

**Specialist in School Psychology**  
Louisiana State University in Shreveport  
Student Handbook

Spring 2021

Specialist in School Psychology Program  
Department of Psychology  
Louisiana State University in Shreveport  
One University Place  
Shreveport, Louisiana 71115

## INTRODUCTION

This handbook is designed to help you understand program requirements, plan your program of study, and monitor your progress through the program. This handbook presents the philosophy, goals, objectives, and assessment methods utilized by the program. It outlines course work, practicum and internship requirements, and describes the comprehensive exam. The information contained in this handbook supersedes more general information for graduate students contained in the [Louisiana State University in Shreveport Catalog](#). You need to be familiar with all three documents while making program decisions. Every effort has been made to ensure that this handbook is current and accurate; however, this handbook is not a substitute for frequent, regular faculty advisement. You are strongly encouraged to make use of faculty guidance throughout your graduate career.

You should familiarize yourself with this handbook by reading it in its entirety no later than the second week of your first semester. After reading the handbook, please print, sign the affirmation sheet documenting that you have read and are familiar with this entire handbook, and give the signed affirmation to the Specialist in School Psychology (SSP) Program Director.

### **Specialist in School Psychology Program Core Faculty**

Kevin Jones, PhD, *Director, Specialist in School Psychology Program*

Lee Purvis, PhD, LP, NCSP, *Director, Community Counseling and Psychology Clinic*

Steven Powell, PhD, BCBA, NCSP, *Faculty, Department of Psychology*

Katherine Wickstrom, PhD, *Associate Dean, College of Education and Human Development*

### **School Psychology Training Committee** (includes program core faculty and the following members):

Yong Dai, PhD, *Chair, Department of Psychology*

Mary Margaret Lusk, PhD, *Faculty, Department of Psychology*

Kacie Blalock, PhD, *Director, Masters of Science in Counseling Program*

Barzanna White, PhD, *Lead School Psychologist, Caddo Parish School Board*

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**Certification of Handbook Receipt**

I \_\_\_\_\_ hereby certify that I have received, fully read, and have completely reviewed all parts of the Specialist in School Psychology Program Handbook (this document). Please print this page, sign this sheet in the space below, and give it to the SSP Program Director within the first two weeks of your matriculation.

\_\_\_\_\_  
Student Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
SSP Program Director

Date: \_\_\_\_\_

## OVERVIEW AND TRAINING MODEL

### Program Overview

This handbook is intended to provide you, a candidate in the Specialist in School Psychology Program at LSUS, with all information needed to work successfully toward your state (and national) certification as a school psychologist. The SSP program at LSUS is a three-year, 72-hour full-time course of academic study, practicum experiences, and internship leading to certification as a school psychologist. A typical degree plan is included as [Appendix A](#), and you should update your own copy of the degree plan at the end of each term. During the first year, candidates develop content knowledge and applied foundations. During the second year, candidates develop advanced content knowledge and apply skills in practicum settings. During this period, the program augments classroom training with closely supervised field experiences in which students engage in various elements of professional practice. The final year is spent in a full-time (1,200 hours) internship in an approved setting. During internship, both on-site and university-based supervisors closely monitor candidate performance as they continue to develop entry-level applied skills.

The Commission on Colleges of the Southern Association of Colleges and Schools (“SACS”) accredits LSUS to award baccalaureate, master’s, and doctoral degrees. The College of Education and Human Development is recognized by the Council on the Accreditation of Educator Preparation (CAEP), and the Specialist in School Psychology Program is fully approved by the National Association of School Psychologists (NASP). Upon graduation, you will meet requirements for certification as a school psychologist in Louisiana and qualify for the Nationally Certified School Psychologist (NCSP) credential.

### Training Model

The Specialist in School Psychology Program at Louisiana State University Shreveport is organized to prepare entry-level school psychologists who demonstrate competency in all domains articulated in the Model of Comprehensive and Integrated School Psychological Services (NASP, 2010). American educators face diverse and significant challenges meeting the academic and developmental needs of children. More and more, school psychologists are called upon to participate in developing solutions to meet these challenges. As a result, school psychology training is changing to accommodate a more proactive role for school psychologists.

The core foundation of our training is a **data-based problem solving model** (e.g. Tilly, 2008) applied across and within a **multi-tiered system of supports**, and from a **multidisciplinary framework** (NASP, 2020). Data-based decision making permeates all professional services, and our program emphasizes empirically-based accountability when approaching decisions related to problem identification, problem analysis, progress monitoring, and problem certification. Candidates receive training in academic and behavioral intervention and prevention efforts through our programmatic commitment to school-based applied behavior analysis (ABA) and positive behavioral interventions and supports (PBIS).

Technical tools and strategies are complemented by our commitment to the “soft skills” that make school psychologists uniquely qualified to serve an increasingly diverse society and enhance consultative practice. Thus, our training model emphasizes **understanding diversity and individual differences** when providing services to children, teachers, and families, but also when advocating for social change as parents, activists, and citizens. Our commitment is to create a diverse and inclusive learning community that includes faculty, students, and contexts that represent all disenfranchised groups through culturally

humble and responsive practices. Rather than assuming competence of diverse groups, our program strives to enhance understanding of diverse groups through "humble" means such as seeking knowledge and engaging in active listening to members of such backgrounds.

Thus, professional accountability is achieved through the application of data-based problem solving toward the solution of academic and behavioral-mental health problems. Problem solving, at all tiers of service delivery, is effective only if you understand factors influencing students such as culture, context, and role differences. A final element of our training model is an emphasis on **indirect service delivery** (consultation and collaboration). Instruction and field experiences prepare you for evaluating group or class-wide interventions, designing prevention or crisis management plans, conducting research and program evaluation, and other activities related to strengthening school-wide service delivery for all children.

In the appropriate context, of course, school psychologists engage in more traditional, direct and individualized assessment for diagnostic purposes. Toward this goal, we include courses and field experiences that will strengthen your psychometric testing and interpretation skills. Indeed, graduates of our program are expected to be involved in multiple "tiers" of service delivery – strengthening school-wide instruction and behavioral supports for all children (Tier 1), providing targeted interventions to small groups (Tier 2), as well as designing, implementing, and monitoring the fidelity of intensive intervention to individual students (Tier 3).

Our training model is consistent with the idea that all children have a right to experience success, which includes proximal academic and behavioral goals as well as more distal markers of success in adulthood: successful employment, fulfilling social relationships, and meaningful contributions to society. To this end, our focus on prevention and evidence-based intervention related to the psychoeducational, behavioral, and mental health needs of all children empowers LSUS SSP graduates to be effective problem-solvers in a dynamic educational climate. Though our faculty espouse diverse theoretical orientations, the LSUS SSP Program takes a decidedly empirical approach, which trains students in the use of observable, low-inference, and reliably measurable outcome variables to reduce potential bias and ensure the efficacy of their prevention and intervention efforts.

### **Domains of Training**

Our training model features ten domains of competency for which a school psychologist should be prepared. These include the following:

1. Data-Based Decision Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
4. Interventions and Mental Health Services to Develop Social and Life Skills
5. School-Wide Practices to Promote Learning
6. Preventive and Responsive Services
7. Family–School Collaboration Services
8. Diversity in Development and Learning

9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice

The articulation of these domains of training and practice within our 72-hour curriculum is provided in [Appendix B](#).

### **Program Goals**

The mission of the SSP program within the LSUS College of Education and Human Development is cultivating responsible professionals who are committed to diversity, critical thinking, and pedagogy.

Based on these domains, the School Psychology Training Committee has established the following training goals. At the completion of the Specialist in School Psychology degree, graduates must be able to:

- a. Define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.
- b. Facilitate communication and collaboration among students, school personnel, community professionals, agencies, and families/schools.
- c. Assist in the development of achievable academic goals for students and provide teachers with appropriate methods of reaching those goals.
- d. Understand child development and psychopathology in order to implement interventions for children with a wide variety of behavioral needs and requiring varied levels of mental health supports.
- e. Understand the school as a system and work with individuals to assist in maintaining them as safe and caring places for the community.
- g. Work with school personnel, students, parents, and communities to assess threats to and implement appropriate crisis response.
- h. Understand and access family and community influences that affect children's wellness, learning, and achievement.
- i. Work with a variety of youth and stakeholders of differing abilities and with diverse ethnic, racial, experiential, and linguistic backgrounds.
- j. Have knowledge of current literature on various aspects of education and child development; be able to translate research into practice; and understand research design and statistics to evaluate measurable outcomes for students, educators, and families, as well as to enable investigations relevant to their own work.
- j. Meet all ethical, professional, and legal standards to enhance the quality of their services, and protect the rights of all parties.

## SCHOOL PSYCHOLOGY TRAINING COMMITTEE

The School Psychology Training Committee (SPTC), under the direction of the SSP Program Director, is responsible for the development, guidance, and growth of the Specialist in School Psychology Training Program and each student enrolled in the program. This interdisciplinary committee, composed of core program faculty, department faculty, and community-based practitioners, serves both advisory and administrative functions. The Program Director and SPTC are charged by the Department of Psychology to formulate policy recommendations for departmental approval. This model has been selected to ensure that the vision, mission, and goals of the School Psychology Program reflect the overall vision, mission, and goals of the profession, the Department of Psychology, the College of Education and Human Development, and the University. Typical advisory duties of the Director and the Committee may include, but are not limited to: (a) student recruitment, (b) program development, including review and revision of curriculum, (c) review of student progress, and (d) administrative program policy. These duties also include deciding candidacy issues, advising students, conducting student evaluations, evaluating student progress or remediation, performing program evaluation, conducting program level due process hearings, and enforcing program administrative policy. The SPTC provides a forum for concerns of faculty and field supervisors regarding student performance and progress toward the fulfillment of requirements to become an effectively functioning entry-level school psychologist. Finally, the faculty members on the SPTC are committed to supporting on-going professional development for regional practitioners through collaborative planning and execution of training plans with regional educational leaders.

## ADMISSION

Admission to the Specialist in School Psychology Program is a two-part, two-application process. Applicants must apply to both the Office of Graduate Studies (<https://www.lsus.edu/graduate-admissions>) and to the Specialist in School Psychology Program (<https://www.lsus.edu/academics/graduate-studies/specialist-in-school-psychology>). You are encouraged to submit both applications simultaneously to the Office of Graduate Studies and the SSP program. When the Dean of Graduate Studies notifies the SSP Program Director that you have met the LSUS minimum admission criteria and have been admitted to graduate studies at LSUS, the SSP Program Director shall initiate a review of your program application for possible acceptance into the SSP Program. **Acceptance by the LSUS Office of Graduate Studies does not mean that you have been admitted to the SSP program.** You may be admitted to the SSP program only after the program director and training committee recommend your admission. The Program Director will notify you regarding the admission decision and provide instructions for initial advising. All application materials (program application, professional references, and GRE scores) must be received prior to June 30 for entry in the fall semester. Although spring and summer entry into the program of study is possible, only a limited number of courses can be taken and the program of study will exceed three years. Applications missing any materials by the June 30 deadline will be considered incomplete. It should be noted that although the June 30 is the final deadline set by LSUS Graduate Studies, the program begins reviewing applications and making admission offers on April 15. It is critical to finalize your application as early as possible, as only 8-12 candidates are admitted per year.

### Admission to Graduate Study

Graduates of colleges or universities accredited by the proper regional accrediting association may apply for admission to graduate study at LSU Shreveport. Admission criteria are described in the University



Catalog. Admission to graduate studies does not automatically admit you into the SSP program. You must also process a program application and receive an admission decision from the SSP program. In general, only students formally admitted to the graduate program are eligible to enroll in SSP graduate courses. You may start your application to LSUS Graduate Studies at the following address:

<https://apply.lsus.edu/>

### **Admission to Specialist in School Psychology Program**

The School Psychology Training Committee will consider program applications from individuals admitted to graduate studies at LSUS and who meet the minimum SSP program admission requirements. The committee notifies the Dean of Graduate Studies of those students accepted into the SSP program. Application materials should be emailed to the program director at [kevin.jones@lsus.edu](mailto:kevin.jones@lsus.edu) or sent through regular mail to:

Specialist in School Psychology Program Director  
Department of Psychology  
Louisiana State University in Shreveport  
One University Place  
Shreveport, Louisiana 71115  
*Office Phone: (318) 797-5043*

In addition to the requirements for admission to graduate studies, which includes an undergraduate GPA of at least 2.5 (on a 4.0 point scale), your application must also include the following:

1. A combined verbal and quantitative Graduate Record Examination (GRE) score of at least 288. GRE scores must be no older than five years at the date of application. Individuals with older scores or whose scores do not meet the minimum requirement are encouraged to retake the exam;
2. At least two (2) letters of recommendation from individuals familiar with your academic performance, research engagement, community service, and/or professional work characteristics;
3. A professional vita/resume;
4. A letter of intent; and
5. A face-to-face or virtual interview.

**CRIMINAL BACKGROUND CHECK:** Applicants are not required to undergo and pay for a legal background investigation prior to being admitted into the program. However, a criminal background check is required prior to field experiences that begin during your first semester in the program.

Students who have completed graduate work at another institution must meet all stated minimum application requirements. Graduate students in other programs are permitted to apply up to 12 hours of transfer credit at the discretion of the School Psychology Training Committee. Admission to another area of graduate study at LSUS does not guarantee that a student may transfer into the SSP program, and such transfers will be evaluated using the same procedure as someone applying for the first time.

## **TIME LIMITS AND RESIDENCY REQUIREMENTS**

The SSP degree requires a minimum of three years of full-time study beyond the baccalaureate degree. Generally, two years of that commitment are in full-time academic coursework and one year in a minimum 1200-hour program-approved internship experience. It is the University's policy that all work credited toward the degree must have begun no earlier than eight years prior to completion of the degree requirements. Extension of time limits may be granted only on conditions beyond the control of the student and after appeal to the program and the LSUS Graduate Council. A formal request outlining the conditions upon which the extension of time is made should be addressed to the Dean of Graduate Studies.

Although the University sets no minimum number of hours enrolled per term, aside from financial-aid requirements, the School Psychology Training Committee expects students to maintain full-time enrollment of 12 semester hours per regular semester and 6 hours during summer terms. All students are expected to affiliate with program faculty, other students, and the profession through service opportunities, memberships in associations, attendance at conferences, and research.

## **PROGRAM ADVISEMENT**

The Director of the School Psychology Program serves as your program advisor to handle your actual course and semester advisement, create your advisement record, and release you for registration. The Program Director will ensure that you have the information needed to make informed decisions about your program of study and career matters. You must consult your advisor each term prior to registration and before making any adjustments to your program of study. Of course, our entire program faculty is interested in your progress and welfare, and you are encouraged to visit with any faculty member to discuss specific professional or personal issues.

## **ASSISTANTSHIPS**

A limited number of full and part-time assistantships are available to students who are enrolled full-time in the Specialist in School Psychology Program. In exchange for working 20 hours per week, full-time assistantships receive full tuition remission on approved courses, as well as a stipend. In exchange for working 10 hours per week, part-time assistantships receive a maximum of 6 hours of tuition remission on approved courses, as well as a modified stipend. Applications for assistantships may be obtained through correspondence with the Program Director. Assistantships are awarded per semester, and candidates interested in continuing their assistantship must submit a new application prior to each semester. Assistantships are renewed based on student performance and fulfillment of expectations. A graduate assistant must not assume that they will maintain their position from one semester to the next, or from Year One to Year Two in the program.

## MODEL PROGRAM OF STUDY

<b>SPECIALIST IN SCHOOL PSYCHOLOGY</b>		
<b>LSU Shreveport</b>		
<b>Total Hours: 72</b>		
<i>Year One</i>		
<i>Fall</i>		
PSYC 710	Introduction to School Psychology	3 hrs
PSYC 716	Intermediate Statistics	3 hrs
PSYC 749	Alternative Assessment Techniques and Interventions	3 hrs
PSYC 755	Applied Behavior Analysis	3 hrs
<i>Spring</i>		
PSYC 711	Child and Adolescent Psychopathology	3 hrs
PSYC 718	Introduction to Methodology and Research Design	3 hrs
PSYC 751	Psychological Assessment and Practicum I	3 hrs
PSYC 756	Applied Behavior Analysis in Autism	3 hrs
<i>Summer</i>		
PSYC 712	Therapeutic Interventions of Children and Youth	3 hrs
PSYC 752	Psychological Assessment II	3 hrs
<i>Year Two</i>		
<i>Fall</i>		
COUN 732	Social and Cultural Foundations in Counseling	3 hrs
PSYC 706	Theories of Learning	3 hrs
PSYC 753	Psychological Assessment Practicum I	3 hrs
PSYC 760	Behavioral Assessment and Intervention	3 hrs
<i>Spring</i>		
PSYC 740	Psychopharmacology for Practitioners	3 hrs
PSYC 745	Behavioral Pediatrics	3 hrs
PSYC 754	Psychological Assessment Practicum II	3 hrs
PSYC 780	Consultation in Human Development Settings	3 hrs
<i>Summer</i>		
PSYC 691	Field Experience	3 hrs
PSYC 748	Ethics and Law for School Psychologists	3 hrs
<i>Year Three</i>		
<i>Fall</i>		
PSYC 788	Internship in School Psychology I	6 hrs
<i>Spring</i>		
PSYC 789	Internship in School Psychology II	6 hrs

### Part-time Enrollment:

There are very few courses in the SSP curriculum that can be taken out of sequence, and part-time enrollment is restricted to (a) current SSP students who are repeating a course in which they previously earned a "C" or lower and (b) candidates who have transferred courses from a similar program. On rare

occasions, students will be admitted to the program during the spring semester. Spring entry is limited to those candidates who, through an audit by the SPTC of their transcripts, syllabi, and prior experiences, have the pre-requisite knowledge to be successful. Spring entry will lighten the academic load during future spring semesters but will not accelerate degree completion, as both practica and internship are two-course sequences that align with the school system's fall – spring (i.e., August – May) calendar.

**Prerequisites:**

Prerequisites for admission into the program are (a) a Psychology Degree from an accredited institution or (b) twelve hours of psychology courses, including psychological statistics. Courses that are remedial or taken to meet prerequisite requirements for the following curriculum do not receive credit in the program.

## GRADE POLICY

The School Psychology Training Committee expects you to maintain a minimum of a 3.00 grade point average in graduate courses at all times. In graduate school, a grade of C is below an acceptable level of performance. Students are allowed no more than one grade of C in graduate classes. A second grade of C in graduate coursework requires remediation, which will consist of repeating the course and obtaining a grade of B or higher. A third grade of C in any graduate coursework, including courses that are retaken, will result in automatic dismissal from the program. Any grade of D or lower in graduate coursework will also result in dismissal from the program.

This policy is different for the assessment and professional practice courses: PSYC 751, 752, 753, 754, and 788/789. If you receive a grade of C in any of these courses, you will be required to repeat that course before moving on to the next course in the sequence. If you earn a grade of C in either of the internship courses (PSYC 788 or 789), you are required to retake the entire internship sequence. If a grade of C or lower is earned in an assessment and professional practice course that is retaken, you will be dismissed from the program.

*Probationary Status.* You will be placed on probation if you earn a C in any graduate level coursework. You may also be placed on probation at any time if the School Psychology Training Committee determines that your development of professional work characteristics does not meet expectations. Students placed on probation must obtain a 3.00 GPA during the next regular term (fall or spring) semester and meet expectations in all areas of professional work characteristics, as well any specific conditions and remediation specified in writing when you are placed on probation. The terms of probation will be reviewed by the SPTC at the beginning of every semester to evaluate whether adequate progress has been made or if probation will be continued. Failure to resolve the terms of probation will result in dismissal from the program.

## COMPREHENSIVE EXAMINATION

You must pass a Comprehensive Examination prior to entering into Internship training. The comprehensive exam is scheduled during the spring term of Year Two, typically on the Friday preceding the LSUS spring break. You will receive notification of the examination date, format, and learning objectives by November of the prior semester. The Comprehensive Examination is a written exam that consists of essay questions covering the following NASP Domains:

Data-Based Decision Making	Data-based problem identification Data-based problem analysis Data-based progress monitoring Data-based methods for assessing response to intervention Data-based strategies for actuarial or categorical classification
Research-based Academic Practices	Effective instruction Instructional hierarchy Academic interventions Integrated assessment of learning disabilities
Research-based Behavioral and Mental Health Practices	Primary, secondary, and tertiary preventative strategies Applied behavior analysis and intervention School-based intervention skills and techniques Integrated assessment of psychopathology
Consultation and Collaboration	Models and methods of consultation School and system organization and policy development Home/school/community collaboration Crisis prevention/intervention/response
Psychological Foundations	Measurement theory and principles Ethical principles and standards for practice Legal issues related to the practice of school psychology Professional practice of school psychology

Each domain area is evaluated blindly by three faculty members in the Department of Psychology who taught the courses most closely associated with the domain. A question is considered passed when a majority of readers score it a "pass." Each response is evaluated for (a) adequacy of the knowledge base, (b) familiarity and use of research findings, (c) order and logic of thinking and presentation, and (d) synthesis and integration of material and ideas. The scoring rubric used by the committee is provided in [Appendix C](#). Final decisions concerning successful completion of the exam are made by the School Psychology Training Committee based on the pass/fail recommendations of the instructors reading the responses to the questions. If a candidate does not pass one or more areas of the comprehensive exam, he or she will retake that/those area(s) upon re-examination, which is scheduled approximately two weeks following the first administration. The re-examination is an alternate form of the original examination, and is scored in an identical manner. If a candidate does not pass all areas of the exam during the second administration, he or she will not be allowed to enroll in internship during the subsequent academic year.

Upon successful completion of the exam, students are eligible and must apply for provisional certification as a school psychologist in preparation for their internship.

## PRAXIS II SCHOOL PSYCHOLOGY EXAM

No later than the spring semester of your internship year, you are required to take the PRAXIS School Psychologist Exam (5402). Information on exam content, scheduling, and registration is available at <http://www.ets.org>. A passing score of 147 is required for completion of the SSP degree at LSU Shreveport, and is also required for national certification. You will not graduate and receive your

diploma until you have included an official record of passing the Praxis II to the PSYC 788/789 university supervisor.

## **FIELD EXPERIENCES: PRACTICA AND INTERNSHIP**

Practica and internship experiences are designed to provide structured and supervised periods of professional growth during which domain knowledge is applied to practical situations to develop skilled entry-level school psychology practitioners. Practicum experiences begin with the first course (PSYC 710) and occur throughout the program. All field experiences occur in educational or clinic settings under appropriate university and field supervision. All students are advised of, and must strictly adhere to, APA/NASP legal and ethical practices before engaging in practicum activities for each course.

### **Liability Insurance**

Prior to internship, candidates are encouraged to obtain professional liability insurance. Failure to do so may factor into hiring decisions by a prospective employer. Candidate insurance may be obtained through professional associations (e.g., National Association of School Psychologists) at a very reasonable cost. Application information may be obtained from the program director.

### **Year One**

#### **PSYC 710 - Introduction to School Psychology**

During this first year course, students complete a 20-hour observational practicum. This experience familiarizes students with the organization/environment of the schools, the roles of the personnel who work in or are associated with the schools, the problem-solving process, basic information gathering, and a brief overview of the evaluation process. Students are also introduced to the diversity of student populations and shown how technology is utilized in school psychological practice. These experiences are integrated into the course material in PSYC 710 so that students get an overall perspective of the practice of school psychology. A list of expected activities is provided in [Appendix D](#).

### **Year Two**

#### **PSYC 753 – Psychological Assessment Practicum I**

PSYC 753 is a closely supervised assessment and intervention experience that is conducted in a local school or in a clinic setting. For one academic case, students are required to administer curriculum-based assessment and a standardized treatment protocol. For one behavior/counseling case, students are required to administer functional assessments and a standardized treatment protocol. Both cases are evaluated in terms of fidelity and positive impact on target behaviors, using similar standards for scientific rigor set by our national organization. In addition to case studies, students conduct a clinic-based psychoeducation evaluation and begin, in early November, their school-based field assignments. In order to register for PSYC 753, you must earn a B or higher in both PSYC 751 and PSYC 752.

#### **PSYC 754 - Psychological Assessment Practicum II**

PSYC 754 is a continuation of the first practicum. Activities are primarily in a school setting and supervised by a certified school psychologist or Licensed Specialist in School Psychology. Students perform a variety of tasks (see [Appendix E](#)) that afford opportunities to increase their readiness to work as entry-level school psychologists. Students engage in experiences that foster skilled performance of a)

administrative and consultative activities, b) intervention and assessment tasks, c) application of technology, and d) written and oral communication with other professionals, parents, and others. Experiences include work with culturally diverse populations and individuals representing the range of educational exceptionalities.

During this practicum, you will also coordinate and deliver a third comprehensive assessment and intervention case study. Unlike the fall cases, you are expected to independently identify a target child and administer the case in a manner that is consistent with a data-based, problem solving model of service delivery.

Field supervisors, in concert with university trainers, carefully scaffold each student's experiences fostering skill development within a system of professional services. Students are permitted greater autonomy as they demonstrate proficiency and acquire a minimum of 200 practicum hours across the fall and spring semesters. In order to register for PSYC 754, you must earn a B or higher in PSYC 753.

Candidates are evaluated at the conclusion of the school-based practicum by both the instructor and the field supervisor(s). The PSYC 754 Practicum Supervisor Evaluation ([Appendix F](#)) includes competency items related to NASP (2010) domains that are addressed during practicum. A candidate must demonstrate entry-level skills in all domains (i.e., prepared to enter employment as an intern school psychologist) in order to proceed to internship.

### **PSYC 691 – Field Experience**

The final field experience prior to internship is a service learning course that requires your entire cohort to recruit, design, and implement a 4-week summer academic camp entitled the *School of Reading and Organization for Cool Kids (ROCK)*. This is a service learning course that is intended to (a) further develop parent consultation strategies, (b) teach you how to collaborate and team with others, and (c) fill in gaps in your applied intervention skills. Children enrolled are second graders referred by the instructional coordinators at three partner elementary schools. Each day consists of six 30-min stations, during which you will provide whole-class instruction in writing and math, individualized intervention in reading and self-management, and small group cognitive exercises. Each station represents an ongoing, applied research project that is shared by student teams and produces a daily record of the child's progress. Parent consultation is built into the schedule, and each day you will review your child's performance and individual needs with his or her parent. Children attend the camp for three weeks, and the remaining week is spent collaborating with your peers in analyzing research findings and preparing your internship research presentations.

## **Year Three**

### **PSYC 788/789 - Internship**

The internship is the culminating experience for the candidate for the Specialist in School Psychology degree. It is a 1200-hour, full-time training experience, at least 600 hours of which is completed in a public school setting, providing an opportunity to become a competent entry level school psychologist practitioner. All students must complete internship in an approved public school setting or a nationally accredited internship consortium. During internship, students utilize the skills acquired during their classroom training and previous field experiences in a supervised period of professional development. Evidence of mastery is the demonstration of a high level of competence in areas that include, but are not limited to, individual assessment, individual and group counseling, consultation, behavioral and educational intervention, in-service training, and research. The internship experience typically includes

both elementary and secondary levels, and service delivery across general and special education settings.

### **Approved Internship Site Requirements**

An intern is a trainee as well as a service provider. Internship requires a commitment by both the administration and the pupil appraisal staff of the employing school system. This commitment implies recognition of the unique status of interns and the obligation to provide you with a setting that supports the training process. All internship sites must be approved by the SPTC and program director.

Requirements for an approved internship site include the following:

1. The internship site will ensure that students are afforded the opportunity to meet the prescribed 1200 hours of training. This requirement is documented in the internship agreement.
2. The internship site must provide sufficient exposure to a varied student population of general and special education students to guarantee the interns exposure to a wide variety of educational, psychological, and behavioral problems. In addition, the internship site must provide exposure to a culturally and socio-economically diverse student population.
3. The internship site must provide direct and personal supervision by a field supervisor. A minimum of two hours per week of face-to-face supervision must be provided by a state credentialed school psychologist in a school setting or an appropriately credentialed psychologist in a non-school setting. Field-based supervisors shall not be responsible for more than two interns simultaneously and shall be given release time by their employer to conduct this supervision. It is the responsibility of both the intern and the supervisor to assure that the internship experience will be conducted in accordance with the ethical and legal standards of the profession.
4. The employing school system and the intern must enter into a written contractual agreement. Normally the length of the contract is one academic year, a minimum of nine months, and involves a minimum of 1200 "formal contractual" internship hours. Any continued employment of the individual by the system is at the discretion of both parties once the internship is completed.
5. The intern is expected to attend an annual conference of a professional school psychology association, usually the state or national association meeting, and to be given the opportunity to participate in other relevant professional development activities.
6. The intern must be reimbursed for travel and other related expenses consistent with system policies for school psychologists. The school system must insure that the intern has access to adequate office, clerical, and professional supplies, and to the equipment essential to work effectively as a school psychology intern.
7. The internship site must be approved by the SPTC.

Students apply directly to school systems for internship positions during the fall, spring, or summer of their second year, and it is the student's responsibility to interview only for internship positions that



have been pre-approved by the SPTC. These internship positions may be in Louisiana or other states. The School Psychology Training Committee, the Director of the School Psychology program, and the Internship Supervisor will assist the student in locating sites. The Department of Psychology maintains a listing of all parishes in the state of Louisiana requesting interns and this information is available on a web-based page for school psychology students. Under no circumstances should you initiate formal contact with a school district or prospective internship site without prior consultation and permission from the Internship Supervisor or program director.

A written internship plan is developed for each intern through the cooperative efforts of the intern and the field supervisor with input from the university supervisor. The plan includes (a) goals and objectives for the internship, (b) specific ways of accomplishing the goals and objectives, and (c) realistic methods of evaluating both the intern's progress, and the effectiveness of the plan. The internship plan is not considered a static document, but rather, a dynamic method of documenting ongoing experiences.

### **Internship Expectations and Evaluation**

Internship is the culminating experience in our training program. Therefore, a separate *LSUS SSP Internship Guidelines* handbook is available and provides guidance and specific requirements for professional and ethical conduct, supervision, and standards for demonstrating competencies (e.g., specific assignments, accountability logs, Intern Evaluation form).

## **SSP PROGRAM PERFORMANCE-BASED ASSESSMENT PLAN**

The School Psychology Training Committee has established multiple methods for periodic assessment of student learning and performance progress. The program emphasizes both formative and summative assessment. Our assessment plan is guided by the *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2010) and NASP's *Guidelines for Performance Based Assessment and Program Accountability and Development* (2007). The goal of the assessment plan is to help the School Psychology Training Committee select, train, and graduate professional school psychologists who possess both the knowledge and practical skills needed to work in a broad variety of school and education settings and to make programmatic adjustments if the data indicate a need for modification or change. Such periodic assessment also provides you with formative feedback on your work products, which will assist you in further refining your applied skills.

### **Student Assessment**

Student assessment is a continuous process that begins with your application to the program and continues through your first years working in the profession. Formal student assessment occurs at five portals: 1) Program Entry, 2) Foundations Year I, 3) Practicum Year II, 4) Internship Year III, and 5) Program Completion. All students are required to maintain a personal portfolio, which contains evidence of their developing knowledge and skills.

#### **Program Entry**

The initial assessment of every student takes place upon program entry. At this time, the School Psychology Training Committee will review your application and make recommendations for admission. Documents considered in this review include your application, previous transcripts (course content and GPA), GRE Scores, recommendation letters, personal interviews, and the results of a background investigation. Admission is typically limited to the top 8 to 10 students

meeting criterion in the current University Catalog and Specialist in School Psychology Program Handbook. Upon admission to the program you will place a copy of your program application, transcripts, GRE scores, and acceptance letter in your individual folio.

### **Foundations Year I**

A first year summative assessment takes place at the end of your second semester in the program, after completing coursework in theoretical and conceptual foundations, including the most rigorous triad of courses in our program: applied behavior analysis (PSYC 755), research methods (PSYC 718), and tests/measurement (PSYC 751). Assessment is based upon your course grades and course embedded assessments such as exams, papers, presentations, and professional practice simulations. Academic performance will be evaluated in terms of your cumulative GPA in the program. Starting in the spring of your first year, the SPTC will formally evaluate your development of professional dispositions. [Appendix G](#) displays the program's evaluation form for monitoring your progress toward development of professional dispositions. From this point on, this same evaluation form will be used during every semester by university, clinic, and field personnel who supervise your applied experiences. At this critical juncture, written feedback will be provided to you in a letter from the program director (see [Appendix H](#)) that states that you may proceed into practicum field courses in the fall of the second year.

### **Practicum**

During your second year, you will be engaged in field (clinic, school-based) experiences. During the fall, you will be engaged in at least two comprehensive assessment and intervention case studies utilizing the content knowledge gained in PSYC 760 and PSYC 706. This is a critical milestone in your early development of professional skills, and your adherence to a standard research protocol for data-based decision making will be used to evaluate your readiness for school-based placements in the spring. For this purpose, our program utilizes an abbreviated NASP/NCSP case study evaluation rubric (see [Appendix I](#)). In your practicum courses, an effective case study is one in which at least 90% of these indicators are present ("developing" or "effective").

During spring, a third case study is assigned, but you are responsible for identifying a referral and developing an assessment and intervention plan. Assessment of other professional competencies such as traditional eligibility evaluations and the development of professional work characteristics are embedded in your practicum course expectations. Comprehensive content knowledge is evaluated late in your spring term, in the form of a Comprehensive Exam. During your practicum year you will begin assembling evidence of the breadth and depth of your professional competencies, including professional workshops/certifications, field-based casework, practicum activity logs, practicum supervisor evaluations, and comprehensive exam outcomes. When you have satisfactorily completed all applied courses, demonstrated intermediate skills on assigned case studies, achieved satisfactory evaluations from field supervisors, and successfully passed comprehensive exams, you are then permitted to proceed with interviews to obtain an internship beginning the fall of your third year. A copy of your notification of successful completion of the comprehensive examination and a copy of your state-supplied provisional school psychologist certification are required in the folio before entry into internship experiences.

## Internship

Assessment takes place throughout your 1200-hour internship experience during the third year. Your internship performance is evaluated, in part, through your field supervisor's ratings and comments on each domain of professional practice, your meeting expected deadlines for major internship requirements, as well as required comprehensive case studies. The university supervisor conducts monthly individual meetings (in-person or virtual) with each intern, as well as conducts once per semester (at minimum) meetings with each intern and field supervisor.

## Program Completion

**Research Project.** During or prior to your internship experience, you will complete an approved research project under the guidance of a faculty supervisor. Completion of a student research project, in the form of a professional conference presentation, is required during your internship year.

**Praxis Examination:** Students must also complete and report passing scores on the Praxis II School Psychology Examination. Student scores on the Praxis II exam are included in your folio.

**Portfolio Evaluation:** A cumulative collection of evidence demonstrating your competencies will be reviewed by the School Psychology Training Committee once per year. Throughout your training, you will assemble evidence within each NASP domain that the competency area has been assessed (i.e., performance indicators you have developed or were used by supervisors), and attained (quantitative or qualitative evidence of competency). Your portfolio will include the "best" evidence of that you are competent in all domains of professional practice. The best evidence for each domain will change from semester to semester, so your professional portfolio will also change. For example, a certificate of completion for DIBELS/Acadience training may be the best evidence of *Standard V 5.1 School-Wide Services* early in the program, but participation in administration and interpretation of a school's universal screening may be the best evidence by the end of your practicum year.

## Program Assessment and Accountability

The School Psychology Training Committee is accountable for training outcomes, and strives to strengthen areas of our curriculum when aggregated data indicate a weakness. Universal program outcomes include accreditation status, enrollment, student retention, financial assistance, and performance on licensure exams. The National Association of School Psychologists provides the entire school psychology community with these data, which are updated every year and made available on the organization's website: <https://apps.nasponline.org/standards-and-certification/graduate-education/index.aspx>

A more individualized review of our program is conducted at a more local level. Each year, the program examines the following critical student learning outcomes (SLO) and presents current levels of performance to the Department of Psychology, College of Education and Human Development, and the university's Graduate Directors.

### **Praxis Exam**

The program requires a passing total score on the Praxis Exam. The average cohort total score and subscores are used to inform curriculum decisions related to content knowledge.

### **SSP Case Study Rubrics**

Students are required to administer three comprehensive intervention cases during the PSYC 753 and 754 practicum sequence. Upon completion of a final report, the practicum supervisor grades the problem-solving elements of each case using an abbreviated NASP/NCSP case study evaluation rubric (see [Appendix I](#)). This adapted version is limited to a few objective indicators of an effective problem ID/analysis (items 1-4), progress monitoring (items 4-7), and actual outcomes (items 8-10). In our practicum courses, an effective case is one in which at least 90% of these indicators are present.

At the program level, we know that some cases will be particularly difficult, while others are easier. We expect, however, that the seven process components will be included regardless of the child's response to intervention. Therefore, our program objective is for at least 80% of the total cases during a particular practicum year to be effective.

### **Intern Competency Evaluations**

Candidates on internship are required to achieve "competent" ratings in all NASP domains by the end of their third year. This corresponds to an average item rating of "3" by their field supervisor within each domain. Additionally, it is expected that the intern reaches "competent" in Professional Work Characteristics on this summative evaluation. In circumstances in which an intern does not achieve an average rating of 3.0 for a domain area, the university supervisor consults with the field supervisor to determine whether unexpected or unique circumstances in the district impacted the performance of the intern.

### **Graduate Exit Survey**

Upon completion of intervention field requirements but prior to assigning final grades, all candidates are required to submit an anonymous Graduate Exit Survey that includes their rating of the program's preparation in seven areas of professional skill development (see [Appendix J](#)). The scale also provides a section for written comments pertaining to the strengths and weaknesses of the training program. To ensure anonymity, these responses are emailed to the Department chair.

### **Impact on K-12 Outcomes**

Across practica and internship, candidates are required to conduct at least six comprehensive assessment and intervention case studies. These are intended to highlight professional competencies, interests, and collaboration skills, and to reinforce the candidate's commitment to scientific based practices. Similar "accountability" tables have been published in the school psychology literature as a means for evaluating practica and internship programs, and our program evaluation plan uses the same standard to assess the range and diversity of field experiences, the strength of instruction and supports, and the general impact on K-12 learners. Toward this goal, one of the requirements upon completion of internship is to submit a School Psychology Accountability Portfolio ([Appendix K](#)). In this table, candidates provide qualitative

information about each case study they have administered. Summary statistics are provided as evidence of positive (or negative) child or group outcomes. An effective case is one in which the magnitude of the achieved effect size (ES) or percentage of non-overlapping data (PND) is greater than the literature-based standard for effectiveness. An ineffective case is one in which no summary statistics are reported or if the values indicate an ineffective treatment.

An index of the program's impact on K-12 outcomes is calculated by multiplying the number of candidates in a cohort by the total number of required practicum and internship cases (N=6), and dividing by the number of effective cases. The program objective is for each cohort to demonstrate effectiveness for 90% of their cases.

The program's performance on these critical measures are formally presented each fall to the department, college, and university ([Appendix L](#)). In addition, a narrative section requires the program to identify student learning objectives that were not met, and report an action plan to address these weaknesses. Finally, the program provides a summary of actions taken during the past year to address previously identified areas of concern.

## GRADUATION REQUIREMENTS

You must meet all the requirements of a graduate degree outlined in the issue of the University Catalog corresponding to your year of first matriculation. Any catalog in force during your residence at the University may be elected, provided the residence is continuous. If your residence is interrupted for one regular semester, you may not elect a catalog earlier than your point of re-entry.

In addition to the graduation requirements outlined in the LSUS University Catalog, you must: (1) successfully pass all required coursework, (2) pass your Comprehensive Exam, (3) pass the PRAXIS II Exam, (4) meet all stated program expectations, (5) be in "good standing" (resolve any probationary status), (6) demonstrate entry-level ratings by intern field supervisors during internship, and (7) achieve an overall "effective" evaluation of your portfolio before you will be nominated for graduation.

## PROGRAM AND DEPARTMENT FACULTY

The School Psychology Program core faculty is comprised of four school psychologists, all terminally degreed, all dedicated to program and student development. Practicum and Internship field supervisors are all school psychologists and appropriately certified or licensed for the setting in which they work. A brief biographical sketch of each core SSP faculty is provided below.

**Kevin Jones, PhD**, is an Associate Professor and director of the School Psychology Program. Dr. Jones received his PhD (School Psychology) from Louisiana State University in December 1996. His current teaching responsibilities within the SSP program include curriculum-based measurement (PSYC 749), psychological assessment (PSYC 751), theories and principles of learning (PSYC 706), and field experiences (PSYC 691). Dr. Jones's research interests are functional behavior assessment and academic interventions.

**Lee Purvis, PhD, LP, NCSP**, is an Assistant Professor in the Specialist in School Psychology Program. He received his specialist's degree in school psychology from East Carolina University and his doctorate in school psychology from the University of Florida in August 2017. Dr. Purvis's teaching responsibilities within the SSP program include introduction to school psychology (PSYC 710), child and adolescent psychopathology (PSYC 711), therapeutic interventions (PSYC 712), diagnostic assessment (PSYC 752),

and school-based practicum (PSYC 754). He is a licensed psychologist in Florida and Louisiana, having completed his postdoctoral training within UF's Department of Psychiatry, Division of Medical Psychology. Dr. Purvis has considerable experience providing mental health services in schools, outpatient, inpatient, and hospital settings. Dr. Purvis' clinical interests include anxiety-related disorders, gender dysphoria, and emotion dysregulation. Dr. Purvis' therapeutic modalities include CBT with Exposure and Response Prevention, affirmative psychotherapy, and solution-focused therapy. In addition to his academic endeavors at LSU-Shreveport, Dr. Purvis is the Director of the Community Counseling & Psychology Clinic.

**Steven Powell, PhD, BCBA, NCSP** is an Assistant Professor in the Department of Psychology. Dr. Powell received his PhD (School Psychology) from Oklahoma State University in May 2021. His teaching responsibilities within the SSP program include applied behavior analysis in autism (PSYC 756), behavioral assessment and intervention (PSYC 760), assessment for intervention practicum (PSYC 753), and pediatric psychology (PSYC 745). Dr. Powell is a Board Certified Behavior Analyst (BCBA) whose research interests primarily involve effective and efficient screening and intervention for academic and behavioral problems in K-12 schools.

**Katherine Wickstrom, PhD**, is an Associate Professor in the Department of Psychology and the Associate Dean of the College of Education and Human Development. Dr. Wickstrom received her PhD (School Psychology) from Louisiana State University in December 1997. Her teaching responsibilities within the SSP program include law and ethics (PSYC 748) and the internship sequence (PSYC 788 and 789). Dr. Wickstrom's research interests primarily involve behavioral consultation and school-wide service delivery models.

## PROFESSIONAL DEVELOPMENT

The School Psychology Training Committee encourages your participation in professional organizations. Applications for membership in relevant organizations can be obtained from their respective websites. Participation in professional organizations offers you opportunities to meet members of your new profession, learn about the broad variety of skills and services our profession offers, keep current with the latest news, develop professional skills, and attend an annual conference.

Louisiana School Psychological Association:

<http://www.lspaonline.org/page-1437734>

National Association of School Psychologists:

<https://www.nasponline.org/membership-and-community/join-nasp>

Association for Behavior Analysis International:

<https://www.abainternational.org/membership.aspx>

## APPENDIX A DEGREE PLAN

### DEGREE PLAN for SPECIALIST IN SCHOOL PSYCHOLOGY

NAME \_\_\_\_\_ Student Number \_\_\_\_\_

Prerequisites: PSYC degree or 12 hours of psychology including statistics  
 Undergrad GPA: \_\_\_\_\_ Institution: \_\_\_\_\_ GRE: V \_\_\_\_\_ Q \_\_\_\_\_ (Date \_\_\_\_\_)

Course Number & Title	Substitution	Semester	Grade	Credit
<b>Fall – Year One</b>				
PSYC 710 Intro to School Psychology _____				
PSYC 716 Inter. Statistics _____				
PSYC 749 Alternative Assessment Tech & Intervention _____				
PSYC 755 Applied Behavior Analysis _____				
<b>Spring – Year One</b>				
PSYC 711 Child & Adolescent Psychopathology _____				
PSYC 718 Intro to Methodology & Research Design _____				
PSYC 751 Psychological Assessment I _____				
PSYC 756 Applied Behavior Analysis in Autism _____				
<b>Summer – Year One</b>				
PSYC 712 Therapeutic Interventions _____				
PSYC 752 Psychological Assessment. II _____				
<b>Fall – Second Year</b>				
PSYC 706 Theories of Learning _____				
COUN 732 Social & Cultural Foundations in Counseling _____				
PSYC 753 Psychological Practicum I _____				
PSYC 760 Behavioral Assessment & Intervention _____				
<b>Spring – Second Year</b>				
PSYC 740 Psychopharmacology for Practitioners _____				
PSYC 745 Behavioral Pediatrics _____				
PSYC 754 Psychological Practicum II _____				
PSYC 780 Consultation in Human Dev Settings _____				
<b>Summer – Second Year</b>				
PSYC 691 Applied Field Experience _____				
PSYC 748 Ethics & Law _____				
<b>Fall – Third Year</b>				
PSYC 788 Intern School Psychology I _____				
<b>Spring – Third Year</b>				
PSYC 789 Intern School Psychology II _____				

Portfolio	Score(s)	Date Passed
Comprehensive Examination	_____	_____
Praxis Exam	_____	_____
Research Project	_____	_____





## APPENDIX C COMPREHENSIVE EXAM RUBRIC

\*\*\*\*\*

In separate attachments, you will find the SSP Comp Examination responses for each question. Please review the responses for each question assigned to your particular area of expertise (see table below). **Score only those questions to which you are assigned**, using the following rating:

**Pass Plus (P+):** Excellent knowledge and familiarity with empirical findings and concepts. Response is organized and comprehensive, and reflects a synthesis and integration of information and ideas.

**Pass (P):** Adequate knowledge and familiarity with empirical findings. Response is organized but may be incomplete in terms of depth or breadth.

**Fail (F):** Inadequate knowledge and little familiarity with critical empirical findings or concepts. Response is poorly organized and does not fully address one or more essential elements.

RATER:	Rater	Stud 1	Stud 2	Stud 3	Stud 4	Stud 5	Stud 6	Stud 7
Q1 Data Based Decision Making	Jones							
	Purvis							
	Lusk							
Q2 Consultation and Collaboration	White							
	Wickstrom							
	Jones							
Q3 Individual Student Services	Purvis							
	Wickstrom							
	Jones							
Q4 Systems Level Services	Wickstrom							
	Lusk							
	White							
Q5 Foundations	Purvis							
	Wickstrom							
	Jones							

## APPENDIX D

### PSYC 710: FIELD ACTIVITIES CHECKLIST

ACTIVITY	DATE	MINS/HOURS (round up)
1. Interview field supervisor (roles, responsibilities, typical activities, district MTSS process, special education/case management process, etc.).		
2. Observe problem-solving team meeting (e.g., SBLC, TAT).		
3. Observe administration of an assessment instrument and computer scoring/interpretation of the assessment.		
4. Observe eligibility evaluation meeting.		
5. Observe one general education classroom (1 hour minimum).		
6. Observe one special education classroom (1 hour minimum).		
7. Interview two non-SSP professionals; list occupation: a) b)		
*Additional Activities: a) b) c) d) e)		
<b>LSUS Graduate Student Signature:</b>	<b>Date:</b>	<b>Total Hours:</b>
<b>District Supervisor Signature:</b>		

## APPENDIX E

### PSYC 754 PRACTICUM II GUIDE FOR STUDENTS AND FIELD SUPERVISORS

**PSYC 754 Activities Checklist**  
**A Guide for Students and Field Supervisors**  
*Dr. Lee N. Purvis – LSUS University Practicum Supervisor*

**NOTE:** This is an exhaustive list of *potential* experiences – **not every item is required**. It is intended to help you self-monitor the breadth of your experiences across the spectrum.

#### I. Orientation to Field Placement

- \_\_\_ 1. Orientation to site supervisor's role and function, schools served, team members\*
- \_\_\_ 2. Review competency levels in *familiar broadband tests* (e.g., *WISC, WJACH, WJCOG, KABC, DAS, RLAS*) and *strategies* (*observation, interview, FBA*)\*
- \_\_\_ 3. Review competency levels in *familiar narrowband tests* (e.g., *CTOPP, GORT, TOWRE*)\*
- \_\_\_ 4. Review competency levels in *familiar rating scales* (e.g., *BASC, CBCL, ABAS, RCMAS, Conners*) and *implementation strategies* (*observations, interview*)\*
- \_\_\_ 5. Learn *new tests and strategies* (*ones not commonly used but useful to know – supervisor preference*)^

#### II. PSYC 754 Intervention Practicum (Clinic or School-Based)

- \_\_\_ 6. Complete an independent intervention case that includes data-based problem solving elements in clinic or school (Consultation or Academic/Behavioral Intervention **MUST DEMONSTRATE POSITIVE IMPACT**)\*
- \_\_\_ 7. Independent intervention case will need to demonstrate positive impact\*

#### III. PSYC 754 Assessment Practicum

- \_\_\_ 8. Participate in an **FBA**^
- \_\_\_ 9. Participate in a **Section 504 Evaluation**\*
- \_\_\_ 10. Participate in screening, eligibility evaluation, and/or multi-disciplinary team decision making for **Specific Learning Disability**\*
- \_\_\_ 11. Participate in screening, eligibility evaluation, and/or multi-disciplinary team decision making for **Intellectual Disability**\*
- \_\_\_ 12. Participate in screening, eligibility evaluation, and/or multi-disciplinary team decision making for **Gifted/Talented**\*
- \_\_\_ 13. Participate in screening, eligibility evaluation, and/or multi-disciplinary team decision making for a case *sensitive to cultural or SES factors*\*
- \_\_\_ 14. Participate in screening, eligibility evaluation, and/or multi-disciplinary team decision making for a case that is **Emotional Disturbance**^

\_\_\_ 15. Participate in screening, eligibility evaluation, and/or multi-disciplinary team decision making for a case that is *sensitive to language/communication* (e.g., *autism, ELL, speech or language impairment, nonverbal*)

#### IV. PSYC 754 Professional Demands

\_\_\_ 17. Report writing, including the use of *computer scoring/interpretation programs*\*

\_\_\_ 18. Collaborate with other disciplines, parents, or teachers^

\_\_\_ 19. Participate in **multidisciplinary team staffing and eligibility meetings**\*

\_\_\_ 20. Participate in an **IEP meeting**\*

\_\_\_ 21. Conduct and report on a **simulated or actual job interview**

\_\_\_ 22. Attend *and/or* conduct field-based **professional development opportunities**^

\_\_\_ 23. Learn **online/virtual platforms** used by *school psychologists and other school staff*^

#### Key:

*\*required to be completed (typically performed by school psychologists in surrounding parishes)*

*^recommended to be completed if supervisor can locate or has a child on their caseload with specific need*

**Practicum Supervisor Note:** Supervisors will receive 8 CPD's and our appreciation.

## APPENDIX F

### PSYC 754 PRACTICUM SUPERVISOR EVALUATION FORM

*LOUISIANA STATE UNIVERSITY – SHREVEPORT*  
 Department of Psychology  
 Specialist in School Psychology Program  
 Second Year Spring Practicum Evaluation

Practicum Student Name \_\_\_\_\_

University Supervisor Name \_\_\_\_\_

**Competency Ranking Key:**

- 1 – **Basic Level:** Absolute weakness
- 2 – **Emerging Level:** minimal competence and requires intensive teaching, mentoring, and supervision
- 3 – **Entry Level:** adequate competence for a school psychologist entering the field. Will be able to function, but will require effective mentoring and supervision
- 4 – **Advanced Level:** competency is established; will require minimal mentoring and infrequent supervision
- 5 – **Independent Level:** Absolute strength
- ND - Data are insufficient to make a rating at this time.

**I. Data Based Decision Making and Accountability:**

	Rating											
	Midterm					Final						
1. Uses appropriate data to identify the problem	1	2	3	4	5	ND	1	2	3	4	5	ND
2. Uses appropriate data to identify causes and solutions	1	2	3	4	5	ND	1	2	3	4	5	ND
3. Uses appropriate data to measure response to intervention	1	2	3	4	5	ND	1	2	3	4	5	ND
4. Uses appropriate data to determine eligibility	1	2	3	4	5	ND	1	2	3	4	5	ND
5. Knowledgeable about universal screenings and progress monitoring tools	1	2	3	4	5	ND	1	2	3	4	5	ND

**II. Consultation and Collaboration**

1. Ability to interact and establish rapport with children	1	2	3	4	5	ND	1	2	3	4	5	ND
2. Ability to effectively consult with teachers	1	2	3	4	5	ND	1	2	3	4	5	ND
3. Ability to effectively consult with parents	1	2	3	4	5	ND	1	2	3	4	5	ND
4. Effectively communicates with other professionals	1	2	3	4	5	ND	1	2	3	4	5	ND
5. Responds well teaching, feedback, and supervision	1	2	3	4	5	ND	1	2	3	4	5	ND

**III. Interventions and Instructional Support to Develop Academic Skills**

1. Is knowledgeable about reading concerns	1 2 3 4 5 ND	1 2 3 4 5 ND
2. Is knowledgeable about effective instruction	1 2 3 4 5 ND	1 2 3 4 5 ND
3. Has a range of ideas regarding academic interventions	1 2 3 4 5 ND	1 2 3 4 5 ND
4. Is knowledgeable about SLD classification procedures	1 2 3 4 5 ND	1 2 3 4 5 ND

**IV. Interventions and Mental Health Services to Develop Social and Life Skills**

1. Is knowledgeable about behavior management	1 2 3 4 5 ND	1 2 3 4 5 ND
2. Is knowledgeable about functional assessment	1 2 3 4 5 ND	1 2 3 4 5 ND
3. Has a range of ideas regarding behavioral interventions	1 2 3 4 5 ND	1 2 3 4 5 ND
4. Knowledgeable about BD classification procedures	1 2 3 4 5 ND	1 2 3 4 5 ND

**V. Systems Level Services (School-wide, Targeted)**

1. Commitment to effective disciplinary policies	1 2 3 4 5 ND	1 2 3 4 5 ND
2. Promotes school-wide positive behavior supports	1 2 3 4 5 ND	1 2 3 4 5 ND
3. Knowledgeable about multi-tiered models of service delivery	1 2 3 4 5 ND	1 2 3 4 5 ND
4. Knowledgeable about crisis prevention and response	1 2 3 4 5 ND	1 2 3 4 5 ND

**VI. Foundations of School Psychological Service Delivery**

1. Embraces diversity and respects different cultures, values, and belief systems. Appropriately tailors services to the individual learning characteristics of child and family	1 2 3 4 5 ND	1 2 3 4 5 ND
2. Understands the legal basis for educational practices	1 2 3 4 5 ND	1 2 3 4 5 ND
3. Understands research and program evaluation methods	1 2 3 4 5 ND	1 2 3 4 5 ND
4. Understands and adheres to professional ethical principles	1 2 3 4 5 ND	1 2 3 4 5 ND

**Signatures:** Please sign below to indicate that these ratings are, in fact, your own, and that you have provided this evaluation without bias. The university supervisor will share the results with the practicum student and highlight strengths and areas of weaknesses.

**Practicum Supervisor Signature** \_\_\_\_\_ **Date** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Practicum Student Signature** \_\_\_\_\_ **Date** \_\_\_\_/\_\_\_\_/\_\_\_\_

## APPENDIX G PROFESSIONAL WORK CHARACTERISTICS EVALUATION

SCHOOL PSYCHOLOGIST-IN-TRAINING: \_\_\_\_\_ DATE: \_\_\_\_\_

RATER: \_\_\_\_\_ YEAR IN PROGRAM: 1<sup>ST</sup> 2<sup>ND</sup> 3<sup>RD</sup>

*Please rate the student/intern on each item using the scale below based on level of training.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Unacceptable</b>		<b>Acceptable</b>		<b>Target</b>
<b>Needs substantial improvement</b>		<b>Appropriate level for student/intern</b>		<b>Area of strength</b>

Characteristic	Rating (circle one)					
<b>Initiative</b> – initiates activities when appropriate; does not wait to be asked or told to begin an anticipated task.	No	1	2	3	4	5
<b>Dependability</b> – can be counted on to follow through on a task; promptly arrives to classes/meetings; completes work in timely manner.	No	1	2	3	4	5
<b>Time Management/Work Organization</b> – organizes work and manages time effectively.	No	1	2	3	4	5
<b>Problem-Solving/Critical Thinking</b> – thinks critically; effectively analyzes problem situations; conceptualizes alternative approaches & solutions.	No	1	2	3	4	5
<b>Respect for Human Diversity</b> – respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation and other human differences; demonstrates sensitivity and skills needed to work with diverse populations; shows a commitment to child advocacy.	No	1	2	3	4	5
<b>Oral Communication</b> – expresses self orally in an organized and clear manner.	No	1	2	3	4	5
<b>Written Communication</b> – writes in an organized and clear manner.	No	1	2	3	4	5
<b>Attending/Listening Skills</b> – attends to important communications; listens attentively.	No	1	2	3	4	5
<b>Effective Interpersonal Relations</b> – relates effectively to peers, colleagues, faculty, supervisors, and clients.	No	1	2	3	4	5
<b>Teamwork</b> – works well with others; collaborates effectively with others on assignments/projects.	No	1	2	3	4	5
<b>Adaptability/Flexibility</b> – adapts to demands of a situation; is able to “think on feet”; is flexible to deal with changes & challenges; handles crises well.	No	1	2	3	4	5
<b>Responsiveness to Faculty &amp; Supervisors</b> – responds to faculty and supervisor contacts in a respectful and timely manner; open and responsive to supervision & feedback from faculty and supervisors.	No	1	2	3	4	5
<b>Self-Awareness</b> – shows realistic awareness of personal strengths and weaknesses, and impact on professional functioning and relationships.	No	1	2	3	4	5
<b>Professional Identity and Development</b> – identifies with profession of school psychology; presents appropriate personal demeanor; concerned with own professional growth.	No	1	2	3	4	5
<b>Independent Functioning</b> – functions with minimal supervision or independently, when appropriate.	No	1	2	3	4	5
<b>Data-Based Case Conceptualization</b> – uses data to conceptualize cases, generates hypotheses and solutions, & evaluates outcomes.	No	1	2	3	4	5
<b>Ethical Responsibility</b> – adheres to standards of ethical conduct; values research and uses evidence-based practices.	No	1	2	3	4	5

*This form was adapted from Winthrop University School Psychology Program's Professional Work Characteristics Appraisal form and has been adopted with permission.*

## APPENDIX H

### FIRST YEAR SUMMATIVE ASSESSMENT



May 10, 2019

Dear Blank Blank:

Recently, the school psychology program faculty evaluated each student's progress in the areas of coursework and professional dispositions. This letter is intended to provide you with a formal acknowledgment of your accomplishments and, if needed, to raise awareness of any potential areas of concern. A copy of this letter will be placed in your department file for review during future advising sessions. If you have any questions at this time, however, you are encouraged to contact me at your earliest convenience.

In the area of coursework, the committee reviewed your performance in the classroom. Your cumulative GPA is 3.78, which is within the 3.50 – 3.74 range that the SSP program expects its candidates to maintain. Thus, your academic record indicates that you have mastered the high standards for content knowledge and skills.

In the area of professional work characteristics (PWC), the committee rated 17 work characteristics on a scale ranging from 1.00 (area of weakness) to 5.00 (area of strength). Your overall mean PWC rating was 4.22, which exceeds the 3.50 – 3.74 range that the SSP program expects its candidates to maintain. These dispositions include a range of professional behaviors related to initiative and dependability, effective communication, interpersonal skills, and responsivity to instruction. You are encouraged to contact the program director to determine if there are any specific areas that would help you successfully transition from the classroom to a "real world" multidisciplinary field.

Thank you for reviewing this letter. Each semester brings its own unique set of experiences and challenges. Please remember that the school psychology program and the entire department are committed to your professional growth and satisfaction.

Sincerely,

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Kevin M. Jones, PhD  
Director, LSU-Shreveport School Psychology Program



## APPENDIX I POSITIVE IMPACT EVALUATION (PIE) CASE STUDY RUBRIC

PIE	NCSP	Minimal	Developing	Effective
1.1	1.1 1.2	<input type="checkbox"/> Family and child characteristics (age, grade, diversity, history) are not described.	<input type="checkbox"/> Family and child characteristics are described but not factored into decision making.	<input type="checkbox"/> Family and child characteristics are factored into collaborative and shared decision making.
1.2	1.3 2.2 2.3	<input type="checkbox"/> Problem is defined in terms of both current and desired levels of performance.	<input type="checkbox"/> <b>Problem Identification</b> Problem is defined in terms of current and desired levels of performance based on peer norms or local benchmarks.	<input type="checkbox"/> Problem is defined in terms of both current and desired levels of performance, including comparisons to literature-based benchmarks. <input type="checkbox"/> An intervention goal is expressed in terms of level (summative data) and/or growth (formative trend).
1.3	3.1 3.2 3.3 3.4 3.5 4.1 4.2 4.4	<input type="checkbox"/> The problem is conceptualized as a skill deficit, performance deficit, or performance excess. A testable hypothesis regarding the impact of instructional or environmental factors informs the intervention design.	<input type="checkbox"/> <b>Problem Analysis and Intervention Design</b> Intervention design is based on a review of original, empirical research demonstrating efficacy for children who share the same behavioral or learning characteristics as target child(ren).	<input type="checkbox"/> There are data that quantify the functional relationship between the problem identified and the proposed intervention components.
1.4	4.3 4.6	<input type="checkbox"/> Treatment components are described in sufficient detail for replication.	<input type="checkbox"/> <b>Treatment Integrity</b> A treatment script or list of steps is provided and used during treatment sessions.	<input type="checkbox"/> Adequate level of treatment fidelity is reported.
2.1	2.4 4.5 5.1 5.2	<input type="checkbox"/> There is a graph displaying continuous data during baseline and treatment phases.	<input type="checkbox"/> <b>Results</b> There are at least three data points in both baseline and treatment phases.	<input type="checkbox"/> There are a sufficient number of data points to identify level and trend during both baseline and treatment phases.
2.2		<input type="checkbox"/> Scoring procedures are described in sufficient detail for replication.	<input type="checkbox"/> Reliability training was conducted.	<input type="checkbox"/> Adequate level of reliability is reported.
2.3	2.1	<input type="checkbox"/> Multiple measures of risk or diagnostic status were administered.	<input type="checkbox"/> Multiple measures of risk or diagnostic status were used to evaluate positive impact.	<input type="checkbox"/> Multiple measures of risk or diagnostic status indicate positive impact.
3.1	5.3 5.4	<input type="checkbox"/> Baseline data indicate a dual discrepancy (level and trend).	<input type="checkbox"/> During treatment, there is a visible change in level, trend, or variability in the desired direction.	<input type="checkbox"/> Effects of treatment were replicated, or there is evidence of post-treatment generalization or maintenance.
3.2	4.2	<input type="checkbox"/> Stakeholder GAS indicates <i>no</i> improvement (+0.0).	<input type="checkbox"/> Stakeholder GAS indicates <i>some</i> improvement (+1.0).	<input type="checkbox"/> Stakeholder GAS indicates <i>much</i> improvement (+2.0).
3.3	5.3	<input type="checkbox"/> PND indicates negligible (0%-49%) effects. <b>OR</b> <input type="checkbox"/> ES indicates negligible (.00 – .66) effects.	<input type="checkbox"/> PND indicates moderate (50%-69%) effects. <b>OR</b> <input type="checkbox"/> ES indicates an effective intervention (.67 – .99).	<input type="checkbox"/> PND indicates an effective intervention ( $\pm 70\%$ ). <b>OR</b> <input type="checkbox"/> ES indicates at least one (+1.0) SD improvement.

## APPENDIX J GRADUATE EXIT SURVEY

Please select the response that best represents your view of the graduate training experience received in your program across all coursework, practica, internship, and extra-curricular activities (e.g., research, volunteer work, graduate assistantships, student organization, conference participation). To maintain your anonymity, please type in your selections and responses and email this completed form as an attachment to Dr. Yong Dai at [Yong.Dai@lsus.edu](mailto:Yong.Dai@lsus.edu)

<b>Please rate your satisfaction with training in the various domains of professional practice.</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Somewhat Satisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Knowledge of <b>psychological foundations</b> , including normal and abnormal development, exceptionalities, learning theory, social and biological bases of behavior and human and cultural diversity.					
Knowledge of <b>educational foundations and systems</b> , including organization and operations of schools, roles and functions of various professionals in schools, instructional and remedial methods, school and community resources, and service delivery models.					
Knowledge of <b>school psychology</b> as a profession, including foundations of school psychology, role and function, standards and ethics, legislation and regulations, organizations in school psychology, and issues and trends.					
Knowledge and ability needed to provide <b>effective communication and consultation</b> to parents and teachers, including collaboration and teaming, reporting and explaining assessment results, school-home connections, and comprehensive learning supports across home, school, and community settings.					
Knowledge and ability needed to plan and implement <b>data-based problem solving</b> , including such direct and indirect psychoeducational interventions as behavior management, counseling, and consultation for individuals with diverse backgrounds, characteristics, and needs.					
Knowledge and ability needed to plan, implement, and/or utilize <b>research and program evaluation, and technology</b> relevant to the practice of school psychology.					
Development of <b>personal/professional work characteristics</b> needed for effective functioning as a school psychologist, including respect for uniqueness of all individuals, ability to interact effectively with others, adherence to ethical and legal standards, professional decision-making, and professional involvement and development.					

## APPENDIX K

### SCHOOL PSYCHOLOGY ACCOUNTABILITY PORTFOLIO

A1: School Psychology Accountability Portfolio (Year 1, Year 2, Internship)

Target Student(s)	Gr	Diversity	SPS	Target Outcome Measure	Intervention	Tx Integrity %	GAS	ES	PND%
Carissa	3	WH	B	# Correct Comprehension Questions	PLUGIN and RACE	83	2	2.09	63%
Camren	5	AA SPED	F	Decrease in MAZE errors	Repeated Reading + Retell	100	2	0.63	NA
Jamarzia	4	AA SPED	NA	Self-concept	Solution Focused Therapy	100	1	NA	NA
Emma	2	WH	B	Letter Recitation/Identification (upper and lowercase)	Intensive Instruction/Flash Cards	100	1	1.6	66%
Erica	7	WH SPED	B	Appropriate language, Following directions, Respect for authority, and Engagement in learning	Check-in Check-out	72	2	NA	100%
Group Academic Intervention - DHS	2	WH/AA	B	Correct Letter Sounds	Phonics Bingo/Flash Cards	88	1	>3.0	100%
<b>Mean</b>						90.5	1.5	1.83	82.3%

**Notes:**

**Target Student(s), Teacher, School:** Include only first name for students; make sure these are the same names used on Case Log.

**Diversity:** NCLB Race = NA (Native American), AA (African American), WH (Caucasian), AP (Asian-Pacific), HI (Hispanic), MU (Multi-racial), LEP (Low English Proficiency), ED (Economically Disadvantaged), SPED: exceptionality (or suspected of exceptionality). You may, if preferred, further indicate the disability category (e.g., SPED Autism)

**School Performance Score (SPS):** Most recent "grade" of school.

**Target Outcome Measure:** your dependent variable (e.g., correct words per minute, percentage on task) – what was plotted on a graph for progress monitoring decisions?

## APPENDIX L ANNUAL PROGRAM WEAVE ASSESSMENT

PROGRAM: Specialist in School Psychology

ACADEMIC YEAR: \_\_\_\_\_

<b>SSP STUDENT LEARNING OUTCOMES</b>				
<b>Outcome/Objective: Students will be able to...</b>	<b>Measure</b>	<b>Target</b>	<b>Finding</b>	<b>Status (Met/Not Met)</b>
<b>O 1: ...pass the Praxis Exam</b>	<b>M 1: Praxis II Exam</b>	<b>Increase Praxis II Exam passing rate to 100%</b>		
<b>O 2: ...demonstrate content knowledge</b>	<b>M 2: Comprehensive Examination</b>	<b>100% of students will pass the exam.</b>		
<b>O 3: ...administer effective school psychological services</b>	<b>M 3: SSP Case Study Rubrics (PSYC 753/754)</b>	<b>80% of practicum cases will meet NASP standards for data based decision making, earning a score <math>\geq 10 / 20</math> (indicating "effective").</b>		
<b>O 4: Intern Evaluations</b>	<b>M 4: Intern Competency Evaluation (PSYC 788/789)</b>	<b>100% of students will earn a mean rating of <math>\geq 3.0</math> ("competent") out of 5.0 on internship supervisor's final evaluation.</b>		
<b>O 5: ...demonstrate comprehensive skills</b>	<b>M 5: Graduate Survey</b>	<b>Student ratings of skill acquisition in major domains will be <math>\geq 3.41</math> ("satisfied") out of 5.0.</b>		
<b>O 6: ...demonstrate positive effects for services with K-12 students</b>	<b>M 6: Summary Statistics (PSYC 753/754/788/789)</b>	<b>90% of intervention cases will produce "effective" (ES <math>\geq .67</math>) outcomes.</b>		

### **School Psychology Teaching Faculty**

Kevin Jones, PhD  
Louisiana State University

Lee Purvis, PhD  
University of Florida

Steven Powell, PhD  
Oklahoma State University

Katherine Wickstrom, PhD  
Louisiana State University

### **Additional Faculty on School Psychology Training Committee**

Yong Dai, PhD  
Brigham Young University

Mary Margaret Lusk, PhD  
Mississippi State University

Kacie Blalock, PhD  
Director, Masters in Counseling Program  
University of Wisconsin - Madison

Barzanna White, PhD  
Lead School Psychologist, Caddo Parish School Board  
University of Tennessee