August2022

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A. HISTORY

The College of Saint Rose Graduate Program in School Psychology was approved by the New York State Education Department in June, 1994 and officially began offering coursework in school psychology in August, 1995. The original 60-credit training program employed a scientist-practitioner model of training in which education in both theory and professional School Psychology practice were emphasized in an integrated sequential format preparing candidates to become Certified School Psychologists. The mission of the program was to provide a comprehensive interdisciplinary course of study to prepare school psychologists to deliver professional services to children, adolescents, and families. Commitment to understanding human behavior and promoting effective learning and adjustment in both individual and interpersonal domains were articulated goals in all coursework and field experience.

In accord with the conceptual framework developed by the School of Education for all candidates in professional education programs at the College of Saint Rose (See Appendix A), candidates in School Psychology pursued study of required content in educational psychology, school psychology, counseling, special education, multicultural, and professional supervised practice areas. As a specialty in the fields of psychology and education, core values and standards of intellectual curiosity, upholding of ethical principles, understanding and responsiveness to human diversity and promoting optimal learning for all individuals, and positive collaboration among all parties involved in the educational or clinical process were infused throughout course content. The program's intent was to provide a foundation of academic and experiential knowledge in those basic areas of psychology and education directly bearing upon the practice of school psychology.

B. PROGRAM REVISION AND DESIGN

In the Spring of 2004, the College of Saint Rose School of Education made a major commitment to the development and future of the School Psychology program. Three current full-time faculty members were hired between Spring 2004 and Fall 2005 with the mission of significantly enhancing the program and meeting the criteria for National Association of School Psychologists (NASP) approval. In January of 2009, the program received Full Approval as a nationally accredited program. Full Approval was again received in January of 2015.

direct experience in practicum and internship settings. The program leads to a Certificate of Advanced Study (C.A.S.) in School Psychology. The CAS is a 69 credit program, which includes a Master of Science in Education embedded in the curriculum sequence. The program entails three years of full time study with the final year being a full time field placement internship. This program is **FULL TIME ONLY**. See Section 2 and Section 3 of this handbook for the sequence of courses and how they meet NASP Trai

D. GOALS OF PROGRAM

The development of program courses has been guided by program philosophy and the NASP Domains of School Psychology Training and Practice.

To prepare candidates to utilize evidence based practice in assessment, consultation and intervention.

To instill knowledge of human development in cognitive and social emotional arenas from a strength based perspective.

To develop a foundation for professional, ethical practice and advocacy.

To further candidates' appreciation of the diverse characteristics of the people and communities with whom . (aaw)4(wf)-2ork

2.2 **Consultation and Collaboration:** School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

SPY 525 – *In-depth study of consultation theory and methods are presented. This course*

2.4 **Interventions & Mental Health Services to Develop Social and Life Skills:** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based supported strategies to promote social and emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services to support socialization, learning, and mental health.

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2.8 **Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, disabilities and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual and roles differences; and empirically supported strategies to enhance services and address potential influences related to diversity. School psychologists

A. Course Sequence – The courses and workshops listed below constitute your program for the Masters of Science in Education (MS. Ed.) and Certificate of Advanced Study in School Psychology.

Semester	Course Number	Course Name	Credits
YEAR 1			
Fall Semester	SPY 500*	Introduction to School Psychology	3
	SPY 503*	Child/Adolescent Psychopathology	3
	EPY 500*	Educational Research	3
	SPY 531*	Advanced Developmental Psychology	3
Spring Semester	EPY 524*	Theories of Learning	3
	EPY 535*	Psychology of Diversity	3
	SED 512*	Approaches to Classroom Management***	3
	SPY 510	Neuropsychological Approach to Academic Interventions***	3
Summer Semester	EPY 529*	Measurement, Statistics and Appraisal**	3
	SED 501*	Children with Disabilities in Educational	3
YEAR 2			
Fall Semester	SPY 501	Assessment I – Cognitive Assessment	3
	SPY 505	Assessment III – Social Emotional Assessmer	3
	CSL 528	Counseling Skills***	3
	EPY 592*	Integrative Seminar – Educational Psychology	3
Spring Semester	SPY 502	Assessment II – Academic Assessment	3
	SPY 525	School Psychology Consultation	3
	SPY 530	Mental Health Interventions in School Psychology	

B. Course Descriptions for School Psychology Program

CSL 528 Clinical Counsel Skills
This course will introduce students to various counseling techniques and skills based on established counseling theories. The class will focus on counseling as a problem-solving process influenced by the client's cultural identity, exposing students to conceptual model of counseling. Basic counseling skills will be taught through video demonstration and practice in simulated sessions. *Fall*

CSL 553 Group Counseling (3)
As counselors carry out their basic job responsibilities, they come into daily contact with a variety of group settings in which they may be in the role of group facilitator, group counselor, group member or consultant. The purposes of this course are to provide a theoretical understanding of group dynamics and group counseling as well as present techniques for the application of these principles to practice situations. Participation in an experiential small group is an important component of the course. Enrollment is limited to 12. *Summer*

EPY 500 Educational Research (3)
An introductory course. A course which prepares candidates to be consumers and designers of

EPY 535 Multiculturalism and Educational Psychology (3)
This course is designed to examine theories in educational psychology from a multicultural context. Issues related to how cognitive and developmental processes vary in culturally and linguistically diverse populations will be discussed. Emphasis will be on the necessity of educators understanding and incorporating culture into their work. *Spring*

EPY 592 Integrative Seminar in Educational Psychology (3)
An integration of core courses and demonstration of knowledge and skills appropriate to the completion of the degree. This course represents the final evaluation of the degree. A major evaluation component will typically include a paper synthesizing psychological issues on an educational topic, as well as a roundtable presentation of the paper. *Fall*

SED 501 Introduction to Children with Disabilities in Educational Settings (3)
A course that is designed to provide the candidate with an understanding of individuals with disabilities and exceptionalities in relation to their range of similarities and differences within the population as a whole. Candidates will explore the issues related to legislation, cultural diversity, current practices and trends in special education, as well as the needs of gifted and talented pupils. *A 10-hour field experience is required. Summer*

SED 512 Approaches to Classroom Management and Individualized Behavior Support (3)
A course designed to provide the candidate with a comprehensive overview of formal behavioral assessments, the use of functional assessments, and the development of behavioral intervention plans. An additional emphasis is placed upon the diagnosis of candidates with disabilities, the establishment, and the evaluation of positive classroom environments through the use of applied behavior analysis and other techniques used to promote positive social interactions of pupils with disabilities. These techniques are rooted in the historical, social and legal foundations of special education. ***A 15 hour practicum experience is required.*** *Spring.*

SPY 500 – Role and Function of the School Psychologist (3)
This course is an introduction to the field of school psychology, exploring the history and development of the profession. Candidates will become familiar with the School Psychology

SPY 502 Assessment for the School Psychologist II - Educational Assessment (3)
The administration, analysis and interpretation of individually administered achievement tests will be the focus of this course. An integration of test results using the cross battery approach for

SPY 530 School Psychology Practice/Intervention (3)
This course prepares school psychology students to design and implement evidence based interventions to support mental health in schools. The course builds on prior knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) published by the American Psychiatric Association; and other requisite knowledge in areas of child/adolescent development, personality theory, counseling, psychoeducational assessment and systems theory.
Topics to be addressed include a wide variety of presenting problems and need areas. Some can be considered prevention focused, while others are clearly intended to respond to more acute problems. Thus, interventions are presented in a model consistent with a three-tier Response to Intervention framework. Many of the interventions to be discussed have a strong evidence base, and some are proven effective across a wide range of presenting problems.
Prerequisites: CSL 500, CSL 528, EPY 500, SPY 531, EPY 524, SED 501, SED 501, SPY 501, Co- or prerequisite SPY 502, SPY 503. Spring

SPY 531 Advanced Development Psychology (3)
An in-depth study of the area of human developmental psychology, including a focus on the critical processes and contexts that support typical development from infancy through adolescence. A wide range of topics will be covered including biological, cognitive, social-emotional, moral, language and the development of self from an ecological perspective. Students will view developmental trajectories in light of attachment, resiliency, and cultural influences. Students will study and apply developmental processes in typical development and will build a frame of reference for utilizing these ideas when problem solving in educational settings. **Field observations required**. *Fall*

SPY 585 Practicum in School Psychology (3)
Candidates are required to participate in a 240-hour experience in an approved school program under the direct supervision of a permanently certified School Psychologist. Candidates are required to successfully complete a series of intended learning outcomes designed to familiarize candidates with the role and function of the School Psychologist, which may include applying course content in critical School Psychology areas of testing, counseling, and consultation.
Prerequisites: All Educational Psychology requirements, CSL 500, CSL 528, SED 501, SED 512, SPY 501, and permission of the instructor. Spring

SPY 590/591 Internship in School Psychology (6,6)
Candidates are required to participate in a 1200-hour experience in an approved school program under the direct supervision of a permanently certified School Psychologist over 2 semesters to successfully complete a series of intended learning outcomes that are designed to validate candidate's

A. PROCESS OF OBTAINING FIELD SITE

Each candidate will be doing their practicum and internship within the same school district. The practicum will begin the second semester of their second year of study, and the full time internship will occur during the candidate's third year of study.

The School Psychology program has established strong relationships with multiple school districts within the Capital Region, and counties throughout New York State. The candidates will be placed at one of these sites by the primary faculty.

In the first semester of the second year of study, the candidates are surveyed regarding what type of educational environment in which they are interested. They detail their interest of the sites geographical location, setting (urban, rural, suburban), any particular age group with whom they would like to work (preschool, high school), and/or specific population (MR, autism, ED). The primary faculty will review the surveys, consider the candidates strengths and needs, the characteristics of the various sites, and match the candidate with a site. Due to ethical concerns, candidates will not be placed in a district where they lives, works, or attended school. The candidate **may not** initiate contact with any supervising psychologist without the direct approval of primary faculty. Upon approval, the candidate will make an appointment to interview at their matched site. Depending on the result of the interview, the candidate will begin the practicum at the site at the beginning of the second semester of the second year.

At the end of the Practicum and each of the two semesters of Internship, the candidate is expected to complete a portfolio, which will contain professional work samples, summary of hours, and essays reflecting their goals and progress (See Appendix F). In addition, a log will be kept documenting days and hours spent at the site. Logs, which are the responsibility of

While participating at the site, the candidate is expected to have experiences that will allow him/her to achieve a developmentally appropriate, proficient level of competency in the following ten domains of practice:

Data based decision making and accountability
Consultation and Collaboration
Interventions and instructional support to develop academic skills
Interventions and mental health services to develop social and life skills
School wide practices to promote learning
Preventive and responsive services
Family-school collaboration
Diversity in development and learning

Paid internship settings may require candidates to work until the end of the school dis
year. Candidates contracts will reflect internship start and end dates (Appendix F)

At the beginning of the internship, the candidate will complete an Internship Plan (Appendix F) in which they indicate their personal goals, experiences they wish to have, and how they will exhibit their foundational and functional competencies. This plan will be evaluated at the beginning of the second semester to assess if any new goals need to be added or if initial goals are being met or need to be modifie

reflect and share specific evidence of their skill development in each domain of training (Skill Attainment Sheet) and provide supporting evidence from their supervisor ratings and positive impact surveys from their consumers as support of skill attainment.

Candidates are evaluated regarding their skill development by Faculty using the Portfolio Skills Rubric found within course syllabus.

Internship supervisors rate the level of skill development across all domains of training and development of professional qualities on the Internship Evaluation Form (Appendix F).

Candidates are required to provide evidence of their level of positive impact on student learning. Behavioral and academic case studies reflect the candidates' level of effectiveness in impacting the educational outcomes for their students. Candidates are evaluated by faculty with respect to level of positive impact using the Case Study Rubric and Oral Presentation Rubric (see Positive Impact Appendix G).

Candidate will be required to:

a. Conduct intellectual, achievement, and social/emotional/behavioral assessments with children across age and grade levels.
b. Conduct systematic direct observations of children in classroom settings.
c. Consult with teachers and parents about children's educational and emotional needs.
d. Write and submit psychological reports, counseling treatment plans and other child based assessments and interventions.
e. Involve themselves with children in special education settings (resource room; self contained classroom) in addition to working in general education classrooms.
f. Participate and facilitate at CST and CSE/CPSE meetings.
g. Individually counsel referred children, develop intervention plans, and confer with primary supervisor on each case on an ongoing basis.
h. Participate and facilitate group counseling, parent training, and related group experiences.
i. Collaborate on the development intervention plans for academic problems.
j. Be knowledgeable of and consent to follow the ethical and professional guidelines for School Psychology practice as dictated by the National Association of School Psychologists Professional Conduct Manual.
k.

The College of Saint Rose School Psychology Program

Albany Medical Center – Developmental & Behavioral Pediatrics Clinical Rotation - Internship

School psychology students complete a full year internship in their third year of the program. Typically, all school psychology students complete a full year, 1200 hour internship within one school district. Since 2020, there is the opportunity for one student to be a part of the Clinical Rotation at Albany Medical Center for one day per week throughout their internship. The school district must agree that they support their intern spending one day per week at Albany Medical Center for the duration of the internship.

Albany Medical Center's website (August, 2020), Developmental & Behavior Pediatrics provides the following services:

Conditions *Albany Med's comprehensive team of physicians, nurses, clinical psychologists and social workers provide evaluation and ongoing treatment for a range of behavioral health disorders:*

ADHD (Attention-deficit/hyperactivity disorder)
Anxiety
Autism spectrum disorders
Behavioral health disorders
Depression
Developmental disorders
Learning and cognitive disorders

Treatments *Developmental and behavioral disorders are most effectively treated through a comprehensive approach and ongoing follow up care. Our team has the expertise to support the different roles needed to achieve positive results. Treatment options include:*

Diagnostic evaluations
Medication management
Psychological assessments of learning and behavioral health disorders
Psychotherapy including individual, family and group treatment of children, adolescents and their families.

Goals and Objectives:

Interns will have the opportunity to engage in a wide range of activities. This may vary depending on particular programs and initiatives that are underway at Albany Medical Center Developmental & Behavioral Pediatrics in a given year; but every year interns will be provi individual and or group counseling, collaborate with families, and gain an understanding of the

A large majority of information within this section can be found in the Graduate Catalog. Please refer to the catalog for more specific information.

A. APPLICATION TO PROGRAM

The School Psychology program accepts only full time candidates. Fall admission only. To be considered for interview, all components of the application must be completed by February 15th. The components include:

- a complete Saint Rose graduate school application
- a baccalaureate degree from an accredited institution
- official transcripts from all colleges/universities attended

When available, one or two candidates will be nominated for graduate scholarship. These scholarships may be for up to $1000 per semester for four semesters. All scholars must maintain a minimum grade point average of 3.3.

C. TRANSFERRING CREDIT

As indicated by the Graduate Catalog, candidates may request that previously earned graduate credits (whether earned at The College of Saint Rose or at another institution) be applied to up to one-third of the program. The School Psychology department may limit credit requests. Specific courses must be approved for transfer by the School Psychology primary faculty, department chair, and school dean. Transfer credit is allowed only for courses in which candidate have received a grade of B- or better. The course must have been completed within six years of transfer. For the necessary forms to complete transfer credits please review the Graduate Catalog or contact the Registrar's Office.

D. GRADES

Candidates are required to earn grades of B or better in all courses in order to remain in the program. Should a grade less than B be earned in any given course, the candidate will be placed on academic probation and must repeat as soon as it is offered. *Upon the second instance of receiving a grade lower than B, the candidate will be disenrolled from the School Psychology program*. The grade of Incomplete (I) is awarded only with special permission of the instructor. Candidates are expected to develop a contract with the instructor for course completion. The Incomplete becomes an F if it has not been completed within one month after the beginning of the following semester. Summers are not included.

When candidates repeat courses for the purpose of raising grades, the credits will not be count

E. STUDENT EVALUATION – PROFESSIONAL QUALITIES ASSESSMENT

Programs which train professional psychologists must recognize the importance of personal and professional competencies, in addition to traditional academic skills. Interpersonal effectiveness is essential for practice as a professional psychologist. Candidates who wish to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. As candidates progress toward completion of their professional education programs, they must demonstrate evidence to professors through course work, field and clinical experiences, and interpersonal interactions that they are developing professionally. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one's success as a professional. Development of acceptable levels of performance in each of the performance categories is an expectation for all candidates prior to completion of the school psychology program.

While throughout the program the candidate will continually receive feedback as to their professional skills, there will be points during the program (SPY 500, SPY 501, and SPY 590) in which formal evaluation will take place.

If a candidate is exhibiting difficulty in one or more professional competency area, the candidate will be alerted in order to allow development of a remedial plan. Appendix C contains the Professional Qualities Assessment (PQA) Report, Conference Documentation form, and PQA Review Schedule. The PQA Review is completed and shared with candidates exhibiting marginal or less than acceptable behavior. The Conference Documentation form is used to summarize the meetings between faculty and the candidates. The PQA Report provides specific qualities within each competency area that candidates are expected to exhibit.

If a candidate considers the assessment to be inaccurate, s/he may ask for a review of the assessment by the Chair of the department in which the candidate is enrolled. If the Chair has referred the candidate for review, then the candidate may request a review from the Dean.

F. DELAY OF PROGRESS/DISMISSAL FROM PROGRAM

The school psychology program is a professional training program. As noted in the above subsections, grades and professional conduct are vital to continuation through the program and development as a school psychologist. Due to the developmental and sequential nature of the program curriculum, a grade lower than a B or a course withdrawal would delay progress in the program by a minimum of one semester. The candidate would be expected to retake and pass the course before continuing course sequence. Should the candidate be dismissed from the program as a result of performance (two course grades of C or one course grade of F), the candidate may request reenrollment into the program. Steps to reenrollment are detailed within the Graduate Handbook.

Throughout enrollment, each candidate must adhere to the ethical code and principals of APA and NASP. Candidates are also expected to follow the standards of professional behavior as outlined in the Professional Qualities Assessment (PQA), which can be found in Appendix C of

this han

Use of laptop during class

J. STUDENT SERVICES

The College of Saint Rose provides academic and student-centered services to support and

K. STUDENT GRIEVANCE

The candidate is encouraged to use the informal process as a first approach. They should meet with, call, or write the primary faculty or staff member involved within three years of the problem. The basis for the complaint should be explained and any appropriate documentation should be presented. Complainants are encouraged to keep copies of all correspondence and documents. If the candidate is unsatisfied with the outcome of the initial process, then an appeal to the appropriate dean/area head responsible for the person/area should be initiated within 30 days of the decision process. For a detailed explanation of formal process, candidate is referred to the Graduate Handbook.

Please see other sections of the Graduate Handbook for sexual harassment and other policies

M. SOCIAL MEDIA POLICY

In accordance with The College of Saint Rose mission, Statement on Integrity, Acceptable Use Policy, Student Handbook, and any applicable hosting web sites' terms of use agreements, all users must adhere to the general rights and practices of social media.

Purpose – The School Psychology Program recognizes the importance of the Internet and is committed to supporting students' right to interact knowledgeably and ethically when using social media. The program also strives to provide guidelines in this social media policy that will help candidates make appropriate decisions about online exchanges and behavior during their time in the school psychology program, practicum, and internship. The guidelines also protect the privacy, confidentiality, and interests of colleagues, employees, and clients.

Definition of Social Media – Social media includes user generated Internet content and mobile technologies that promote communication and interactive dialogue. Social Media is an important method of interaction and collaboration between students, parents, faculty, staff, and alumni. Examples include, but are not limited to, Facebook, YouTube, Twitter, LinkedIn, etc. The social media guidelines described here will apply to all personnel in the School Psychology Program.

Informed Consent – Social networking sites and social media profiles of students will not be reviewed by faculty of the department for purposes of admissions into program of study or to monitor student progress. The faculty may connect with students on social media strictly for educational/instructional purposes and will not connect with candidates on social media for nonprofessional purposes.

Professionalism and Privacy – Candidates speak respectfully about the School Psychology program, practicum/internship, and their employees or clients. Candidates do not engage in behavior or language that will reflect negatively on the program or the practicum/internship site. The Program encourages students to write knowledgeably and accurately, using appropriate professionalism.

Legal Liability and Disciplinary Action – Candidates may be legally liable for anything written or presented online. The use of unfounded or derogatory statements or misrepresentations is not viewed favorably by the School Psychology program or practicum/internship site can result in disciplinary action, which may include termination of the program or practicum/internship. s.-3(s so3(n, n BT /F* 351.fr 12 Tf 1 0 0 1 351.31 12 T

Technological Competence/Rules for Online Safety/Protection in <u>Practicum/Internship</u> -

- Candidates should not 'friend' clients (current or past) and do not allow clients (current or past) to 'friend' them.
- Candidates should not use instant messaging on websites (i.e. Twitter, Facebook) to contact clients or respond to clients who may have contacted them. These sites are not secure.
- Candidates should be familiar with the privacy controls on social networking and media sites and ensure that the general public cannot see details of their personal life that they would regularly share with immediate friends and family.
- Candidates should only use professional (i.e. university or work) email addresses to communicate with clients
- Candidates use all email communication with clients in a professional nature and not involve personal discussions and/or disclosures

<u>Tips for Responding to Social Networking Requests from Clients</u> –

- *"I do not accept friend requests from current or former clients. This is especially true on Facebook, Twitter, and all other social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk about it."*

N. EMPLOYMENT DURING COURSE OF STUDY

The program faculty recognizes and understands the financial issues facing candidates. As this is a professional training program, the primary focus should be on the course of study. Balancing this with financial pressures can make this challenging. As a full time graduate student, working full time is quite difficult. Full time employment is strongly discouraged in the second year and often impossible during the third year of study, which is during the 1200-hour full time internship. Should a candidate consider full time employment, they would be encouraged to discuss the plan of action with a program faculty member. For candidates who have a Graduate Assistantship, working part time has proven to result in poor results. Again, candidates who are choosing this route are encouraged to speak with the faculty.

APPENDIX B

School Psychology Program
Faculty Profile

SCHOOL PSYCHOLOGY FULL TIME FACULTY –

Last Name	First Name	Degree	Field	University	Expertise/Interests
Gould	Kaitlin	Ph.D. BCBA-D	School Psychology	University of Massachusetts	BehavioralAnalysis, Diversity; Consultation;
Hoff	Steve	Psy.D.	School Psychology	New York University	Personality Development, Clinical Work with Children and Adolescents, Crisis/Trauma Work
Shanock	Andrew	Ph.D.	School Psychology	Temple University	Contemporary Assessment, Response to Intervention

OTHER FACULTY

Last Name	First Name	Degree	Field	University	Expertise/Interests
Abbott	[redacted]				elopment; Special Ch1 7478 48.36 3

APPENDIX C

Professional Qualities Assessment

The Thelma P. Lally School of Education
The College of Saint Rose

Students at The College of Saint Rose who are candidates to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. Each of these areas of competence is addressed in the Lally School of Education's Conceptual Framework. As students progress toward completion of their professional education programs, they must demonstrate evidence to professors through course work, field and clinical experiences, and interpersonal interactions that they are developing professionally according to the descriptors noted below in each of the three professional qualities categories. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one's success as a professional. Development of acceptable levels of performance in each of the performance categories below is an expectation of all students prior to completion of professional education programs.

The department faculty will rate students on a 3-point scale in each of the three categories. The scale is as follows:

1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.
2: Behavior is often appropriate for the profession. Improvement in some areas is needed. These difficulties may begin to impact the students' performance in classes and/or the field.
3: Behavior is appropriate for the profession.

Faculty continually review students' professionalism, and students may be identified as not meeting professional expectations at any time in their program. In addition, each department has established transition points in their programs at which time the faculty will review students and report to the Dean the performance in these areas. A student who is rated either 1 or 2 in any category at a scheduled transition point review or at any time during their program will be notified by a faculty member (designated by the department). If the student scores a 1, at least two faculty members will meet together with the student to provide feedback and help the student to develop a plan to address the performance issues. The plan will be filed in the School of Education office and in the student's file in the Field Placement and Advisement office, and a copy will be provided to their advisor. Faculty will continue to monitor the student whose professional qualities performance is limited and to provide feedback, make

☐ **Professional**

APPENDIX D
Course Alignment with NASP Domains

	NASP DOMAINS OF SCHOOL PSYCHOLOGY, TRAINING AND PRACTICE									
	2.1	*2.2*	*2.3*	*2.4*	*2.5*	*2.6*	*2.7*	*2.8*	*2.9*	*2.10*
	Decision Making	Consultation collaboration	Effective Instruction							

APPENDIX E

PRACTICUM

APPENDIX E-1

The College of Saint Rose School Psychology Program Practicum Contract

This agreement is to provide the graduate student named below with a supervised practicum experience in school psychology.

Student's Name: _____
Name of school district: _____
Address, city, state, zip code: _____

This agreem

3. to provide the student with adequate work space, supplies, materials, and support staff to conduct the professional activities (office space is preferred).

4. to provide weekly scheduled supervisory contact (2 hours/week), which involves examination of student work, review and evaluation of the assessment and clinical/counseling practices, and feedback/training to further develop competencies.

5. to notify practicum students of administrative policies, rules, standards, schedules, and practices of the field site. Practicum students should know the specific policies of the field site regarding the need for consent for evaluation and counseling, limitation of confidentiality, and adherence to legal mandates.

6. to allow time for the field site supervisor to meet with the college faculty liaison in order to evaluate the student's progress. The faculty liaison should be contacted when any concerns regarding the student's performance arise.

7. to provide to the College a Certificate of Insurance showing that the Agency is covered by Professional Liability insurance in the minimum amount of $1,000,000.00 per occurrence and $3,000,000.00 in the aggregate prior to entering into this agreement.

_____	_____
School District Administrator	School Psychology Student Signature
_____	_____
Site Supervisor Signature	School Psychology Faculty Supervisor
_____	
Dean of the School of Education	

APPENDIX E-2

Practicum Field Experience:
Domains of Knowledge/Professional Competency

2.1 Data Based Decision Making and Accountability

A. Required Portfolio Element One CBM Monitoring Case Study

Progress monitor **one child**
The child should be receiving special education services in reading
Collect Oral Reading Fluency Measures.
Collect data the weeks of 12/7, 3/17, and 4/21

Data for both children has to be entered into a computer program (Easy CBM, Excel, DIBELS, etc.) that can create a detailed graph that includes (separate graphs per child)
Slope of progress
Fluency rate
Aim Line
Dates of measurement

Do a brief report
Pseudo name, DOB, DOE, School, Grade, Age, Regular Ed Teacher, Special Ed Teacher
Educational history, current grades, IEP info (goals, goal attainment, modifications, accommodations).
Observation of child in the regular education setting during reading
Observation of child in special education setting
N

2.2 Consultation and Collaboration

A. Required Portfolio Element: Field Observation documentation from SPY 525 Consultation

Observe these types of consultation/collaborative meetings:

- Individual Consultation – such as supervisor consulting with teacher or parent
- Group/Systems consultation – such as IST, CSE, PBIS Committee, Crisis Intervention Team meeting

Include your SPY 525 Field Observation documentation of the experience in the two environments. Compare and contrast the consultation/collaboration skills needed in both.

2.3 Intervention and Instructional Support to Develop Academic Skills

A. Required Portfolio Element: Psychoeducational Reevaluation (Due 5/2)

Conduct one re-evaluation using a variety of procedures and cognitive measures. If possible, include CBM data. Show that you are interpreting data with a CHC perspective, as long as this is consistent with the needs of your field placement. The report DOES NOT have to be in the same format as was done for SPY 501 or 502.

B. Required Portfolio Element: Collection of Classroom Measures of Academic Skills

1. Writing Samples 000912 0 612 792 re W* n BT /F2 9.96 Tf 1 0 0 1 285.17 631.66 Tmo possible, in7 (ata)-17(

sama r O2(in7 (ata)-17(w)23(i)-10(t5 (a)-16(C)4(HC)3 q 0.00000912 0 61213 0 0 262.52 126.91 Tm

2.4 Interventions and Mental Health Services to Develop Social/Life Skills

A. Required Portfolio Element: Counseling Summary

Participate in activities that support mental health and well being of students. This may include co leading a counseling group, individual counseling, and school wide mental health training for educators/parents. Provide three progress notes for ONE case/group. This group should run for at

APPENDIX E-4

COLLEGE OF SAINT ROSE
SCHOOL PSYCHOLOGY

SPY 585 – PRACTICUM

PRACTICUM Evaluation Form

The following rubric is for field supervisors to rate the candidate's level of skill in each NASP Standard Domain.

The domains will be rated and scored as

2.1 □ □ (CSR4)

□ □			□ □	
□				

Excellent understanding of the process of individual consultation and the role of school psychologist as consultant.	*Adequate* understanding of the process of individual consultation and the role of school psychologist as consultant.	*Limited* understanding of the process of individual consultation and the role of school psychologist as consultant.	*Minimal* understanding of the process of individual consultation and the role of school psychologist as consultant.	
Understanding of Group/Systems Consultation				
Excellent understanding of the process of group/systems consultation and the role of school psychologist as consultant.	*Adequate* understanding of the process of group/system consultation and the role of school psychologist as consultant.	*Limited* understanding of the process of group/systems consultation and the role of school psychologist as consultant.	*Minimal* understanding of the process of group/systems consultation and the role of school psychologist as consultant.	

Presenting problem is *well-defined* (behavior, skill and support levels) in the context of grade/peer expectations	Presenting problem has some operational definition in the context of grade/peer expectations.			

Utilization of Supervisory ServiyrviynBT/F14 9.96ai4(L)-7(S)]TJETQq0.00002 0 792 612 reW

APPENDIX F-1

The College of Saint Rose

School Psychology Program

Internship Packet

The College of Saint Rose School Psychology Program

Dear Supervising School Psychologist,

_____ is about to begin their Internship in School Psychology. The student requires a 1,200 hour (2 semester) internship experience in an approved school program which addresses the development and refinement of foundation skills in assessment, learning theory, counseling, and clinical and educational intervention practice areas. Students enrolled in internship will be working full time (40 hours/week) across the 2 semesters.

Please note, students will conclude their fieldwork at the end of the Saint Rose academic year. In the event that a student receives a stipend the student's time at the site may be extended. The contract may reflect the school district's end date rather than the end date of the Saint Rose academic year.

Please find enclosed in this packet of material the following:

1. Criteria for Internship in School Psychology
2. Internship Information form
3. Internship Contract
4. Student Evaluation Form and Behavioral Competence Experience Checklist

It is the student's responsibility to complete the Internship Contract with you. The site supervisor(s), the intern, and the college supervisor should hold copies of the contract. In cases where there may be more than one supervisor at an internship site, one supervisor should be designated as the primary supervisor. A School Psychology faculty member will be designated as the student's campus supervisor. Responsibilities are specified in the contract.

At the beginning of the semester, please meet with the intern to discuss the internship and responsibilities within the scope of practice for the adequate training of a School Psychologist. Please arrange with the intern student a formal time for School Psychology supervision during the semester (2 hours/week referred to in the Internship Contract). Such supervision and consultation are considered essential components of the internship.

Thank you for assisting the School Psychologist education process. I look forward to working together and to meeting with you this semester.

Sincerely,

Elizabeth M. Power

The College of Saint Rose School Psychology Program

Criteria for Internship

1. A 1,200 hour (2 semester) experience in an approved school program under direct supervision of a Permanently Certified School Psychologist.

2. Student may register for internship upon adviser after satisfactory completion of practicum and required core courses in School Psychology, Educational Psychology, School Counseling, and Special Education.

3.

Domains of Knowledge/Professional Competency

2.1 Data-Based Decision Making and Accountability

<u>Required Element for Portfolio</u>: FBA (fall)

Use data to inform all professional practices. Conduct evaluations using empirically based procedures and provide recommendations based on these data. Evaluate the outcomes of services to individual students including outcomes of intervention and instruction. Specific plan:

Conduct at least 3 FBAs; design and evaluate at least three behavioral interventions. Include one FBA and behavioral intervention plan (BIP) with portfolio submission.

Review recent research regarding MTSS/RtI and engage in practices as opportunities allow within site. This can include activities such as committee participation, data collection, or training.

Complete one comprehensive case study. Follow the case study outline and rubric to address problem identification, problem analysis, intervention, and outcome. Positive impact from the intervention must be demonstrated. The full case study should be included with portfolio submission.

2.2 Consultation and Collaboration

<u>Required Element for Portfolio</u>: Consultation session and dialogue recording (spring)

Participate regularly on student support team at elementary site; observe team meetings at other sites; provide consultation to teachers and administrators regarding academic and behavioral concerns; write consultation summaries for at least five consultation situations (include at least 2 teachers, 1 parent, and 1 administrator). Select one consultation summary and dialogue reflection for final portfolio submission.

2.3 Intervention and Instructional Support to Develop Academic Skills

<u>Required Element for Portfolio</u>: Psychoeducational Evaluation (fall and spring)

Increase repertoire of academic assessment and intervention strategies and write at least one summary of an academic intervention. This can be exemplified through case study, assessment findings and recommendations, and/or consultation.

Conduct at least four initial evaluations and six reevaluations using a variety of procedures and cognitive measures, and including CBM procedures for at least one evaluation. Include two psychoeducational reports with portfolio submission.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

<u>Required Element for Portfolio</u>: Counseling summary (fall and spring)

Participate in activities that support mental health and well being of students. This may include leading or co-leading a counseling group, individual counseling, school-wide mental health training for educators/parents. Provide two summaries of counseling cases for portfolio submission, one for each semester

2.5 School Wide Practices to Promote Learning

Required Element for Portfolio: School team experience reflection (spring)

Document your experience as a member of a school-wide team or committee (e.g. child study team, behavior management team, family/school collaboration team). Format included in syllabus. Demonstrate your understanding of systems by describing roles, interactions, supports and obstacle to the team's mission.

2.6 Preventive and Responsive Services

Required Element for Portfolio: Prevention/Crisis Prevention/Response program review and participation (spring)

This element has two parts:

1) Prevention Program - Describe a systems wide prevention program, project, or curriculum within your school district. Examples include programs designed for identification and support for high risk students (academic or social emotional), character education curriculum, literacy programs, etc. Use the document included in the syllabus to complete this assignment.

2) Crisis Response - Describe your involvement in a crisis response or crisis prevention program, initiative or activity. If you were not directly involved in an actual crisis scenario you may write about your involvement in any teams or planning committees. Use the document included in the syllabus to complete this assignment.

Additional experiences should include participation in district prevention initiatives and crisis training if available, observing crisis intervention (be on call to district crisis team psychologist or counselor and observe one or more sessions addressing a crisis situation in the district)and shadowing district crisis specialist during an intervention if possible Documentation of your participation in these activities and outcome data from these initiatives should be included in your portfolio.

2.7 Family-School Collaboration Services

Required Element for Portfolio: Collaboration project (spring)

Students build collaborative relationships with the home and community resources. Competency can be demonstrated by

The College of Saint Rose School Psychology Program

INTERNSHIP INFORMATION

Date:_____

STUDENT INFORMATION

Student Name : _____

Address: _____

Email: _____ Phone: _____

SITE INFORMATION

School district: _____

School district administrator: _____

Address: _____

_____

Email: _____ Phone: _____

The College of Saint Rose School Psychology Program

INTERNSHIP CONTRACT

This Agreement is between The College of Saint Rose (the "College"), the _____ school district (the "School District"), and _____ ("Student"). This Agreement shall be effective from _____ to _____ unless either party terminates by giving written notice of such termination at least 30 days before the effective date.

A. Introduction:

1. This Agreement is to provide the Student with a supervised internship in school psychology.
2. The School District is located at: [insert address]
3. The School District will place the Student at the [school](the "Internship Site") located at [insert address].
4. The internship will occur 8 hours per day for _____ weeks for a total of _____ hours (1,200 hours minimum).

B. The College agrees:

8. to assign a faculty liaison to facilitate communication between the College and the Internship Site via site visits, telephone and electronic communication.
9. to notify the Student that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site.
10. to ensure the Student is covered by Professional Liability insurance in the minimum amount of $1,000,000 per occurrence and $3,000,000 in the aggregate prior to entering any clinical experience under this agreement and that a certificate of insurance will be provided by the College to the Internship Site.
11. the faculty liaison shall be available for consultation with both the site supervisor and the Student, and shall be immediately contacted should any change in the relationship between the Student, the Internship Site, or the College occur.
12. the faculty liaison is responsible for conducting weekly seminars for student interns during the internship semester.
13. the faculty liaison is responsible for the assignment of a course grade, in conjunction with the primary supervisor's recommendation.
14. the faculty liaison will guide the development of the student's internship plan learning objectives and will ensure that these are guided by NASP standards.

C. The School District agrees:

8. to assign one internship supervisor per Student who has appropriate credentials (permanently certified school psychologist), time, interest and training for the intern student.
9. to provide opportunities, for the Student to engage in a variety of professional School Psychology activities under supervision and for evaluating the Student's performance.
10. to provide the Student with adequate work space, supplies, materials, and support staff to conduct the professional activities (office space is preferred).

11. to provide weekly scheduled supervisory contact (2 hours/week), which involves examination of student work, review and evaluation of the assessment and clinical/counseling practices, and feedback/training to further develop competencies.

12. to notify the Student of administrative policies, rules, standards, schedules, and practices of the Internship Site. Interns should know the specific policies of the Internship Site regarding the need for consent for evaluation and counseling, limitation of confidentiality, and adherence to legal mandates.

13. to allow time for the Student's supervisor to meet with the College's faculty liaison in order to evaluate the Student's progress. The faculty liaison should be contacted when any concerns regarding the intern's performance arise.

14. to provide to the College a Certificate of Insurance showing that the School District is covered by Professional Liability insurance in the minimum amount of $1,000,000.00 per occurrence and $3,000,000.00 in the aggregate prior to entering into this Agreement.

15. To pay the stipend of [insert amount], if applicable, directly to the student.

_____	_____
School District Administrator	School Psychology Student Signature
_____	_____
Site Supervisor Signature	School Psychology Faculty Supervisor

_____
Dean of the School of Education

APPENDIX F-2

PORTFOLIO CHECKLIST		Fall	Spring
INTERNSHIP MATERIALS	Internship Information Form and Contract		
	Internship Plan		
	Current Resume		
	Intern Evaluation Form – FALL and SPRING		
	Documentation of Hours – FALL and SPRING		
LOGS	Weekly Logs		
	Monthly Totals		
Evidence of Professional Skills			
2.1 Data Based Decision Making and Accountability	Skill Attainment Summary		
	Required Element – Functional Behavioral Assessment		
	Supporting Documents		
2.2 Consultation And Collaboration	Skill Attainment Summary		
	Required Element – Consultation Session		

APPENDIX F-3

COLLEGE OF SAINT ROSE
SCHOOL PSYCHOLOGY

SPY 591 – INTERNSHIP

PORTFOLIO RUBRIC

The following rubric is used to rate the candidate's level of skill in each NASP Standard Domain as reflected by the internship portfolio.

All portfolio elements including required documents, artifacts, and skill attainment summaries are used for the rating of each domain.

The domains will be rated and scored as

Distinguished – 4 points; Proficient – 3 points; Novice – 2 points; Unsatisfactory – 1 point

2.1 Data Based Decision Making and Accountability *(CSR4)*

(FBA, BIP, Academic Case Studies)

Data Collection			
Distinguished	Proficient	Novice	Unsatisfactory
Chosen assessment tools and data collection techniques clearly linked to referral question, developmentally appropriate, culturally sensitive, wid variety of sources (norm, interview, criterion) for measuring outcomes a the individual, group and systems level.	Chosen assessment tools and data collection techniques adequately linked to referral question, some consideration for developmental c cultural sensitivity, and evidence of variety of sources for measuring		

(Psychoeducational Assessment)

Goal Development			
Distinguished	Proficient	Novice	Unsatisfactory
Consistently develops clear, individualized, and specific academ goals for children with diverse abilities, backgrounds, strengths, ar needs based on appropriate assessment and data collection methods, which *are always gathered* in a collaborative manner	*Typically* develops clear, individualized academic goals for children with diverse abilities, backgrounds, strengths and needs based on appropriate assessmer and data collection methods, which *are*		

(Prevention Program Summary/Involvement in Preventative Initiatives)

Design/Implementation of Prevention Programs			
Distinguished	Proficient	Novice	Unsatisfactory
Significant contribution to designin and/or implementing prevention programs that promote mental health and positive school climate	Some involvement in designing and/or implementing prevention programs that promote mental health and positive school climate	Limited involvement in designing and/or implementing prevention programs that promote mental health and positive school climate	Minimal or no involvement in designing and/or implementing prevention prograr that promote mental health and positive school climate
Design/Implementation of Crisis Prevention/Response Programs			
Distinguished	Proficient	Novice	Unsatisfactory
Significant contribution to designin and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels	Some involvement in designing and/or implementing services for crisis prevention, response, and/or recovery a individual, family, and systems levels	Limited involvement in designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels	Minimal or noinvolvement in designing and/or implementing services for crisis prevention, response, and/or recovery a individual, family, and systems levels

?

(Summary of 3 opportunities where cultural competence/advocacy was demonstrated)

Cultural Competence in Service Delivery			
Distinguished	Proficient	Novice	Unsatisfactory
Consistent and thorough consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context.	Adequate consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context	Limited consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context	Minimal or no consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context
Advocacy Skills			
Distinguished	Proficient	Novice	Unsatisfactory
Outstanding advocacy for social justice, great respect for individual differences, and keen recognition that diversity may result in different strengths and needs.	Some advocacy for social justice, adequate respect for individual differences, and general recognition that diversity may result in different strengths and needs.	Limited advocacy for social justice, some respect for individual differences, and emerging recognition that diversity may result in different strengths and needs.	Outstanding advocacy for social justice, great respect for individual differences, and keen recognition that diversity may result in different strengths and needs.

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(Case Study, Academic & Behavioral Intervention Implementation and Outcomes)

Data Collection and Analysis			
Distinguished	Proficient	Novice	Unsatisfactory
Consistently incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level.	Typically incorporates various technique and technology resources for data collection, measurement analysis, and accountability in decision making and in s a52.52 30.9 390.55G [(ac)-3(co)-7(u)6		

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APPENDIX F-4

COLLEGE OF SAINT ROSE
SCHOOL PSYCHOLOGY

SPY 591 – INTERNSHIP

Internship Evaluation Form

The following rubric is for field supervisors to rate the candidate's level of skill in each NASP Domain.

The domains will be rated and scored as

Distinguished

Data Based Decision Making and Accountability *(CSR4)*

Consistently uses assessment tools and data-collection techniques that are clearly linked to referral questio (eg. BIP, FBA). Techniques are *consistently* developmentally appropriate, culturally sensitive, and include data from a wide variety of sources.	*Usually uses* assessment tools and data-collection techniques that are adequately linked to referral question. Techniques are *usually* developmentally appropriate, culturally sensitive, and include data from at least a few sources.	*Limited use* of assessment tools and data-collection techniques that are adequately linked to referral question. *Limited* consideration of	

Goal Development			
Consistent and thorough use of data to develop goals and measure outcomes of preventive and responsive activities and crisis services	*Adequate use* of data to develop goals and measure outcomes of preventive and responsive activities and crisis services	*Limited use* of data to develop goals and measure outcomes of preventive and responsive activities and crisis services	*Minimal or no use* of data to develop goals and measure outcomes of preventive and responsive activities and crisis services
Intervention development for School Climate			
Significant contribution to designing and/or implementing prevention programs that promote mental health and positive school climate	*Adequate* involvement in designing and/or implementing prevention programs that promote mental health and positive school climate	*Limited involvement* in designing and/or implementing prevention programs that promote mental health and positive school climate	*Minimal or no* involvement in designing and/or implementing prevention programs that promote mental health and positive school climate
Intervention development for School Crisis			
Significant contribution to designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels	*Adequate involvement* in designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels	*Limited involvement* in designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels	*Minimal or no involvement* in designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels

Consideration of Diversity			
Consistent and thorough consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context	*Adequate consideration* of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context	*Limited consideration* of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context	*Minimal or no consideration* of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context
Social Justice Advocacy			
Outstanding advocacy for social justice, great respect for individual differences, and keen recognition that diversity may result in different strengths and needs	*Some advocacy* for social justice, adequate respect for individual differences, and general recognition that diversity may result in different strengths and needs	*Limited advocacy*	

Collaboration in interpretation of research			
In a collaborative manner and showing an expert level of knowledge, can conduct analyses to effectively interpret research and/or evaluate school based programs	*In a collaborative manner and showing an adequate level* of knowledge, can conduct analyses to effectively interpret research and/or evaluate school based programs	*Shows limited* to conduct analyses, interpret research, and/or evaluate school based programs	*Shows minimal to no knowledge* on how to conduct analyses, interpret research and/or evaluate school based programs
Programmatic data collection/evaluation skills			
Expertly incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level	*Adequately* incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level	*On a limited basis,* incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level	*Minimal or no* incorporation of various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level

[redacted]	*Adequately* applies professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	*Limited* application of professional work characteristics needed for effective practice as a school psychologist, *buoBe[)-6T1nd (ng;*	

APPENDIX F-5

INTERNSHIP MONTHLY LOG

	Dates:						
Direct Student Contact Hours		Week 1	Week 2	Week 3			

APPENDIX G

POSITIVE IMPACT

APPENDIX G-1

Positive Impact

One of the important outcomes from your internship is that you demonstrate "measurable positive impact" in

II. Problem Analysis				
Distinguished	Proficient	Novice	Unsatisfactory	NASP Domain
Multiple hypotheses are generated through collaboration with teacher and parent	Multiple hypotheses are generated with either teache or parent	One hypothesis is generate with either teacher or parent, or no collaboration apparent	Hypotheses are not develope	

IV. Progress Monitoring				
Distinguished	Proficient	Novice	Unsatisfactory	NASP Domain
Plans for monitoring intervention are clearly described including measures for intervention adherence and fidelity	Plans for monitoring outcome of intervention are described. Needs some clarification regarding adherence and fidelity measures	Plans for monitoring outcomes lacking sufficient detail	Plans for monitoring intervention is not described	2.9
Response to intervention data are used to inform problem solving and decision making with immediacy	Response to intervention data are used to inform problem solving and decision making within reasonable time limits	Response to intervention data have limited impact on problem-solving and decision-making	Response to intervention data are not used to inform problem solving and decision making.	2.1
Strategies to support transfer of outcome to other settings are clearly and fully documented. Data collected along relevant dimensions	Strategies to support transfer of outcome to other settings are adequately documented. Data collected along relevant dimensions	Strategies to support transfer of outcome to other settings are discussed, but data is not collected	Strategies to support transfer of outcome to other settings are not documented. Data not collected	2.3, 2.4
Charting of performance is well illustrated including student performance trend lines, and/or goal lines	Charting of performance is adequate, including student performance trend lines and/or goal lines	Charting of performance is attempted but trend lines and goal lines are not both included	Charting of performance is not adequately illustrated	2.1, 2.9
Strategies for follow up are developed, implemented and specifically described	Strategies for follow up are not specific or clearly described	Some strategies for follow up are discussed	Strategies for follow up are not developed and implemented	2.6
Reflections of collaborative efforts throughout intervention is clearly and fully discussed	Reflections of collaborative efforts throughout intervention is adequately discussed	Reflections of collaborative efforts alluded to in report but not clearly described	Reflections of collaborative efforts throughout intervention is not discussed	2.2

V. Assessment of Positive Impact-

V. Assessment of Positive Impact- All Three Techniques required (Behavioral)			
Distinguished	Proficient	Novice	Unsatisfactory
Statistical Analysis – PND- Domain 2.9			
Percentage of Non-Overlapping Data Points (PND) calculation at the highly effective level (90% +).	PND at the moderately/fairly effective level (70%– 90%). If below effective levels, sufficient explanation is provided and problem solving to improve results is noted and described.	Minimally effective positive impact reflected by PND calculation in the minimal/questionable effectiveness range (50%- 70%). No recommendation for a revised plan or strategy.	PND calculation in the ineffective/unreliable treatment range (< 50%). Or study lacks sufficient data and contains poor explanation of results.
Statistical Analysis– GAS- Domain 2.1			
Goal attainment is demonstrated at a level that is more or much more than the expected level, as determined when establishing goals and benchmark levels at the start of the intervention.	Goal attainment is demonstrated at the expected level, as determined when establishing goals and benchmark levels at the start of the intervention. If goal is not met, sufficient explanation is provided and problem solving to improve results is noted and described.	Goal attainment is demonstrated at the less than expected level, as determined when establishing goals and benchmark levels at the start of the intervention. Little evidence of problem solving to improve results is noted or described.	Goal attainment is demonstrated at the much less than expected level, as determined when establishing goals and benchmark levels at the start of the intervention. No evidence of problem solving to improve results is noted or described.
Social Validity Data Collection – Domain 2.2			
Positive impact supported by social validity data from at least two			

APPENDIX G-3

POSITIVE IMPACT CASE PRESENTATION RUBRIC
PND OR GAS, plus Social Validity Measure Required (Academic OR Behavioral)