily and fluidly understands, implements and evaluates his/her work using the standard. The document is free of surface errors (e.g., grammar, spelling, etc).

3 = Proficient: The candidate demonstrates solid knowledge, understanding, skills, and dispositions of the standard in a way that is detailed, and contains a theoretical framework. The work is accurate (analysis, interpretation, and use of information), and is presented in a professional manner (organized, succinct, uses appropriate visuals and formatting). The documentation addresses the standard and shows evidence that the candidate understands implements and evaluates her/his work using the standard. The document is free of surface errors (e.g., grammar, spelling, etc).
2 = Progressing: The candidate demonstrates basic knowledge, understanding, skills, and dispositions of the standard in such a way that it demonstrates only a general broad view of the standard. There are multiple misconceptions in the interpretation, choice, and implementation of the standard. The candidate has difficulty expressing his/her theoretical framework. The documentation is not presented in a professional manner (organized, succinct, uses appropriate visuals and formatting). The information does not address the standard elements, and does not demonstrate the ability to understand, implement, and evaluate his/her work using the standard.

1 = Unacceptable: The candidate does not demonstrate knowledge, understanding, skills, and dispositions of the standard. There are consistent misconceptions in the interpretation, choice, and implementation of the standard. The candidate does not expressing her/his theoretical framework. The documentation is not presented in a professional manner (organized, succinct, uses appropriate visuals and formatting). The information does not address the standard elements, and does not demonstrate the ability to understand, implement, and evaluate her/his work using the standard. Minimum standard: The student must receive an average rating of "Proficient" (3) across the artifacts and the narrative.