

**Practicum in School Psychology
CIEP 461, 463
2020/21_ Second Semester**

**Student Handbook
Syllabus and Activities**



FALL SEMESTER

Modules	Topic	Readings
1	Introduction to Practicum	Items posted on Sakai
2	Handbook & Log	Items posted on Sakai
3	Establishing Effective Helping Relationships	Items posted on Sakai
4	Mandated Reporting	Items posted on Sakai Children’s Justice Task Force. (2019). <i>Manual for Mandated Reporters Revised Edition</i> . Springfield, Illinois: Department of Children and Family Services
5	Community School Psychology	Items posted on Sakai
6	IDEIA-2004, State Rules and Regulations	These items are posted on Sakai Side by Side document of the Illinois Rules and Regs, New Part 226 and IDEIA Illinois Administrative Code. (2000). <i>23 Administrative Code 226, Special Education Rules</i> . Springfield, IL: Illinois State Board of Education. Review parts of the documents on Illinois Rules and Regs, New Part 226 and IDEIA
7	Mental Health in the Schools: Groups and Individual Counseling	Items posted on Sakai Carlson, M. A. (2017). Using Solution-Focused Brief Therapy in Schools. <i>NASP Communique, (46)2</i>
8	Group	Participation and Facilitation
9	Internship Discussion and Planning	Items posted on Sakai

SPRING SEMESTER

Modules	Topic	Readings
1	Second Semester Overview/ Internship/Adv Practicum Seeking Plan	Items posted on Sakai
2	Presenting at IEPs	These items are posted on Sakai Glazer, A. (2014). Effective Oral Communication of Evaluation Results. <i>NASP Communique</i> , 42, (6). Weaver, A. D. and Ouye, J. C. (2015) A Practical and Research-Based Guide for Improving IEP Team Meetings, <i>NASP Communique</i> , 44, (3).
	Group/Individual Counseling	Group/Individual Counseling Consultation/Facilitation
Feb 9	Group/Individual Counseling	Reflections on Workshops and Placement Center at ISPA Convention Group/Individual Counseling Consultation
Feb. 16	Group	Participation/Facilitation/Consultation
Feb 23	Class Will Not Meet	NASP Convention
Mar 9	Class Will Not Meet Spring Break	
Mar 16	PREPaRE WS1 9:00am-12:30pm	Conolly C., Crepeau-Hobson F., Kennedy-Paine C., & Woitaszewski, S. (2020). Returning to School After COVID-19: Strategies for Schools, <i>NASP Communique</i> , 48, (8) Found on Sakai
Mar 23	PREPaRE WS1 9:00am-12:30pm	
Mar 30	No Class	
3	Evidence Informed Practice	Items Posted on Sakai
4	Threat Assessment	Items Posted on Sakai Cornell, D. (2014). Best Practices in Threat Assessment in School. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Systems-level services</i> . Bethesda, MD: National Association of School Psychologists. National Threat Assessment Center (2018). <i>Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence</i> . U.S. Secret Service, Department of Homeland Security.
Apr 27	Closure/Wrap Up	
June	No Class	

REQUIRED ACTIVITIES AND ASSIGNMENTS

Due date	Assignment	Where to turn in
1 st of every month Starting October 1st	Log and reflection	Assignments on Sakai
October 6	Interview Assignment	Assignments on Sakai
November 10	Meetings Assignment	Assignments on Sakai
December 8	Record Review	Assignments on Sakai
Weekly	Individual/Group Counseling Progress Notes	Email to Monitor
March 16	Alternate Site Visit	Assignments on Sakai
April 26	PREPaRE WS1 Reflection	Sakai followed by Portfolio Folder Placement
Two weeks following IEP report out	Full and Individual Evaluation #1	Assignments on Sakai
Two weeks following IEP report out	Full and Individual Evaluation #2	Sakai followed by Portfolio Folder Placement
Two weeks following last session	Group Counseling: All Parts	Sakai followed by Portfolio Folder Placement
Two weeks following last session	Individual Counseling: All Parts	Sakai followed by Portfolio Folder Placement
June 18	Evaluation Completed by Supervisor End of Year Reflection Final Excel Log	Auto Sent to Live Text Assignments on Sakai Live Text Portfolio Folder

Bolded Items are Portfolio Assignments and must also be submitted there in order to get credit for them. Rubrics for these assignments are located in the Appendix.

SCORING RUBRIC

Assignments	Total Points	A 100- 93%	A- 92- 90%	B+ 89- 87%	B 86- 83%	B- 82- 80%	C or below 79% on assignments and/or below satisfactory rating by supervisor
INTERVIEW ASSIGNMENT	30						
MEETINGS ASSIGNMENT	50						
REFLECTIONS/LOGS	100						
RECORD REVIEW	75						
GROUP COUNSELING	120						
ALTERNATE VISIT	30						
2 FULL AND INDIVIDUAL EVALUATIONS	100 EACH						
PREPaRE WS1 REFLECTION	50						
END of YEAR REFLECTION/LESSONS LEARNED	50						
PARTICIPATION 5 per contribution, maximum of 10 per semester	(50)						
SUPERVISOR EVALUATION	500						

**CIEP 461/463_2nd Semester
Practicum in School Psychology
2020-21 School Year**

Professor: Rosario C. Pesce, Ph.D., NCSP
312-316-3754, Time: Tuesdays, 10AM-12:30PM, by Zoom:
<https://luc.zoom.us/j/84764415869>

The best way to contact me is by e-mail with response to such emails within 12 hours:
rpesce@luc.edu or yppsyach@aol.com.

Office Hours: Tuesdays, 12:30-2:00 PM
by Zoom: <https://luc.zoom.us/j/98720661262> or by appointment

Campus Office: LT 1149

Teaching Assistant: Prabha Kaundinya (pkaundinya@luc.edu)

Email Information:

You must have a Loyola e-mail account. Any announcements such as schedule changes, etc. will be made through your university e-mail account recorded on Sakai when you register for the class.

You might want to forward your Loyola account to your home account so that your Loyola email is rerouted. Remember, every time you switch e-mail providers while at Loyola, you must re-route your e-mail to your new address. You may use the Personal Account Manager on the website to re-route your email to your personal account. E-mail re-routing takes an hour to begin. Remember that re-routing only works on new messages; check your Loyola e-mail account for messages received before you re-routed.

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

General Information

As noted in the school psychology handbook, the school psychology practicum is taken during the second year of the program. It takes place during the fall and spring semesters.

Final Approval to take CIEP 461/463 – Fall 2020

A Master's Degree

First Year Field Experience in Completing Coursework

Master's Portfolio successfully completed

And the following courses:*

CIEP 462: Ethics and Professional Issues in School Psychology

CIEP 477: Prevention, Assessment, and Intervention: Academic

ELPS 432: Multiculturalism for Social Justice in Higher Education

CIEP 410: Legal Issues: Educating Exceptional Students

CIEP 480: Assessment of School-Age Children and Adults

CIEP 482: Prevention, Assessment, and Intervention: Behavior

CIEP 533: Proseminar in School Psychology

Elective

CPSY 454: Human Development: Cognition, Affective, and Physical Basis of Behavior

RMTD 422: Single Case Research Design

CIEP 413: Psychopathology and Introduction to School-Based Mental Health

*Dispositional Assessment included as part of each course

Courses taken concurrently with CIEP 461/463 Practicum

Fall Semester: CIEP 485: Prevention, Assessment, and Intervention: Social Emotional
CPSY 423: Theories of Counseling & Psychotherapy
CIEP 479: School-Based Consultation

Spring Semester: CIEP 466: Evidence-Based Interventions
CIEP 544: Prevention, Assessment, and Intervention: Advanced Skills

Students are assigned to practicum sites that have been established in cooperation with the program and the school psychology program faculty. These sites have been carefully selected because of the high quality of the mentoring relationship between the practicum student and the site-based licensed school psychologist(s); the diversity of roles available for practice; and the opportunities to serve the needs of students from underrepresented groups.

- It should be noted that if a student wishes to pursue a practicum experience in a specific setting, the practicum instructor must be contacted before March 1 prior to the year of the practicum to ensure that there is adequate time for a site review.
- Students must complete the practicum in a setting outside of their regular employment setting to provide for a carefully orchestrated balance of pre-professional experiences related to assessment, consultation, counseling, prevention and intervention. Efforts are made to place students in settings that are dissimilar from their previous experiences. Student preferences for practicum site placement assignments and scheduled days of service will be honored as much as possible.

Days Required

- Each student will be assigned to a practicum site for an equivalent of two full school days per week for the entire district's school year if and when allowed to go into the site. Additionally, students must maintain documentation of full days of work defined by their district whether it be in-person or online. When in remote mode, hours at practicum should be tallied consistent with activities that normally would be done at the site were it possible. For example, if a practicum student is assigned to conduct a record review, reviewing records can only be done at a site and this would count for practicum time along with any time dedicated to writing notes regarding the record review. Practicum students will be consistent with the supervisor's own manner in the writing up of reports as to whether they are done at the site or outside of the site.

It should be noted that the school psychology practicum usually works well if the following issues are addressed. A course requirement is an equivalent of two regularly scheduled days per week at a site. Sometimes it is possible to spend even more than two days per week at a site. This may not be a school district where you are employed in any other capacity. The particular days of the week are to be collaboratively determined by student and site-based supervisor. Students also need to schedule their winter and spring breaks around the district's breaks and not Loyola's calendar.

- A total of **600 hours** must be completed in practicum activities outside of the practicum course's classroom.
- Practicum candidates work the supervising school psychologist's school day, not the students' school day.

Practicum Goals

The school psychology practicum is designed to provide students with a range of assessment, intervention, prevention, counseling and collaborative consultation experiences that will give an

overall framework for relating specialized skills and interests to the rapidly changing field of school psychology.

The first semester of practicum will focus on gaining an understanding of school based mental health service delivery systems and will provide an orientation and experiences in basic group counseling skills. In addition, students will be required to participate in various activities related to full and individual evaluations that will build the skills needed to complete a school based psychological assessment from a problem-solving practice perspectives. Resources for developing and evaluating research based and effective interventions will be explored.

Second semester of practicum will focus on continuing to develop skills in individual counseling and group counseling. Students will have the opportunity to complete required assignments from other classes at their sites during the first and second semester. During the second semester there are fewer assignments required for this course but more opportunities for students to become involved in other activities at their sites not necessarily dictated by this class. Students can discuss these activities in class and seek consultation in class as necessary.

The activities that will be engaged in during the practicum are based upon the following ten NASP Professional Domains

Domain 1: Data-Based Decision Making and Accountability

School psychologists understand and utilized assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and system's levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems as well as other methods 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 effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidenced-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to cultural and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied setting. As science practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various

techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems level.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. Schools psychologists provide services consistent with ethical, legal, and professional standards; engaged in responsible ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as a school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Some activities that will be engaged in during the practicum are based upon the following APA Competencies, Specifically IV, Application

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations
10. Intervention: Interventions designed to alleviate suffering and to provide health and well-being of individuals, groups, and/or organizations
11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs of goals.

During practicum, students will be exposed to school settings and/or cooperatives which will give them an opportunity to observe school psychologists, to gather information about school systems, and to understand interrelationships between the districts (i.e., potential employers and the systems in which they may eventually work as school psychologists) and the professional practice of school psychology within the public schools in the State of Illinois. Practicum assignments are designed to:

- A. Enhance a student's understanding of professional ethics and the law (NASP Domains 1, 2, & 10)
- B. Enhance a student's understanding of how to integrate assessment with educational interventions (NASP Domains 2, 3, 4, & 8, APA Competency IV.9)
- C. Enhance a student's understanding of the structure of schools and how school psychologists fit into that structure (NASP Domain 6)
- D. Enhance a student's understanding of the scope of school-based mental health services (including system level prevention/intervention programs) and the availability of community resources and interagency collaboration (NASP Domains 4, 6, 7, 8 & 9, APA Competency IV.11)
- E. Enhance a student's understanding and supervised practice of individual and group counseling skills (NASP Domains 4 & 6, APA Competency IV.10).

Communication

Working with your supervisor: The opportunity to form a mentor-mentee relationship with your site-based supervisor is perhaps one of the most important components of your practicum. There are several things you can do to get the most benefit out of this experience.

- **Be reliable:** That is, be present consistently and on time. Do what you have promised and complete it before it is needed. Be careful! Administer and score all standard instruments in accordance with the directions.
- **Be objective about your skills.** If you don't know how to do something you are asked to do, be truthful and ask for direction in improving your skills. If you have particular skills that would be useful, don't keep them a secret. Make yourself open to supervision. Be sure you understand how your supervisor chooses to make himself/herself available to you and ASK if you are unsure about what is expected of you.
- **Be useful.** Look for opportunities to take on tasks within your skill range. Find a teacher or teachers who welcome you to observe whenever you have free time or need to be out of the way of your supervisor. In addition, the assignments for practicum are estimated to take up about 1/3 of your time at your site. Therefore, you may have many opportunities to get engaged in a wide range of activities, including assisting your supervisor in additional assessment opportunities, observations, report writing, etc. View these as additional opportunities to learn.
- **Be congenial.** You will be helpful to your supervisor to the extent that you can relate effectively to the children and adults in your practicum setting.
- **Comply with the school district's routines and procedures.** Wear any identification you are asked to wear, sign in and out of buildings as required, enter and leave by approved entrances, cooperate with fire drills, etc.
- **Be sensitive** to the culture, ethnicity, race, gender, age, and life style of those individuals with whom you work.

*Finally, if you encounter difficulty in working with your supervisor, the first person to discuss this with is your supervisor. If that doesn't resolve the problem, talk to me. **It is not appropriate to discuss such matters with friends and/or classmates.***

Textbooks

Required Text

This is the textbook that we will use. Other texts will be useful for your professional library and we encourage you to purchase the books since you will find them excellent resources for this year and the future.

Cooley, L. (2009). The Power of Groups: Solution-Focused Group Counseling in Schools, Thousand Oaks, CA: Corwin Press (ISBN 978-4129-7097-6)

During the second semester you will be enrolled in a full day workshop over two class periods:

PREPaRE Workshop 1, Comprehensive School Safety Planning: Prevention Through Recovery (Third Edition) This workshop will be at no cost to students. However, there is a \$55 materials and handouts fee. Students will earn NASP 7 CPD credits for this workshop.

Recommended Online Training

TF-CBT Online Training: Trauma Focused-Cognitive Behavioral Therapy (TF-CBT) Web online training program in TF-CBT at <http://tfcbt.musc.edu> This training will be a requirement for CIEP 544 in the Spring semester. Taking it might prove useful to

students during the earlier part of practicum and will count for practicum hours if completed before the second semester begins.

Recognizing and Reporting Child Abuse: Training for Mandated Reporters is a free online course in mandated reporting for all mandated reporters (you are a mandated reporter) in Illinois. This training is offered by Illinois DCFS and will be very useful to understand one's critical role and the process of mandated reporting as part of ethically and legally responsible practice with children and families. This training can count toward practicum hours and provide a certificate of completion which would be an asset on one's resume. It can be accessed at <https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=421228938B15427570F1F4FF0DC98068>.

Recommended Texts:

Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes, 3rd Ed., New York: Guilford Press (ISBN-13: 978-1462526147)

Creed, T. A., Reisweber, J. and Beck, A. T. (2011). Cognitive Therapy for Adolescents in School Settings, New York: Guilford Press (ISBN 978-1-60918-133-8)

Erbacher, T. A., Singer, J. B. and Poland, S. (2015). Suicide in Schools: A Practitioner's Guide to Multi-Level Prevention, Assessment, Intervention, and Postvention, New York: Routledge (ISBN 978-0-415-85703-1)

Friedberg, R. D. and McClure, J. M. (2015). Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts, 2nd Ed., New York: Guilford Press (ISBN 978-1-4625-1980-4)

Jennings, P. A. (2019). The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching, New York: W.W. Norton and Company (ISBN 978-0-39-3718186-8)

Kelly, M. S., Raines, J. C., Stone, S. & Frey, A. (2010). School Social Work: An Evidence-Informed Framework for Practice, New York: Oxford (ISBN 978-0-19-537390-5)

Kendall, P. C. (Ed.) (2012). Child and Adolescent Therapy: Cognitive-Behavioural Procedures, 4th Ed., New York: Guilford Press (ISBN 978-1-60623-561-4)

Simon, D. J. (2016). School-Centered Interventions: Evidenced-Based Strategies for Emotional, and Academic Success, Washington D. C.: American Psychological Association (ISBN 978-1-4338-2085-4)

Internet-Based Courses:

- Using TF-CBT With Childhood Traumatic Grief <http://ctg.musc.edu/?s=gkn0> (must have completed TF-CBT course first in order to take this one)

- Psychological First Aid <https://learn.nctsn.org/course/index.php?categoryid=11>

Internet-Based Resources:

- PBIS: www.pbis.org
- Intervention Central: www.interventioncentral.org
- IL Children’s Mental Health Partnership: www.icmhp.org
- UCLA School Mental Health Site: <http://smhp.psych.ucla.edu>
- ISBE: www.isbe.net
- ISPA: www.ilispa.org
- NASP: www.nasponline.org

Finding Evidence Based Programs Clearinghouses:

- The Campbell Collaboration (<http://www.campbellcollaboration.org/>)
- The Cochran Collaboration (<http://www.cochrane.org>)
- The National Registry of Evidence-Based Programs and Practices compiled by the Substance Abuse and Mental Health Services Administration (<https://www.samhsa.gov/ebp-resource-center>)
- The What Works Clearinghouse compiled by the Department of Education/Institute of Education Sciences (<http://ies.ed.gov/ncee/wwc/>)

Other Internet Based Resources:

- <http://www.colorado.edu/cspv/blueprints/>

This Web site overviews the Blueprints for Violence Prevention project, which has identified prevention and intervention programs that meet a strict scientific standard of program effectiveness and have been shown to reduce or eliminate problem behaviors such as delinquency, aggression, violence, substance abuse, and school behavioral problems. Program effectiveness is based upon an initial review by CSPV and a final review and recommendation from an advisory board. Programs selected are based on “evidence of deterrent effect with a strong research design, sustained effect, and multiple-site replication” and programs are determined to be “promising” or “model.”

- <https://www.ojjdp.gov/mpg>

The OJJDP Model Programs Guide site provides a searchable database of scientifically tested and proven programs that address a range of issues across the juvenile justice spectrum. The guide provides more than 175 prevention and intervention programs and helps communities identify those that best suit their needs. Users can search the guide’s database by program category, target population, risk and protective factors, effectiveness rating, and other parameters. Using four summary dimensions of program effectiveness (conceptual framework, program fidelity, evaluation design, and empirical evidence demonstrating positive impact on behavior), programs are rated as “promising,” “effective,” or “exemplary.”

- <http://www.promisingpractices.net/>

This network, comprised of a partnership between the Rand Corporation and several state-level intermediary organizations, is dedicated to providing quality evidence-based information regarding programs to help the lives and outcomes of children. Programs are rated “proven” or “promising” based on the rigor of the research and the magnitude of the impact of the intervention or outcomes, or “screened” for programs that have not been reviewed by PPN staff, but have been shown to be effective by one or more credible organizations.

- <http://www.sprc.org/resources-programs>

The Suicide Prevention Resource Center is a one stop site for anyone who is in studying suicide. The site has a lot of information on suicide in general, effective prevention, resources and program, trainings and events, news and highlights, and

organizations dedicated to the topic. It publishes a weekly SPARC that covers timely topics and research in the field. The link above describes resources and programs.

Evaluation Procedures

Grading: In order to be considered for each of the following grades, students must meet the following criteria:

A: In order to earn an **A**, the student must participate in all required whole class activities (this means attendance at all scheduled class meetings and other required meetings), reliably participate in the assigned practicum site activities, and be recommended for a grade of **A** by the site-based supervisor. The student must successfully complete all required activities at a level of Mastery or higher.

B+ In order to earn a **B+** the student must participate in all required whole class activities (this means attendance at all scheduled class meetings and other required meetings), reliably participate in the assigned practicum site activities, and be recommended for a grade of **B+** by the site-based supervisor. The student must successfully complete all required activities at a level of Mastery.

B: In order to earn a **B**, the student must participate in all required whole class activities, reliably participate in the assigned practicum site activities, and be recommended for at least a grade of **B** by the site-based supervisor. The student must successfully complete all required activities at a level of Mastery. **The successful completion of all required activities alone will result in a grade of B for the semester.**

Grades of **C, D, or F** reflect less than satisfactory performance on one or more of the required components of the course, failure to reliably participate either in the class or the assigned practicum site activities, or the recommendation of your site-based supervisor that you receive a grade lower than B. **If you receive a grade lower than a B during either semester you will not be approved for an internship.**

I have the right to override the point totals in borderline situations or extraordinary situations requiring judgment independent of the point system.

Attendance:

Class attendance is required on specified dates. If you have to miss class for an excused reason (e.g., religious holiday, University-sanctioned activity, verified illness), please reach out to me beforehand to make arrangements. Should an absence occur due to a condition at your site, advance communication is required with supervisor copied. You are responsible for obtaining any information missed during your absence.

One or more additional required class sessions may be scheduled during the school year for featured speakers and/or other student-requested events. These will be announced in class, on Sakai, and you will be notified of such events via e-mail.

Assignments:

Deadlines and late assignments. Assignments and readings are due before the start of class on the date on the course schedule and must be submitted on Sakai in *Word*.

Please contact me prior to a deadline in order to be eligible for an extension. If you have a significant medical problem or emergency situation, please contact me as soon as possible to discuss making up work/turning in late assignments. All extensions/make-ups are at my discretion. Without prior approval, late assignments will have 10% of the total points possible deducted for each day past the due date.

As all assignment tabs are open, you are encouraged to turn in your assignments ahead of time if you are able to complete assignments before they are due.

Please note that you will find examples of all the assignments and also other helpful documents under the Course Documents tab in Sakai. Please refer to such examples should you have any questions about the assignments. Should you have questions after reviewing the assignments please seek out me and/or Prabha.

Activity Logs and Monthly Reflections:

You are required to log all of your activities on the Excel log through Sakai for this course.

Monthly reflections are to be submitted at the same time as the logs. Both are to be submitted on the first of each month through the Assignments tab on Sakai. To receive monthly credit, both must be submitted on time. **A copy of the final log submitted to Live Text** is required to document practicum hours for the purpose of internship.

Assignments and Client Identification:

As some assignments require reporting on students and others through counseling activities and full and individual evaluations, refrain from using students' names, but instead use initials for counseling reports and pseudonyms for full and individual evaluations.

Class Participation:

This course does not utilize course content related quizzes, tests, or final exams. Moreover, as this course depends heavily on discussion and relevant issues from your sites, it is important that you be fully engaged in class activities.

At times I will encourage you to bring to class examples of various protocols, policies, tools, etc., used at your sites. Students in the past have commented that they have found the sharing of such real-life resources helpful. I really encourage this type of participation and it will be tracked for extra-credit. **Contributors will be granted 5 points for each contribution with a maximum of 10 allowed per semester.**

Site Visits:

I will be scheduling two site visits, one each semester, with you and your supervisor. At these visits you should be prepared to discuss what a typical day is for you during your practicum, special activities in which you have been involved, and what else you would like to accomplish during the practicum. Additional site visits will be provided as needed in order to assist any particular student in profiting from the practicum.

INCOMPLETE GRADE: All students will be given an incomplete grade at the end of the second semester. The grading for the second semester will occur once you complete the school year of the site and all required assignments. **This includes the submission of the Final Excel Log by Friday, JUNE 18th.**

School of Education Syllabus Requirements

Section II

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Diversity

In concert with the mission statement of the SOE, learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. With respect to providing a range of psychological and psychoeducational supports along a continuum, we will stress the importance of understanding the larger context by which an individual or family may function, which includes sensitivity to potential biases mental and behavioral health service providers bring to the table with respect to race, ethnicity, and culture. In the course, we also attend to disenfranchisement of particular groups in school/clinical settings and disparate access of subpopulations to mental and behavioral health treatment, inclusive of diverse racial and ethnic groups and others historically marginalized in our schools, such as those that identify as LGBTQ, individuals with disabilities, those that are homeless and living in poverty.

Conceptual Framework

The School of Education's (SOE) conceptual framework, Social Action through Education (available at www.luc.edu/education/mission/), is exemplified in this course in a variety of ways. The course focuses on the direct application of psychology clinical and behavioral health services to prevent and address a variety of behavioral, academic, social-emotional and mental health needs of children, adolescents and families. Direct supervision of these skills will occur in applied clinical settings and through the university to improve services for individuals and families. Many of the clients and students that will receive the services the students provide are unlikely to receive them and are often marginalized in schools and other clinical environments, due to poverty, issues of racial equity and injustice, special education factors, sociocultural issues, identification as LGBTQ and other factors that result in a lack of access to adequate mental health, academic and behavioral services. The application of clinical skills in applied settings for students and families who need a range of support is the Social Action through Education that takes place through direct provision of psychological and psychoeducational services.

Conceptual Framework Standards: These conceptual framework standards reflect the SOE's commitment to promote transformational learning within each student and will be fostered in class and in the field placement of students in practicum. It is expected that

- CFS1: Candidates critically evaluate current bodies of knowledge in school psychology
- CFS2: Candidates apply culturally responsive practices that engage diverse communities
- CFS3: Candidates demonstrate knowledge of ethics and social justice
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For more information and specifics on the dispositions for school psychology, please refer to the Appendix found in the EdS and PhD Handbooks for our program.

School of Education Syllabus Addendum

Section III

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.

- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The essential and important objectives of this course that will be the focus of the evaluation are the following:

Learning to apply course material (to improve thinking, problem solving, and decisions)

Developing specific skills, competencies, and points of view needed by professionals in the field of school psychology

Acquiring skills in working with others as a member of a team

Developing skill in expressing oneself orally or in writing

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Additional ONLINE Course Policies

The online instruction has been designed to facilitate engagement with the course material/supervision activities and foster a collegial environment. We understand you may have individualized learning needs so please discuss with your professor any accommodations you might need to maximize your learning. Course instructors may discuss changes to instruction/course material to better support learning experiences. If you are attending class from a noisy environment and to minimize background noise, your microphone should remain muted while not verbally participating; however, being muted should not deter your engagement with class activities or verbal participation. You are not required to display your video during synchronous classes. As with in-person instruction and our program-wide expectations of professional behavior, you should not engage in unrelated activities on your computer (i.e., email, social media, messaging) during class. If you have an emergency and need to step away from your computer during class, we understand and ask that you notify your instructor as soon as you are able. More detailed university guidance about online instructional expectations are found here (insert link from Provost office)

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of

instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Synchronous Meetings

Class will be held Zoom, the link is available through Sakai. Students are expected to be signed at the start of class each Tuesday, by 10am.

Student Participation

This course does not utilize course content related quizzes, tests, or final exams. Moreover, as this course depends heavily on discussion and relevant issues from students' sites, it is important that students be fully engaged in class activities, especially discussions.

At times students will be encouraged to bring to class examples of various protocols, policies, tools, etc., used at their sites. Students in the past have commented that they have found the sharing of such real-life resources helpful. This participation is encouraged and will be tracked for extra-credit. **Contributors will be granted 5 points for each contribution with a maximum of 10 allowed per semester.**

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

Syllabus Addendum Link

<https://www.luc.edu/education/studentlife/resources/syllabi/>.

Internship

Interviews for internships for Ed.S. students start shortly after the second semester begins in January. You should begin to contact districts as early as possible in the second semester to ensure that you have access to your choice of internships. At the annual Illinois School Psychologists Association Convention at the end of January held in Springfield, IL there is a job placement center where internship sites interview potential interns, but some districts begin interviewing well before this convention. All practicum students are expected to register for the Job Placement Center at the convention and, therefore, attend the convention for at least one day. Students are encouraged to attend other parts of the convention if possible as the annual state convention affords students the opportunity to attend workshops and other professional development and social activities.

A candidate endorsed for internship by the program director may **contract for an internship in any district or community in the state of Illinois that has program approval from the University**. A student may complete an internship in the same district or co-op as their practicum, but it must be in a different school and with a different supervisor.

Students may not accept an internship offer until the date specified by university trainers which is a uniform date across the state of Illinois.

The Illinois State Board of Education's Content Area Examination for School Psychology must be successfully passed before beginning internship along with the Praxis Exam for National Certification as a School Psychologist (NCSP).

Because of the structure of the practicum experience, the internship requirements cannot be fulfilled until the beginning of August.

THE FINAL EXCEL SPREADSHEET, COMPLETED THROUGH THE END OF THE PRACTICUM, MUST BE TURNED IN BY JUNE 18th TO RECEIVE FINAL APPROVAL FOR THE INTERNSHIP.

Activity: Excel Log and Reflection
Due Dates: Oct. 1, Nov. 1, Dec. 1, Jan. 1, Feb. 1, March 1, April 1, May 1, June 1 or ?
Turn-In Style: Assignments on Sakai

Goal: To develop a sense of the different activities in which school psychologists are involved. This activity also provides you with an orientation to documentation of activities required during internship.

Activity/Products -- There are three components to document the successful completion of this activity:

1) You will be required to keep an Excel spreadsheet of your activities and the amount of time you spend on each activity. The time should be reflected in quarter hours (e.g. 15 min. = .25 hours). In addition, you will need to maintain a list of assessments completed on the spreadsheet, as well as the number of students you work with from diverse backgrounds. The spreadsheet is available on Sakai. This will be extremely valuable information to you as you seek an internship and are asked what assessment methods you have used and populations with whom you have experience.

You must upload the excel spreadsheet monthly through the Assignments tab in Sakai.

2) You are to keep a daily appointment calendar. You are to number the days that you are at your site. Keep log appointments and meetings on your calendar. A day equals 7 hours. If there are factors unique to your site that impacts the number of hours that you may be on site, please notify the instructor. (You do not need to turn this in through the digital drop box and will keep this calendar for your own records.)

Conferences and conventions are counted as Practicum attendance days.

3) You will complete a mini-reflection, comparable to the reflection log you will keep during internship. You will turn in a monthly reflection. These reflections will not describe the events but rather your own personal response to the events at your practicum, how these events and your role as a practicum student is forming your professionalism as a school psychologist.

For credit the log and reflection must both be turned in on time with each successful submission worth 10pts. 10pts per month=100 for the school year.

Students beginning work in August and submitting this assignment on October 1st on time will receive 20 pts. Students working into June and submitting this assignment at the end of their time at their site will receive 20 pts. If students finish their time at their sites before the end of the month of May, turn this assignment in on June 1st. However, if students work into the month of June, then all of May and June hours can be turned in together at one time when students are finished at their sites. **The final version of the Log must be uploaded to Live Text to your portfolio after reviewed by the instructor in the May/June Reflection/Log*

Group Counseling Activities Parts One, Two and Three

(NASP Domains 1, 3, 4, 6, 8, 10; APA Competency IV.10)

IT IS RECOMMENDED THAT YOU BEGIN THE SESSIONS AS SOON AS IT IS FEASIBLE.

Goal: To facilitate a counseling group.

Activity: This group can be a short-term group that deals with one specific issue (divorce, new student, friendship, social skills training etc.). It is recommended that the focus of group reflect aspects of the Illinois State Board of Education's social emotional learning standards. The group should meet at least for eight sessions and include at a minimum of four students.

NOTE: The expectation for this assignment is that as a novice, you will be conducting the group with another person. Most often this will be your supervisor, a school social worker, special education classroom teacher, or counselor from an outside agency, etc. You are required to participate in planning and facilitating group activities.

Products: There are three components to this activity

- 1) **Written summary of introductory activities (Part One)**
- 2) **Weekly group summary for each group session (Part Two)**
- 3) **Final group counseling summary report (Part Three)**

All three parts of this assignment are turned in together two weeks following the group's final session.

Activity: Group Counseling Part One (40 pts)
Date Due: (Before you start group)
Turn-In Style: Emailed to monitor at the Start of the Experience

Introduction to the Group Counseling Activity: Before the group starts, you will provide a description of each member of the group. This will help you to put the group activity into perspective and will provide you with critical ecological factors to consider in planning activities and evaluating outcomes. Include the following information

1. Purpose of the group in the overall mental health services delivery model within the school (system context). This would include a documentation of a form of a needs assessment that shows how the group activity was chosen.
2. Why each student was selected for this particular group: Describe the group composition and how the members were selected.
3. Each student's, using pseudonyms or initials, academic and behavioral *history* (Background information)
For each student in the group describe
 - Teacher concerns
 - Behavioral needs
 - Academic functioning
 - Family background
 - Relevant social , medical or developmental factors
 - Any previous data gathered relevant to the group (e.g. discipline referrals, homework completion, classroom sociograms, playground observations...)
4. What you hope each student will learn from the group, or your specific stated outcomes or goals for each student
5. Any specific dynamics you hope to facilitate within the group sessions
6. Define the goal or objective for the group in behavioral and measurable terms. This will be the most important factor in determining group outcomes for the purposes of the final summary of group activities and outcomes.
 - As you are required to present raw and analyzed data (charts, graphs, etc.) and an outcome summary of the progress the students have made in Part Three, make sure to include in Part One any type of measurement tool(s) that you will be using to obtain data.

Once reviewed, Part One will be returned to you scored and in a pdf form. Please keep this as you will need to upload it when you turn in your assignment.

Activity: Group Counseling Part Two (40 pts)

Date Due: After Each Session

Turn-In Style: Emailed to Monitor

Weekly progress notes: **These are to be completed and submitted within four days after each session. Progress notes should be thoughtful.** This is the only means other than your input during group supervision for the instructor and teaching assistant to keep up to date on the activities in your group and to provide feedback. The summaries also serve as documentation and as a self-evaluative tool in your skill development in counseling.

1. Keep progress notes using the prescribed template located on the next page after each session, with dates and time, in which you discuss
 - a. The goal of the meeting and how it fits into the overall objective of the group
 - b. The session structure--- what activities were chosen for the session and why
 - c. How the students reacted to the activity (note any unusual reactions from a student or students)
 - d. Reflect on your reactions to the group's behavior
 - e. What you need to do to enhance the group for the next session
 - f. Any follow up conversations about group members with teachers or parents
2. **Keep the progress notes in one document so that as each is read by your counseling monitor, the monitor is able to refer to previously reviewed weekly notes.**
3. **Once reviewed after you last session, Part Two will be returned to you scored and in a pdf form. Please keep this as you will need to upload it when you turn in your assignment.**

Group Counseling - Progress Notes Template

Practicum Student: _____

Overall Goal of the Group:

Group Members Present: (*initials only*)

Grade Level: _____

Leader(s): (if you co-lead a group, circle who ran the group for the session)

Date: _____

Session Number: _____

Goal of the Group Session:

How does this goal relate to the overall goal of the group?

Objective of the Session:

How does the objective of this session relate to the overall goal of the group?

Activity (Session Content) & how it relates to overall goal:

Evaluation of the Session

How the students reacted:

Your reactions to the group interactions:

What you would do differently:

Comment on Effective Affective Skills:

Next Session:

Activity: Group Counseling Part Three (40 pts) with Scored Parts One and Two
Summary Report

Due Date: Two weeks following the final session.

Turn-In Style: Assignments on Sakai, Graded Version to LiveText

End of experience report: Summarize the growth each individual student made in the group. How did you measure this growth? Using behavioral terms and measurements are useful. Think about this as you begin the group. What was the overall goal in behavioral terms, what did the behaviors look like, what did you want the behaviors to look like at the end of the experience? You are required to present raw and analyzed data (charts, graphs, etc.) and an outcome summary of the progress the students have made.

Moreover, include in this part a description of your personal growth in terms of how you dealt with the challenges of group and the setting in which you provided it. How have you grown as a mental health professional as a result of this experience? Reflect on having worked with another person, the co-facilitator, on this assignment. This section should be given considerable thought and attention and should comprise about half of Part Three

When you complete Part Three upload it to Sakai along with the scored Parts One and Two.

Activity: Job Context of the School Psychologist Interviews

Due Date: October 6

Turn-In Style: Assignments on Sakai

(NASP Domain 6)

Goal: To investigate the range of role perceptions of school psychologists within a district and to practice your interviewing skills.

Activity: For this assignment, you will need to obtain some basic district information and then interview both your school psychologist practicum supervisor, an administrator, a general education teacher (someone who does not work in special education), and a special education teacher.

Interview Components

Basic District Information obtained from School Psychologist:

1. Name of School District:
2. Persons Interviewed, their titles, and their years of experience:
3. Description of School District:
 - Grade Levels Served
 - Urban/suburban/rural
 - Number of Students
 - Number of Teachers
 - Number of Psychologists (FTE = full time equivalent: 2 – ½ time= 1 full time)
 - Psychologist to student ratio
 - Special education populations Served within the district
4. Written Job Description of Psychologist: (attach a copy obtained from the district or cooperative personnel office).
5. Summarize the district written eligibility requirements for LD, ED, ID, and OHI. This information is available in district special education procedures manual available from the special education coordinator or the cooperative.

Sample questions for the school psychologist, administrator, special educator, and general education teacher:

1. What do you see the role of the school psychologist in this district as being?
2. In what types of activities does the school psychologist take part?
3. What is the most important role of the school psychologist in this district?
4. How would you prioritize the responsibilities of the school psychologist?
5. If you could have the school psychologist do anything that is not in the job description what would it be?

Reflective Post-interview Questions: Use these questions to guide your information gathering during the interview, but wait until after completing the interview before formulating your opinions.

1. Compare and contrast the responses from the people you interviewed.
2. How are the psychologist's, teacher's and administrator's perceptions of the school psychology role the same? Different? Why is this?
3. How would these perceptions impact on the psychologist's job satisfaction?
4. Would this school district offer satisfying employment opportunities for you as a beginning school psychologist? Explain.

5. Would this school district offer enough flexibility for a psychologist to have a full range of work experiences? Explain.

Product: A written summary of the information you obtained about the district, your interviews and your reflections on the interview.

Activity: Two Full and Individual Evaluations
Due Dates: Both are due two weeks following the report out at the IEP
Turn in Style: Assignments on Sakai, graded version to Live Text for the second one

(NASP Domains 1, 2, 3, 4, 7, 8, 10; APA Competency IV. 9)

Goal: To follow two cases through to the point at which decisions are made using the evaluation data. In order to provide you with an opportunity to look at evaluation data from a psychometric perspective and a problem solving perspective the case study evaluations need to address BOTH OF THESE specific issues:

1. Student eligibility for special education services clearly identifying the district's criteria for eligibility. The administration of standardized tests is usually part of these evaluations if appropriate. In order to examine for yourself the potential utility of these measures, you need to be able to administer and interpret these using the district eligibility criteria. Until school districts abandon the use of these measures, it is part of your responsibility to know how to correctly administer and interpret these data gathering measures.

2. Problem solving: Identification of student needs (target behaviors that could be either academic or behavioral in nature) and the development of interventions to address these needs. This will likely require that you do some observations and administer measures that your district may or may not be used to administering. In order to meet this requirement you will need to present target behaviors in behavioral terms (in other words, what is the student doing or not doing as described in an FBA. The target behavior can be academic or behavioral in nature. Identify a replacement behavior. (For example if the referral is academic, describe the student's reading skill development utilizing CBM or CBE measures and identify targets for intervention and progress monitoring). DO NOT USE ELIGIBILITY STATEMENTS FOR THIS PART OF THE ASSIGNMENT. DO NOT USE SPECIAL EDUCATION SERVICE AS THE INTERVENTION. State specific behaviors and goals that are used in the student's IEP for this part of the assignment.

Activity: Near the end of the first semester of your placement, identify two appropriate case study evaluations with your cooperating psychologist. These may be either initial case studies or re-evaluations. Determine which evaluation activities and instruments you will use for each evaluation with your cooperating school psychologist. (Note: you may or may not be allowed by your district to do all the psychological components and should do only the components for which you are competent.) Your participation must include at least one classroom observation for each case. Your reports should **integrate** educational implications with the assessment data. You **must** also participate in the IEP meeting.

REMEMBER USE PSEUDONYMS AND MISNOMERS FOR NAME, SCHOOL, TEACHER, ETC—DELETE ALL IDENTIFYING INFORMATION (e.g. last name, address, parent's last name, etc...) ON THE ASSIGNMENT THAT YOU HAND IN TO PROTECT THE STUDENT'S PRIVACY.

Assignment will consist of several sections:

1. The case study evaluation report(s) written in the style and format required by your district. Unless your district is problem solving oriented, this is the source of basic discussions of psychometric tests administered and student eligibility for special education service.
2. A summary sheet for each evaluation that includes the following information (if the information is addressed in the included district report then indicate that the information is in the report):
 - a. Referral Question(s) in behavioral terms. What answers was the team looking for through the assessment? If your district is very traditional, ask questions of the teacher or your supervisor to identify these.
 - b. Summary of findings **in reference to the referral question(s)**. List each of your referral questions; specifically answer the questions referencing your assessment results. (This is NOT the same as a summary of your test results)
 - c. Based upon the assessment results, state what recommendations for strategies and interventions to address identified student needs you make. These need to be specific interventions and the interventions need to be directly tied to the assessment results. (This is not the same as a traditional recommendation section of a report.)
 - d. **How did you integrate and interpret the data in order to arrive at the recommended educational strategies and interventions?**
 - e. What was your role in the FIE process? (Social History, Medical History, Parent Interview, Observation, etc.?)
 - f. What role did other school personnel play in the FIE process?
 - g. What assessment procedures did you use? (List all procedure: record review, observations, normed testing, interviews, criterion referenced testing, CBM, etc)
 - h. What assessment procedures did your cooperating psychologist use?
 - i. Dates of Observation, Testing, and Meetings. (You **MUST** do an observation and include a written summary of the observation in this summary sheet if it was not included in the report).
 - j. Record review and academic history.
 - k. Vision and Hearing screening results and dates.
 - l. Social history summary.
 - m. Primary language spoken in the home/primary language of the child is defined with an explanation of how the primary language was determined
 - n. If the child's primary language is not English, how did their second language or culture impact the test results
 - o. Medical History summary
 - p. If standardized test scores were not listed in the report, list them in the summary. This **must** include subtest and factor scores as standard scores, with confidence intervals. If an LD teacher completed the achievement component of the case study you must include the subtest scores. **ALL** scores must be reported as standard scores with the **confidence intervals** listed.
 - q. If the student is 14 or older, then a transition plan **MUST** be included.
 - r. If the student obtained an overall cognitive measure of 70 or below, then an adaptive behavior measure must be administered, scored and findings included in the summary report

- s. Reflection on reporting out the results at the IEP meeting
- t. What educational strategies and interventions did you take to the IEP meeting?
- u. What determinations were made at the IEP meeting?
- v. What suggestions did you make at the IEP meeting?
- w. What goals, objectives, benchmarks and accommodations were finally put into the student's IEP? How did they relate to the assessment results

Your supervisor needs to sign off on the copy of the report stating that you completed the FIE and attended and reported out at the IEP meeting. Use this form below and make sure to attach it to the summary sheet.

I confirm _____ completed the attached case study evaluation.
LOYOLA STUDENT NAME

On _____, _____ presented the
DATE LOYOLA STUDENT NAME

results of the evaluation at the IEP meeting.

SUPERVISOR SIGNATURE

DATE

Activity: Individual Counseling Parts One, Two and Three

(NASP Domains 1, 3, 4, 6, 8, 10; APA Competency IV.10)

Goal: To experience a one to one counseling relationship.

Activity: You will need to have one continuous individual counseling case during the second semester. (NOTE: If the student moves before you have completed the required 8 sessions, you will need to pick up another student and develop the case conceptualization for the new student).

Product:

1. A Case Conceptualization (Part One): Must be turned in no later than after the second session.
 - a. Include IEP goals/objectives if relevant or use IEP-like sheet from Sakai
 - b. Attach copy of rating scale, checklist, or other measure of progress
2. Complete and turn in Progress Notes (see template) after each session (Part Two)
3. Outcome summary report (Part Three)
 - a. Update on progress of goal/objectives

All three parts of this assignment are turned in together two weeks following the last session.

Activity: Individual Counseling Part One (40 pts)

Due Date: The start of your individual counseling experience, not beyond the second session.

Turn-In Style: Emailed to your Monitor

A Case Conceptualization stated within a Cognitive Behavioral context in which you:

- Describe student's, using a pseudonym or initials, age, grade, & gender
- Define the student's presenting problem in behavioral terms.
- Include any available test data.
- Discuss cultural context variables
- Review history and developmental milestones
- Define hypothesized cognitive variables
 1. Underlying beliefs
 2. Thinking and feeling patterns
 3. Behavior patterns
- Hypothesize behavioral antecedents and consequences
- Complete a clinical interview with the student and summarize the findings in the report
- Develop an anticipated treatment plan using behavioral and cognitive terms
- Include an IEP in terms of goals and objectives if the student is in a special education setting. If not, use the prototype sheet similar to an IEP form found on Sakai
- Indicate and include instrument or measure you will use to measure progress
- Hypothesize expected obstacles

Once reviewed, Part One will be returned to you scored and in a pdf form. Please keep this as you will need to upload it when you turn in your assignment.

Activity: Individual Counseling Part Two (40pts)

Date Due: Weekly

Turn-In Style: Emailed to Monitor

Complete Progress Notes (see template) within **FOUR** days after EACH session:

- i. Review the steps of the session structure
 1. Mood check in
 2. Homework review (as applicable)
 3. Agenda setting
 4. Session content
 5. Homework assignment (as applicable)
 6. Eliciting feedback
- ii. List what was discussed, how the student behaved, how you reacted, why you reacted the way you did, what you could have done differently, comment on your effective affective skills.
- iii. What do you plan on doing/discuss during the next session?
- iv. Should you re-conceptualize the case conceptualization based upon new data?
- v. If you have contact with teachers/and or parents regarding the student, this should be listed and described in your progress notes.

Come to class prepared to discuss the student's progress.

Keep the progress notes in one document so that as each is read by your counseling monitor who can then refer to previously reviewed weekly notes.

Once reviewed after your last session, Part Two will be returned to you scored and in a pdf form. Please keep this as you will need to upload it when you turn in your assignment.

Progress Notes- Individual Counseling

Date: _____ Session: _____ Therapist: _____

Student: _____ Grade: _____ Age: _____

Presenting Problem:

Session Goal (related to the presenting Problem):

Session structure:

Mood check in:

Homework review if appropriate:

What was the homework, if none, explain rationale:

Student's response:

Agenda setting:

Summary of what was discussed (Session content):

Homework assignment: (if none, explain rationale)

How did the student behave?

How did you react to the student's behavior?

What could you have done differently?

Comment on effective affective skills:

What growth are you seeing towards the overall goal?

Plans for next session:

Do you need to re-conceptualize the case?

Contacts with teachers/parents:

**Activity: Individual Counseling Part Three (40 pts) with Scored Parts One and Two
Outcome Summary Report**

Due Date: Two weeks following the final session.

Turn-In Style: Assignments on Sakai, then Graded Version to LiveText

Once counseling is finished, write an outcome summary report where you summarize

- the overall issue for the child
- the goals you worked on during the year
- any changes in the IEP/Plan goals
- how you measured student growth
- raw and analyzed data (charts, graphs, etc.)
- the progress the student has made

Moreover, include in this part a description of your personal growth in terms of how you dealt with the challenges of the case and the setting in which you provided the counseling. How have you grown as a mental health professional as a result of this case? This section should be given considerable thought and attention and should comprise about half of Part Three.

When you complete Part Three upload it to Sakai along with the scored Parts One and Two.

Activity: Team Meetings
Due Date: November 10
Turn-In Style: Assignments on Sakai

(NASP Domain 2)

Goal: To help develop an understanding of group dynamics in team meetings. This is related to your learning about how groups function in the context of your counseling groups. Much of your professional life will be spent in meetings and your learning and insights now will provide you with assistance in how you participate and facilitate meetings.

Activity: The role of school psychologists includes attending a myriad of team meetings – IEP meetings, Problem Solving Team meetings, Behavioral Health Team meetings, Annual Review Meetings, Domain meetings, Manifestation Determination meetings, Building meetings, Support Service Personnel meetings, etc. As a practicum student you should take every opportunity to expose yourself to the “meeting” experience, even when you are not a participant. Attend as many different types of meetings as you can. As a key data source for how you spend your time, keep track of these meetings.

Select **four** of the meetings and reflect upon the dynamics of the meetings. The group dynamics you might want to reflect upon include:

- Support provided for the parents if relevant
- What is the goal of the meeting
- Who is appointed leader of the meeting
 - Is this person facilitating the meeting or being directive
 - Is there a “hidden” leader
- Who attended the meetings, what were their roles?
- Did each member of the team receive an opportunity to actively participate
- Did the meeting “flow” or seem disjointed
- Do you agree with the outcome of the meeting
- Was the time at the meeting spent productively
- How would you have handled something differently if given the opportunity?
- What would you change about the dynamics of the team if you could? Why?

Products:

- **An overall summary discussing what types of meetings you have attended, not just the meetings you are reflecting upon. What was the purpose of each type of meetings? Were different types of meetings structured differently?**
- **Select four of the meetings you attended and write a summary of each meeting in the format described above.**

Activity: Record Review
Due Date: December 8
Turn-In Style: Assignments on Sakai

(NASP Domains 1, 2, 3, 4, 7, 8, 10)

Goal: To complete a record review of a special education student.

Purpose: To begin to understand contextual and ecological variables to take into consideration in developing hypothesis for establishing baseline, understanding student needs and previous interventions. This is critical for quality psycho-educational and psychological assessment.

Activity: Review and summarize the cumulative **and** special education file of a special education student. It is best if you work with your supervisor to complete a record review on a case for which he or she will be conducting a re-evaluation or a student who moved into your district that needs some additional assessment for placement. **ONLY REVIEW A FILE THAT IS COMPLETE** (if only the cumulative portion or the special education portion is accessible, choose a different student).

A record review typically starts with the student's current educational status (how old is the student, what grade is the student in, special education services, how much time is spent in general education classes). If you refer to something happening in a certain chronological year, make sure you say what grade the child was in. Make sure you discuss any grade retentions, at the high school level you want to refer to credits earned towards graduation. Once the current status is written the written review then highlights the important history of the student.

Ask yourself this question: If this part of your report is the only historical information on a student would it suffice over the years? Also ask yourself if the information provided is sufficient to begin to form a picture of the student's past response to intervention, ecological, social or medical factors that may have had an impact on the student's current functioning? What information is not in the record that may be pertinent in answering referral questions for the case study which is to be completed?

Product: written summary integrating information that you learned from the record review in the manner and style used at your site. Typically such record reviews include items on the list below.

The summary may include the following components:

- 1) Academic history,
- 2) Medical history,
- 3) Results of most recent vision and hearing screening
- 4) A summary of past test results, both individual and group.
- 5) A summary of special education history,
- 6) Current IEP services, and current IEP goals.

Activity: Alternate Site Visit

Due Date: March 16 only if *Restore Illinois* Has Reached Phase 5

**Turn In Style: Assignments on Sakai
(NASP Standard 6)**

Goal: Spend a whole work day visiting a school psychologist (this counts as a practicum day) who provides services in a school that is culturally different from your site and/or this site might serve students whose average SES is different from your school's site. Observe in the classrooms and observe the school psychologist. Keep notes about your observations. Talk with the school psychologist about how she or he perceives the role to be different from the role of the psychologist in your school.

Product: A written summary comparing your practicum site with what you saw at the alternative site. Include what you observed in the classrooms as well as the differences/similarities in the school psychologist's role. Include the day's log that documents what you did during the visit. Make sure to cover the following in order to get full credit:

1. Compare and contrast the setting and the students served
2. “ “ practice skills utilized by the psychologist at this site with yours
3. “ “ the role of the school psychologist in as many contexts that are relevant, e.g. involvement with families, classroom work, the community, contributions to school climate, etc., etc.

You must obtain the school psychologist's signature to document your visit to obtain credit for this activity.

Name of School Psychologist: _____

Signature of School Psychologist: _____ **Date:** _____

Name of School: _____

Activity: PREPaRE WS1 Reflection
Due Date: April 26
Turn-In Style: Assignments on Sakai, Graded to LiveText

(NASP Domain 6; APA Competency IV.11)

Goal: To apply the preventive and responsive services concepts learned in PREPaRE WS1 to your present site.

In PREPaRE WS1 3rd Edition you learned the importance of balancing physical and psychological safety, termed by the US Department of Education as emotional safety. Psychological safety focuses on the emotional and behavioral well-being of students and staff. As described in the workshop it is enhanced by the establishment of school-wide systems of positive behavioral support, programs that foster social emotional learning, and initiatives that encourage school connectedness, and students' internal and external resiliency. In addition, the mitigation of risk is fostered by assessment procedures such as those used in threat and suicide assessment. These efforts all require extensive collaboration with other resources within and outside of school.

Comprehensive district and school safety teams focus on overall safety and prevention programming. These teams set the tone and direction for safe school initiatives at both the district and school levels, with their primary focus being proactive prevention and mitigation initiatives and programming. These teams are responsible for carrying out the safety plans at the district and school levels which link school climate, related safety issues and prevention efforts to academic and social-emotional programming. **You will find slides from the Pre-Workshop 9-11 and from the Workshop 47-49 along with handouts 4, 5, 6, 21, & 22 quite helpful as a review.**

Activity: Review the slides and handouts cited above. If you wish to gather more background information on the content discussed through these slides refer to Reeves, Kanan, and Plog (2010), Doll and Cummings (2008), and information at www.casel.org

1. Together with your supervisor fill out these two sections of the **School Building Vulnerability Assessment, Handout 26: Behavioral Interventions (pg. 3) and Conduct (pgs. 9 & 10)**. If you work at more than one school, choose one. Make sure to add additional comments if relevant.
2. Pick one of the areas that you marked as requiring either immediate attention or attention soon. Include why you picked this area.
3. Describe how you will research and evaluate evidence-based programs that might be effective in your school. Be sure to include the rationale for the choice of the recommendation.
4. An activity such as this would be done by the district and/or school safety team. Who at your school and/or district would be appropriate members of such teams? Remember it is important to consider not only the roles these people play but also the leadership and personality characteristics they might possess as described on slide 47.

Product: Attach the completed Vulnerability Assessment sheets to a not less than five (5) page double spaced summary addressing points 2, 3 and 4 listed above.

Activity: End of Year Reflection
Due Date: June 18
Turn-In Style: Assignments on Sakai

You will provide a reflection of the personal growth and challenges you have encountered during the year and how this experience has impacted you and your thoughts on providing services to children in the schools in a manner which is culturally sensitive and just for all children and families.

APPENDIX

The rubrics for these portfolio assignments that are also found in Live Text

Group Counseling Rubric

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Integration of Case Components	Candidate demonstrates comprehensive knowledge of the group counseling experience by thoroughly completing all three components of the group counseling assignment. The three components of the assignment are integrated to represent the sequential nature of group counseling.	Candidate demonstrates knowledge of the group counseling experience. The three components of the assignment are included and integrated to represent the sequential nature of group counseling.	Candidate demonstrates knowledge of the group counseling experience. The three components of the assignment are included with all aspects of the components included.	Candidate demonstrates limited knowledge of the group counseling experience. Assignment is missing one or more of the three components.
Case Conceptualization	Candidate thoroughly completes all components of the group's framework and plan, including the introduction. Candidate demonstrates a complete understanding of the group members' backgrounds. Candidate defines the goals or outcomes of the group in very clear behavioral and measurable terms.	Candidate completes all components of the group's framework and plan, including the introduction. Candidate demonstrates an understanding of the group members' backgrounds. Candidate defines the goals or outcomes of the group in behavioral and measurable terms.	Candidate adequately completes all components of the group's framework and plan. Candidate provides minimal information about group members' background. Candidate sufficiently defines the goals or outcomes of the group in behavioral and measurable terms.	Candidate does not complete all components of the group counseling introduction or provides minimal information about the group members' background, or does not include group goals and objectives.
Progress Notes	Candidate turns in complete progress notes on time according to the template after each session. Candidate occasionally includes other aspects of the group counseling	Candidate turns in complete progress notes on time according to the template after each session. Candidate includes responding to all items on the template.	Candidate turns in progress notes late according to the template after two or more sessions. Candidate includes responding to most items on the template	Candidate fails to regularly turn in progress notes after group sessions.

	sessions not covered on the template.			
End of Assignment Report	Thorough summary report addresses all areas completely, demonstrating growth and understanding of the counseling process.	Summary report addresses all areas, demonstrating growth and understanding of the counseling process	Summary report addresses most areas, adequately demonstrating growth and understanding of the counseling process	Incomplete summary report or candidate does not demonstrate growth and understanding of the counseling process
Total Assessment	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
Overall	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard

Full and Individual Evaluation Rubric

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Integration of Case Study Components	N/A	Candidate follows case study through several stages by completing ALL required components and by demonstrating the ability to develop appropriate interventions.	Candidate fails to thoroughly address 3 or more of the components of the FIE, while demonstrating adequate ability to develop interventions.	Candidate fails to thoroughly address 3 or more of the components of the FIE, while demonstrating inadequate ability to develop interventions.
Background Knowledge	Candidate provides a thorough review of background information pertinent to the case study.	Candidate provides an adequate review of background information pertinent to the case study.	Candidate provides a marginal review of background information pertinent to the case study.	Candidate does not provide an adequate review of background information.
Referral Question	Referral questions specifically answered referencing test results.	Referral questions adequately answered referencing test results	Referral questions partially answered referencing test results	Referral questions do not reference test results.
Psychometric Tests	Psychometric tests thoroughly administered and student eligibility for special education service clearly based on these results.	Psychometric tests adequately administered and student eligibility for special education service based on these results.	Limited psychometric tests administered or student eligibility for special education service not based on test results.	Limited psychometric tests administered and student eligibility for special education service not based on test results
Interventions and Recommendations	Interventions are based on thorough integration and interpretation of the data	Interventions are based on an adequate integration and interpretation of the data.	Interventions are partially based on an adequate integration and interpretation of the data.	Interventions are not based on an adequate integration and interpretation of the data.
Total Assessment	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
Overall	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard

Individual Counseling Case Report Rubric

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Integration of Case Components	Candidate demonstrates total knowledge of the steps of the individual counseling case by thoroughly completing all of the components of the individual counseling case. The components of the assignment are integrated to represent the sequential nature of individual counseling.	Candidate demonstrates knowledge of the steps of the individual counseling case and completes the components of the individual counseling case.	Candidate demonstrates some knowledge of the steps of the individual counseling case.	Candidate demonstrates very little knowledge of the steps of the individual counseling case.
Case Conceptualization	Candidate thoroughly completes all components of the case conceptualization demonstrating a deep understanding of the client's background and develops an exceptionally thorough treatment plan with behavioral goals.	Candidate adequately completes all components of the case conceptualization, demonstrating a sufficient understanding of the client's background with an appropriate treatment plan and behavioral goals.	Candidate completes most components of the case conceptualization but displays an insufficient understanding of the client's background, and/or develops an inappropriate treatment plan without behavioral goals.	Candidate completes few components of the case conceptualization and displays an insufficient understanding of the client's background and develops an inappropriate treatment plan without behavioral goals.
IEP Prototype	N/A	Candidate completes an IEP/Plan summary form that includes the overall goals of the student and adequately describes how goals will be measured.	Candidate completes an IEP/Plan summary form and fails to adequately describe the overall goals of the student or fails to describe how goals will be measured.	Candidate completes an IEP/Plan summary form and fails to include the overall goals of the student and fails to describe how goals will be measured.
Progress Notes	N/A	Candidate turns in progress notes according to template after each session addressing all items on the template, including mood check-in, homework review, agenda, setting, session content, homework assignment, eliciting feedback.	Candidate turns in progress notes late according to the template after two sessions. Candidate includes responding to most items on the template	Candidate fails to regularly turn in progress notes after client sessions
Summary Notes	Thorough summary report addresses all areas completely and candidate demonstrates growth and understanding of the counseling process.	Summary report addresses all areas adequately, which demonstrated candidate growth and understanding of the counseling process.	Summary report addresses all areas adequately but candidate does not demonstrate growth and understanding of	Incomplete summary report and candidate does not demonstrate growth and understanding of the counseling process.

			the counseling process.	
Total Assessment	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
Overall	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard

PREPaRE WS1 Reflection Rubric

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Vulnerability Assessment	Candidate completes all items from the assigned Vulnerability Assessment pages thoroughly with all relevant columns addressed, including additional comments.	Candidate completes all items from the assigned Vulnerability Assessment pages thoroughly with all relevant columns addressed.	Candidate completes most items from the assigned Vulnerability Assessment pages.	Candidate completes half or fewer of the items from the assigned Vulnerability Assessment pages
Choosing an area for intervention	Candidate identifies more than one area marked as requiring either immediate attention or attention soon. Candidate compares/contrasts the areas and includes rationale for the choice of one over the other.	Candidate identifies one of the areas marked as requiring either immediate attention or attention soon and includes rationale for such a choice.	Candidate identifies one of the areas marked as requiring either immediate attention or attention soon.	Candidate identifies one of the areas marked as requiring either immediate attention.
Choosing a program	Candidate cites relevant research from multiple sources in the rationale for choice including but not limited to clearinghouses and databases. Candidate clearly explains why the program is feasible citing relevant features of the program that match the context of the school across multiple dimensions.	Candidate cites relevant research from multiple sources in the rationale for choice including but not limited to clearinghouses and databases.	Candidate cites relevant research from books and articles in the rationale for choosing a program of choice.	Candidate cites minimal relevant research from books and articles in the rationale for choosing a program of choice.
Members of the Safety Team	Candidate lists members from the categories of personnel/stakeholders from Handouts 3 and 4 of the WS1 workbook and provides rationale for including these people. Rationale includes a description of the relevant leadership and personality characteristics that	Candidate lists members from the categories of personnel/stakeholders from Handouts 3 and 4 of the WS1 workbook and provides rationale for including these people. Rationale includes a description of the relevant leadership and personality characteristics that	Candidate lists members from the categories of personnel/stakeholders from Handouts 3 and 4 of the WS1 workbook.	Candidate lists few members from the categories of personnel/stakeholders from Handouts 3 and 4 of the WS1 workbook.

	members bring to the team. Candidate also explains how participants might be invited to be included on the team and the manner in which active participation could be enhanced.	members bring to the team.		
Total Assessment	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
Overall	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard