

**SOUTHERN
CONNECTICUT
STATE
UNIVERSITY**

**COUNSELING AND SCHOOL
PSYCHOLOGY DEPARTMENT**

**SCHOOL PSYCHOLOGY FIELD
PLACEMENT MANUAL**

SPRING 2012



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INTRODUCTION

This manual is designed to be a guide to Practicum and Internship in School Psychology for both the student and field supervisor. It is divided into three primary sections:

- Information in the first section pertains primarily to, and therefore is written to, students in the SCSU School Psychology Program.
- Information in the second section is primarily intended for the school district supervising psychologist.
- The appendices contain examples of the numerous forms used to account for student hours, evaluation of the student and the field site, etc.

At the end of this manual are several forms that will be needed during the course of your practicum and internship experiences.

Both the student and the field-site supervisor should be thoroughly familiar with all the information contained in this manual. While the University strives to keep this up to date, some changes may be put in place prior to a new manual being issued.

Field Experiences in School Psychology

An important component of training is the application of the knowledge and skills acquired through course work in the school setting. Both the state of Connecticut and the various accrediting agencies require that school psychologists participate in field experiences for certification. There are two field experiences:

Practicum: The practicum experience is distinct from the internship and is designated as a field-based orientation to school psychology. It serves to orient students to the climate and culture of the public school, regular and special education, and the specific role and function of the school psychologist. Practicum consists of no less than 400 hours of supervised experience, and may be completed in one or two semesters.

Internship: The internship experience is a culminating experience designed to place graduate students in the role of the school psychologist under the supervision of a certified school psychologist. The internship is an intense and diversified experience as compared to the practicum placement, consisting of no less than 1200 hours (to satisfy NASP accreditation standards) and no less than 10 school months (to meet current Connecticut State certification regulations). The Internship must occur in the final semesters of the student's planned program. The SCSU program strongly recommends that the experience be completed in two semesters.

Effective July 1, 2010, Connecticut law requires all students in teacher/educator certification programs to undergo state and national criminal history background checks before participating in school-based field experiences. The procedures for obtaining background checks and the length of time they are valid will be established by the State Department of Education and cannot be altered. You will be responsible for the cost of the background check and will be provided with the necessary consent forms and other documents needed to conduct it. As part of the background check, you will need to be fingerprinted. If you fail to pass the background check, you may be unable to complete your chosen degree program at Southern Connecticut State University. The University will not be responsible for your inability to complete your chosen degree program.

GENERAL INFORMATION

Continuity of experience

The practicum and internship, combined, represent a critical part of the School Psychology Program training, and are meant to be integrated experiences. For that reason, it is presumed that these experiences, whether completed part-time or full-time, occur within a time span not to exceed six academic semesters.

Students who complete their practicum experience must begin their internship within the next two semesters, or they will have to repeat the practicum.

Selection of field sites

Each fall semester a mandatory meeting is held for the students entering practicum the following spring semester. Students should watch the bulletin board for notice of this meeting. Sites will be selected in order to maximize the learning potential of the student. While students may independently inquire about placement from a school district, final placement decisions rest with the School Psychology Program faculty, and are highly dependent upon the field site's ability to provide the experiences and supervision required to meet the training goals.

The following factors will be used to determine field placements; these are listed in order of priority, with the first factor having the greatest weight:

1. **Faculty appraisal of the student's needs.**

This is the single most important factor. The CSP faculty is in the best position to evaluate and discuss with the student the critical components necessary to meet the student's current training needs.

2. **Faculty knowledge of the placement site.**

Faculty must be convinced that the site selected will contribute in a positive and substantial way to the student's professional development, and that the site has the resources to provide the type of training experiences needed.

3. **Placement site philosophy and goals.**

The administration at the site must strongly endorse the training function that the staff member(s) will provide. The philosophy and goals of the site must be consistent with that of the CSP Department. Students must have access to a full range of practice experiences, including the ability to work with a diverse student population and with the most challenging of cases. The field site must strive to provide the "best practices" in its area.

4. **Support for the student.**

Field sites are expected to support the student to the maximum extent that they can. This includes:

- Provision of a modest salary or other monetary stipend;
- Payment for and granting release time for local, regional, and national conferences for the student;
- Provision of adequate physical facilities such as office space, phone and computer, secretarial services, etc.;

- Granting of release time for the student to attend classes and other essential meetings and functions at the University and/or for participation in professional groups and organizations.

5. **Convenience for the student and faculty.**

Placement decisions will consider the convenience for both supervising faculty and the student. Inasmuch as the student will concurrently be enrolled in field Seminar courses, preference will be given to those sites in relative proximity to the SCSU campus, or other sites proximate to where the Seminar is being held. While student travel time will certainly be considered, the faculty members have a professional obligation to guide the student based on professional training needs. The supervising faculty member:

- has the right to reject a placement that is deemed to be beyond reasonable travel distances for that faculty member;
- has the right to accept a placement that is distant but offers an exceptional training opportunity.

Students can anticipate that they will be required to have an interview with their prospective field site(s). This interview should be taken very seriously and approached in the same manner as a professional interview for a position in the field of school psychology. The interview should serve as an opportunity for graduate interns to evaluate whether or not the site would serve their individual professional training needs. The following two pages present an outline of suggested issues / areas that the student may wish to explore in this interview. Knowing the answers to these questions will help students make a more informed placement decision. These questions will be discussed more fully at the mandatory meeting for students about to enter practicum.

The following are some points that the student should take into consideration when making a decision about where they will complete their field studies. As a graduate student interviews prospective sites, s/he should try to understand the system and what they intend to provide the intern, using the following questions and items as a guide.

Areas for student to explore in interview for Practicum / Internship placement

1. **Model of school psychology being practiced:**

- Does the model of school psychology service delivery being practiced in this site conform to “best practices”?
- Will a field student obtain experiences at all age / grade levels?
- Will a field student be able to work with a diverse population of students (cultural / disabilities / educational needs)?
- Will the system support a field student’s involvement if parents are concerned about having an intern work with their child?

2. **Support from administration - both local and system:**

- Will there be a stipend offered?
- What provisions will be made for working conditions/facilities: office space, clerical, testing supplies?
- Will there be support for in-service/workshops - release time and payment of workshop fees?

3. **Assessments:**

- Will the field student be provided with timely opportunities and a sufficient number of students in the school district to assess, such that s/he can meet assessment course requirements?

- Will the field student be provided with both triennial as well as initial evaluations as training progresses?
- Will provisions be made for the intern to be observed while conducting testing? Will the intern be provided opportunities to observe the school psychology supervisor administering evaluations?
- Does the district allow for flexibility or utilize a "standard battery" for all triennials?
- Does the school psychologist have major input regarding the nature of the assessment and choice of batteries to be conducted?
- Are the assessments completed linked as much to intervention as to diagnosis?

4. Reports:

- Will the field student be allowed to write the type and style of report taught at SCSU?
- Will the field site support and emphasize integration of assessment findings?
- Will the written report be based on the broader conceptual view of the child, rather than on a test-by-test basis?

5. Counseling:

- To what extent does the supervising school psychologist engage in counseling and is he/she comfortable in the supervision of counseling?
- Will the field student be permitted to have several students assigned to him/her for counseling in both individual and group settings?
- Will the school district permit audio-taping of counseling sessions for review by both university and field supervisors?

6. Consultation and Collaboration:

- Does the school system have a strong consultation/collaboration model in place?
- Will the field student be able to become a member of a pre-referral intervention team?
- What efforts has the school district undertaken to strengthen home-school collaboration?

FIELD SUPERVISOR / SCHOOL SYSTEM REQUIREMENTS AND EXPECTATIONS

Considerations for school psychology practitioners who wish to collaborate with SCSU in providing field supervision

1. Reasons for wanting to do field supervision:

- A feeling of genuine commitment to the field
- Belief in SCSU's program and its goals
- A desire to share in our mission to train excellent school psychologists
- A desire to collaborate with SCSU knowing our model relies much more heavily on field site supervisors than other programs
- Knowledge that the school system is able to provide exposure to a diverse student population (cultural / disabilities / educational needs) and understanding how that may benefit field students
- Knowledge that the state of Connecticut and NASP emphasize CPD - this provides an opportunity for the supervisor to learn

2. Willingness to commit the time necessary to provide quality supervision

The worst reason to take an intern is because a professional school psychologist and/or the system are overwhelmed with work and need an additional person to help out. Being a field supervisor is a significant commitment, and takes time, commitment and planning.

3. **Personal characteristics that promote quality supervision:**
 - Belief that a professional psychologist has had solid training & experience
 - Previous supervisory experience
 - An NCSP designation, or significant recent continuing professional development
 - Comfort in allowing a field student to "shadow" you throughout a professional day
 - Comfort in allowing a student opportunity to provide a full range of services, especially with more challenging cases
 - A willingness on the part of the supervising psychologist to view oneself as both a model and a learner in the supervision process
 - An openness to new ideas and concepts
 - An appreciation of the knowledge that school psychology is a dynamic and changing profession, and a desire to be a part of this change
 - A belief that a field-site supervisor can release him/herself from the role of an expert with all the answers, even after many years of practice to allow for collaboration
 - A genuine interest in improving the practice of school psychology
4. **Overall view of the role of school psychologist:**
 - As a problem solver: knowledge that any psychologist cannot teach all skills
 - Application of scientific method of inquiry
 - Willingness to stop, think, ask questions at all stages of our work;
 - Flexibility in approach toward how to handle cases, write reports, etc.

5. **Psychological Reports:**

SCSU students take a rigorous 5-course sequence in psychological assessment. In addition to mastering different assessment instruments, the focus of training is on being able to conceptualize and write comprehensive, understandable and integrated psychological reports. More so than in other areas of practice, field experiences have regrettably not only failed to help the student rise to levels of proficiency in report writing, but have in fact held back the training efforts of SCSU. Systems have mandated that students' psychological reports conform to practices that are in direct conflict with best practices and the educational goals of the student's graduate assessment courses.

Field supervisors and training districts must allow students to write reports as per their graduate course requirements. If a field supervisor or system mandates a specific format or language for psychological reports, *it is the responsibility of the field supervisor, and NOT the student, to re-write the report to conform to that model.*

6. **SCSU prefers supervisors who:**

- Are NCSPs
- Continue to engage in significant Continuing Professional Development activities
- Are members of both CASP and NASP
- Are active in either CASP or NASP

7. **Training Activities vs. Professional Function - role clarification**

Numerous activities that employed school psychologists elect to perform are outside of the realm of training. For example, many school psychologists assist with bus duty, lunch room supervision, clerical tasks associated with group testing, etc. This is usually done in a spirit of collegial sharing of activities, although most professionals admit that they would prefer not to be involved in these activities because of their overwhelming work load, and the fact that these activities often place school psychologists in a potentially conflicting role – e.g., the need to discipline a student who may soon be referred for evaluation or counseling.

It is the SCSU School Psychology Program's position that these are not appropriate training activities for our students. There is no professional skill set that these duties require, and they potentially place the intern (who is already trying to take on the mantle of a full professional) in a very awkward position. Therefore, SCSU students are not to be assigned this type of activity / duty.

8. Field supervisors are welcome to attend the Practicum/Internship Seminar on campus.

Contractual and other obligations

The placement agency must provide appropriate support for the field experiences including: (a) a written agreement specifying the period of appointment and any terms of compensation, including expense reimbursement ; (b) a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for the supervising psychologist for supervision; and (e) a commitment to the placement as a diversified training with experience at all grade levels

The school district, as well as the individual supervisor, must make a strong commitment to this training effort. This includes the provision of a thorough orientation for the student, including a complete review of the site's policies, standards, and practices. Practicum students and interns shall be treated as professional staff: and, as such, should be provided supportive work environments, adequate supplies and materials; encouraged to participate in committees; and given release time to attend classes and other professional workshops, meetings, etc. **The student's primary commitment is to their educational program. If scheduling conflicts arise between field placement and university obligations, students are expected to honor their obligation to the university.** The practicum student / intern is a graduate student first and foremost, not an employee of the school district.

Field supervisors may supervise no more than two school psychology students at any time.

Supervisors must be willing to provide students with ample opportunities to have the variety of experiences associated with the practice of school psychology. The exposure to a diverse student population is particularly critical. The supervisor is expected to directly observe the student in all aspects of training that are to be evaluated, and to periodically review their progress. **Supervisors must provide at least two hours per week of direct supervision** of each intern (one hour per week for each practicum student) to monitor and review the experience and to supervise any cases that have been assigned. The school district must be willing to provide the supervising psychologist with the appropriate release time to provide this supervision. Supervisors must be willing to attend supervisory meetings and/or other professional development programs on campus each semester.

Officials at the field placement site have the right to terminate the relationship for reasons of unsatisfactory performance. In the event of such an occurrence, it is the responsibility of the site to document the nature of these problems carefully and fully. The university must be apprised of any concerns as soon as they are apparent. The student must have been provided with early feedback about the nature of any of these concerns, and an opportunity to improve his/her practices. If termination should be necessary, the student will be required to receive the approval of the SCSU School Psychology Program faculty in order to continue their placement in an alternative setting.

While the authority for providing graduate credit and grades rests primarily with the university faculty, primary responsibility for intern supervision rests with the appropriately credentialed field-based practitioner/supervisor.

ORIENTATION ACTIVITIES FOR THE STUDENT

We hope that the following will help the graduate field student to orient to the educational system and school psychological services.

I. General Considerations:

While there are several standard training objectives of the field experiences, each graduate student has unique strengths and needs. It would be extremely helpful, and is highly recommended; to have an initial meeting to discuss the supervisor's expectations and to learn what the student wishes to learn from this critical field experience.

II. Administrative Considerations:

1. Clarify work days/hours. Practicum students are expected to attend at least four days per week; Interns are expected to attend five days per week unless completing the internship on a part-time basis.
2. Clarify length of field experience (Practicum students: university calendar; Interns: public school calendar).
3. Establish specific times for supervisory conferences (practicum students: minimum of 1 hour per week; interns: minimum of 2 hours per week). During this time field supervisors will be asked to verify/sign field student's weekly activity log. The log is an excellent way to discuss the field experience, and will aid both the field site supervisor and the university in evaluating the scope of the graduate student's experiences.
4. Assign office space (desk, phone, mailbox, keys if necessary). Supervisor should be sure to put a sign with the intern's name on the office door. Assigning a mailbox is critical: 1) staff will see the name there; 2) the student should receive (and read!) all staff notices. Provide the student with a complete staff list, and a map of the school building.
5. Explain clerical system (filing system, access to files, who will type reports, etc.).
6. Introduce the field student to the school staff. How this is done will depend on the particular preferences of the field supervisor and the structure of the school. Here are some suggestions from both students and supervisors:
 - a. Send a memo to all staff in the school(s) where the field student will work, notifying them of the student's presence. This could include a brief description of the graduate student's educational and professional background.
 - b. Have the principal introduce the graduate student at a staff meeting.
 - c. Take the graduate student intern on a "grand tour" of the school, making introductions en route.
7. Be sure to alert the student to any summary/evaluative material you will want from her/him at the end of the semester that would be in addition to that required by the university. The student's activity logs will give a quantitative summary of their work.
8. You will be asked to do a more formal evaluation of the student at both mid-semester and the end of each semester on the approved SCSU form.

III. Orientation to the System

Provide the school psychology graduate student with the opportunity to learn the following:

1. Special education population: number of students, types of disabilities, approximate percentages of each type
2. Number, types and locations of in-district special educational programs
3. Numbers and of types of students placed out and where
4. Psycho-educational tests available within the system, and which specialists administer which tests
5. Location and contents of a professional library if such exists
6. Community resources available for children with special needs (e.g. where one would refer for individual counseling, for emergency psychological services, alcohol/physical abuse/pregnancy/rape intervention, etc.).
7. Provide the student with an official (board-approved) job description for the school psychologist. What duties are specified?

IV. Referral / Evaluation Process

Acquaint your student with your system's referral process and their role in it:

1. How are referrals for psychological services generated?
2. Who decides on appropriateness, and how?
3. Need for written parental permission for evaluations.
4. How will use of an intern be explained to parents? Do parents have the right to refuse use of an intern?
5. Time guidelines for completing evaluations.
6. Psychologist's professional latitude in determining tests to be administered.
7. Procedure for sharing results: parent/staff conferences; pre-PPT conferences, PPT meetings, follow-up meetings with children and/or families.

We hope these suggestions will help with the orientation process with your graduate field student. Please feel free to contact the School Psychology Program Coordinator with any specific questions you might have about the field placement or any of the requirements.

Your graduate field student may be asking you to complete the form on the next page.

**SOUTHERN CONNECTICUT STATE UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM**

FIELD SUPERVISOR INFORMATION FORM

Name: _____

System: _____

1. Master's Degree:

Institution: _____

Date Granted: _____ Major: _____

2. Specialist Degree:

Institution: _____

Date Granted: _____ Major: _____

3. Doctorate:

Institution: _____

Date Granted: _____ Major: _____

4. Certification Status:

Connecticut

Current Level (circle): Initial Provisional Professional Educator

Expiration date of Certificate: _____

National (NCSP): Yes _____ Renewal date: _____

 No _____ (Please complete item #6)

Other certifications / Licenses:

Area(s): _____

Expiration Date(s): _____

5. Currently a member of:

CASP Yes _____ No _____

NASP Yes _____ No _____

6.If not a Nationally Certified School Psychologist, please complete the next page of this form.

Summary of Professional Development Activities

Please summarize your professional development activities relevant to school psychology for the previous five years, beginning with the most recent year.

Year: _____

Date	Topic	Source	Hours/CEUs

Year: _____

Date	Topic	Source	Hours/CEUs

Year: _____

Date	Topic	Source	Hours/CEUs

Year: _____

Date	Topic	Source	Hours/CEUs

Year: _____

Date	Topic	Source	Hours/CEUs

Example:

Date	Topic	Source	Hours/CEUs
May 2002	Interventions for ADHD	SERC workshop	4.0 hrs / .4 CEU

INTERNSHIP

Student Eligibility:

Students must be declared eligible for Internship by the SCSU program faculty. In addition to prerequisite course work, students must meet the Program Continuation Criteria as specified in the Student Handbook. Students must demonstrate interpersonal, communication, clinical, organizational and other skills sufficient to indicate likely success in meeting the internship requirements. Once placed, interns will be expected to make noticeable progress in attaining practitioner competencies, and make ongoing positive and professional contributions to their sites during the internship. All placements must be approved by the School Psychology Program Coordinator.

REQUIREMENTS AND EXPECTATIONS

The internship plan and calendar will be arranged collaboratively between the university, the public school supervisor, and the student. The internship may be completed in one year, or extended for up to four semesters. The minimum number of hours required for internship is 1,200 clock hours; however, any student attaining this number of hours during a semester must continue their internship commitment at least until the end of that semester and any additional time required for certification. Students must maintain a log of their activities, which is to be reviewed and signed by the field supervisor. Students must be enrolled in and attend an internship seminar during each semester they are in internship placement.

Full time internship: conducted over two continuous semesters. Students beginning in the Fall semester must be available to begin their internship on the starting day for regular staff in the district. Students beginning in the Spring term must begin their internship on the day the school system returns from holiday vacation. Students electing the full-time internship option, which is the highly recommended by the faculty, should enroll in CSP 652 for each of the two semesters of their internship experience. Unless there is a special documented circumstance approved by the Program Coordinator, all interns are full-time at the field site.

Part-time internship: conducted over either three or four academic semesters. Students must spend a minimum of two and one-half days per week on site; starting days are the same as for full-time placement (see above). Students electing this option must enroll in CSP 652 during each of the semesters of their internship experience. The student will earn up to a total of 12 credits for this experience, even though only six are required for certification. These credits will be added onto the planned program; they will not be a substitute for other required courses or electives.

Field Site Supervisor:

School Psychologist field supervisors must be appropriately certified and highly qualified school psychologists. Strong preference will be given to those who are Nationally Certified; others will be expected to provide the university with professional development activities within the last 5 years.

University Supervisor:

One faculty member will be designated as your university supervisor. Supervision will be provided through regular Internship Seminar class meetings, individual meetings on campus, and phone calls and/or visits to your school district.

Internship activities:

The internship should provide each field student with all the experiences needed to prepare each intern for professional practice. Listed below are the major activities to engage in; ideally, your site will provide you with numerous other activities that will enhance your training. *If at any point you feel that you are not getting the experiences, or the supervision, that you require, it is imperative that you speak to your university supervisor.*

Assessment:

Graduate internship field students should be provided with ample opportunity to evaluate children and youth with a wide range of learning, behavioral, and social/personal problems. These assessments may be traditional normative psychological evaluations, or may be curriculum based, ecological, or any combination thereof.

- Assessment will involve clear delineation of the referral problem, and will offer responses to questions generated by the problem.
- Field students will respond to new referrals as well as triennial evaluations.
- Field students will have ample opportunity to present their assessment data at Child Study and/or PPT meetings.
- Field students will obtain experience with children with low incidence disabilities as well as routine referrals for learning or behavioral problems.

Consultation / Collaboration:

- Field students must engage in consultation activities
- Field supervisors will assist graduate students in understanding the difference between consultation and other intervention-based planning activities
- Field students will be asked, as part of their course requirements, to videotape consultation interactions with their consultees. Field supervisors are to assist the student by discussing the course objectives with them, and helping them to select an appropriate consultee.

Counseling / Mental Health:

- Field students will individually counsel a minimum of one student at all times.
- Field students will prepare appropriate goals and objectives for each counseling case.
- Field students will serve as co-leaders (with their supervisor or other appropriate staff member) in group counseling and/or classroom affective activities.
- Field students will maintain counseling logs, tracking progress toward established goals and objectives for each child/youth being counseled.
- Field students will meet with the parent(s) of children whom they counsel.
- Field students will prepare audiotapes of their counseling sessions for review by the university supervisor.

Intervention / Effective Instruction

- Field students will design intervention strategies directly related to a referral question.
- Field students will demonstrate their skills in implementing intervention techniques.
- Field students will demonstrate competence in evaluating the effectiveness of their intervention strategies and techniques.
- Field students will work with teachers to modify intervention strategies as needed.

Additional Activities / Training Goals:

Consistent with the Domains of Practice as outlined in the most current version of the NASP Blueprint for Training and Practice, students are expected to be provided with the opportunity for growth in all eleven NASP domains. Student evaluation forms will measure progress in all areas. If a system is unable to provide these experiences, it is imperative that the student and supervisor bring this to the university's attention.

Activity Logs:

- Graduate field students are required to keep activity logs that help determine the amount and diversity of the school psychology experiences. The logs serve as verification of the field experience for credentialing as a school psychologist. They are an important part of your field experiences.
- Logs should be completed from the very first day of your internship, and during those times the university is not in session. Field students should submit logs no less than every two weeks. During inter-session logs can be mailed, including electronic mail, to the university supervisor.
- Field students should use their logs as a basis for discussion of their experience with their field supervisor. This will provide an excellent opportunity to evaluate the nature of the field student's placement. Activity logs will be used as a basis for discussion of the placement when university supervisors visit internship sites. Although they will be returned, copies of all logs should be maintained by the field student, as a back-up system. Turn in the original, not the copy. Please ensure that logs have a field supervisor's original signature and date.

Evaluation of the Student:

Field site supervisors will complete **an evaluation of the student, on the approved University form**, at mid-semester and at the end of each semester. Field supervisors must review their appraisal with the student, and use this discussion to plan future activities and areas for student growth. Evaluations will be turned in to your University supervisor.

Liability Regarding Practicum and Internship Students:

Connecticut has enacted legislation that limits the liability of field work students, and their field and university supervisor (PA 78-54). The SCSU faculty, and common-sense practice, suggests that upon entering the field studies, students should strongly consider taking out professional liability insurance, which is available through NASP and is reasonably inexpensive.

STATE OF CONNECTICUT
PUBLIC ACT NO. 78-54

An Act Concerning Liability for Student in Field Placement Programs

Be it enacted by the Senate and House of Representatives in General Assembly convened: Subsection (a) of Section 10-235 of the general statutes, as amended by section 24 of public act 77-573, is repealed and the following is substituted in lieu thereof:

(a) Each board of education shall protect and save harmless any member of such board or any teacher or other employee thereof or any member of its supervisory or administrative staff, and the state board of education, the board of higher education, the board of trustees or each state institution and each state agency which employs any teacher, and the managing board of any public school as defined in section 10-161, shall protect and save harmless any member of such boards, or any teacher or any employee thereof or any member of its supervisory or administrative staff employed by it, from financial loss and expense, including legal fees and costs, if any, arising out of any claim, demand suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to or death of any person, or in accidental damage to or destruction of property, within or without the school building, or any other acts, including but not limited to infringement of any person's civil rights, resulting in any injury, which acts are not wanton, reckless or malicious, provided such teacher, member or employee at the time of the acts resulting in such injury, damage or destruction, was acting in the discharge of his duties or within the scope of his employment or under the direction of such board of education, the board of higher education, board of trustees, state agency, department of managing board. For the purposes of this section, the terms "teacher" and "other employee" shall include any student teacher doing practice teaching under the direction of a teacher employed by a town board of education, any volunteer approved by a board of education to carry out a duty prescribed by said board and under the direction of certified staff member, (and) any member of the faculty or staff or any student employed by the University of Connecticut Health Center or health service and any student enrolled in a supervised program of field work or clinical practice which constitutes all or part of a course of instruction for credit by a constituent unit, provided such course of instruction is part of the curriculum of a constituent unit, and provided further such course (1) is a requirement for an academic degree or professional licensure or (2) is offered by the constituent unit in partial fulfillment of its accreditation obligations.

Certification

1. Levels; Eligibility requirements

There are three levels of certification for school psychologists in Connecticut: Initial, Provisional, and Professional. Upon completion of the program, students are eligible for the Initial Educator Certificate. Upon successful completion of the first year of full time practice, one may apply for the Provisional Certificate. The Professional Educator Certificate requires a minimum of three years of full-time practice under the Provisional certificate.

2. Initial Educator Certificate

In order to be considered for certification, the State of Connecticut requires that students have obtained their Master's degree, and have completed a minimum of 45 graduate credits in school psychology and an internship. It is the student's responsibility to complete the necessary forms to initiate the application for this certification. The process is initiated through the records office at the university.

School Psychology
August 6, 1998-June 30, 2003 (still in effect)

Sec. 10-145d-559. When Required

This certificate is required for anyone serving in the employ of a board of education as a school psychologist.

Sec. 10-145d-560. Initial educator certificate requirements

- (1.) To receive an initial educator certificate to serve as school psychologist, the applicant shall meet the following requirements, in addition to meeting the assessment requirements, as appropriate:
 - 1 Hold's a master's degree;
 - 2 Has completed, as part of or in addition to the master's degree, at least 45 semester hours of graduate credit ion a planned program in school psychological services as attested to by an approved institution;
 - 3 Presents the recommendation of the preparing institution, which shall be based upon evidence of knowledge, skills and understandings gained from study to be distributed among each of the following:
 - a. Evaluation techniques, including observation, clinical appraisal and testing, and integration and interpretation of data;
 - b. A supervised practicum or field work experience with school age children;
 - c. Characteristics of and programs for exceptional children;
 - d. Human growth and personality development and the implications of individual differences among normal and exceptional children for the planning of educational programs;
 - e. Individual and group counseling skills, modification of behavior techniques and interviewing skills; and
 - f. Learning theories as applied to the teaching process;
 - 4 Has completed, in addition to the supervised practicum or field work experience, an internship consisting of 10 school months or its equivalent in a period not to exceed 20 school months, of supervised experience in a school setting under the supervision of a certified school psychologist, the local school system and the preparing institution; and

- 5 A course of study in special education comprised of not fewer than 36 clock hours which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in regular classrooms.
- (2.) If all other requirements except the internship are met in an approved program for the preparation of the school psychologist, an initial educator certificate may be issued and reissued once, except as otherwise provided in Section 10-145d-427, on the following conditions:
- 1 That the internship is supervised jointly by a certified school psychologist and the preparing institution and is in a school setting approved by the preparing institution;
 - 2 That the intern is concurrently registered in an approved program for the preparation of school psychologists during the period of initial educator certification. At the expiration of the initial educator certification period, the provisional educator certificate may be issued only upon recommendation of the preparing institution in accordance with Section 10-145d-408; and
 - 3 That the internship be completed in conjunction with such BEST program for school psychologist as may have been made available by the Board.

Mental Health / Prevention (2.7):

Nature of Student's Problem Indicate Individual or Group; Classroom	IEP Mandated (Y / N)	Age	How Outcomes Evaluated:

Effective Instruction / Interventions (2.3, 2.4):

Focus / Activity	How Assessed	Outcome Effective?

School System / Organizational (2.6) Student Diversity (2.5) Research / Prog Eval (2.9)

Home / School Collab. (2.8) Practice / Dvlpmnt (2.10) Information Technology (2.11)

Supervisor Signature: _____ **Date:** _____

FIELD PLACEMENT INFORMATION FORM

Internship: I II III IV	Practicum: I II	Semester: Fall Spring	Year:
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NAME _____

ADDRESS _____

Home Phone:	Work Phone:
Mobile Phone:	E-mail address:

SCHOOL SYSTEM _____

SCHOOL ADDRESS _____

PRIMARY SUPERVISOR _____

SUPERVISOR'S E-MAIL ADDRESS _____

STIPEND PROVIDED?	NO	YES Amount:
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SCHEDULE:

<u>Day</u>	<u>School</u>	<u>Supervisor</u>	<u>Phone</u>
Monday	_____	_____	_____
Tuesday	_____	_____	_____
Wednesday	_____	_____	_____
Thursday	_____	_____	_____
Friday	_____	_____	_____

**Southern CT State University
Practicum / Intern Evaluation Form**

Student: _____ **(circle:)**
Field Supervisor: _____ **Mid-Term Evaluation**
Semester / Year: _____ **Final Evaluation**

Evaluation Scale:

- 1** Needs Substantial Improvement; Student's skills reflect insufficient mastery in this area; Student needs additional course- or field-based instruction in this skill
- 2** Needs Some Improvement; Plans should be made to assure student gains extra practice in this skill prior to leaving the program
- 3** Satisfactory; Student's skills in this area are adequate for practice in schools; Student should continue to practice this skill under professional supervision
- 4** Competent; Student is competent at his/her level of training
- 5** Attaining Autonomy. Student's skills in this area are strong enough to allow autonomous functioning
- N/A** Not applicable; not able to rate this at this time.

Attitudes & Personal Characteristics

Student presents an appropriate professional appearance.	1	2	3	4	5	N/A
Student meets difficult situations with self-control.	1	2	3	4	5	N/A
Student communicates and listens effectively with others.	1	2	3	4	5	N/A
Student accepts constructive criticism.	1	2	3	4	5	N/A
Student shows concern, respect and sensitivity for the needs of staff and students.	1	2	3	4	5	N/A
Student is able to relate well to children.	1	2	3	4	5	N/A
Student displays initiative and resourcefulness.	1	2	3	4	5	N/A
Student shows evidence of continued self-evaluation.	1	2	3	4	5	N/A

Integrity & Professional Responsibilities

Student observes scheduled hours and appointments at assigned school(s).	1	2	3	4	5	N/A
Student is prompt in meeting deadlines, responding to referrals, and handing in written reports.	1	2	3	4	5	N/A
Student establishes appropriate work priorities and manages time efficiently.	1	2	3	4	5	N/A
Student keeps supervisors and administration informed of important events related to students.	1	2	3	4	5	N/A
Student uses and applies feedback from	1	2	3	4	5	N/A

supervision in a productive manner.

Student consistently follows through when additional action is needed. 1 2 3 4 5 N/A

Student is demonstrating responsibilities commensurate with his/her level of competence (i.e. student does accept responsibilities that exceed his/her level). 1 2 3 4 5 N/A

Student maintains visibility and accessibility within assigned school(s). 1 2 3 4 5 N/A

Domain 2.1: Data-Based Decision Making Skills

Student demonstrates data-based decision making skill in the following areas:

a) observations (student, classroom, etc.) 1 2 3 4 5 N/A

b) interviewing (students, teachers, parents, etc.) 1 2 3 4 5 N/A

c) behavioral assessments 1 2 3 4 5 N/A

d) curriculum-based measures 1 2 3 4 5 N/A

Student can evaluate the components of environments that facilitate or impede learning and/or behavioral changes. 1 2 3 4 5 N/A

Student demonstrates knowledge of methods to link assessment results with interventions. 1 2 3 4 5 N/A

Student demonstrates use of data to design and implement effective interventions. 1 2 3 4 5 N/A

Student can evaluate the outcomes of intervention services. 1 2 3 4 5 N/A

Student uses appropriate assessment instruments that are directly related to the identified problem. 1 2 3 4 5 N/A

Student accurately analyzes and interprets test results in a meaningful and thorough fashion. 1 2 3 4 5 N/A

Student displays accuracy in administering tests. 1 2 3 4 5 N/A

Student displays accuracy in scoring tests. 1 2 3 4 5 N/A

Student is sensitive to cultural, experiential and linguistic differences. 1 2 3 4 5 N/A

Student is effective in presenting assessment results in Child Study and PPT meetings. 1 2 3 4 5 N/A

Domain 2.2: Consultation and Collaboration

Student establishes effective collaborative relationships with teachers and other school personnel. 1 2 3 4 5 N/A

Student demonstrates knowledge and skill in behavioral, mental health and collaborative consultation. 1 2 3 4 5 N/A

Student demonstrates effective consultation/collaboration skills with individuals of diverse backgrounds and characteristics.	1	2	3	4	5	N/A
Student demonstrates the skills necessary to facilitate communication and collaboration.	1	2	3	4	5	N/A
Student demonstrates the ability to present and disseminate information to diverse audiences.	1	2	3	4	5	N/A
Student serves effectively as a liaison for school and parents.	1	2	3	4	5	N/A
Student uses a data-driven approach to evaluate the effectiveness of consultation strategies.	1	2	3	4	5	N/A

Domain 2.3: Effective Instruction & Development of Cognitive/Academic Skills

Student shows awareness of current information and research about curriculum and instruction.	1	2	3	4	5	N/A
Student demonstrates awareness of effective instructional strategies.	1	2	3	4	5	N/A
Student is aware of alternative instructional methodologies for students with diverse strengths and needs.	1	2	3	4	5	N/A
Student is able to link assessment information to the development of instructional strategies to meet children's individual learning needs.	1	2	3	4	5	N/A
Student is able to assess and monitor children's progress towards obtaining goals, albeit academic, emotional, or behavioral, within the classroom setting.	1	2	3	4	5	N/A

Domain 2.4: Socialization and Development of Life Skills

Student demonstrates knowledge of: a) developmental processes in behavioral, social, affective and adaptive domains.	1	2	3	4	5	N/A
b) principles of assessment of behavior and behavioral change.	1	2	3	4	5	N/A
c) socialization and life skills of children with diverse abilities, disabilities, strengths and needs.	1	2	3	4	5	N/A
d) direct and indirect intervention strategies for use with children with diverse backgrounds and experiences.	1	2	3	4	5	N/A
Student can use and apply the aforementioned knowledge to: a) develop behavior management intervention strategies.	1	2	3	4	5	N/A

b) develop individualized counseling techniques.	1	2	3	4	5	N/A
c) foster appropriate student behavior.	1	2	3	4	5	N/A
d) optimize instructional environments.	1	2	3	4	5	N/A
e) reduce factors that negatively impact children's learning and behavior.	1	2	3	4	5	N/A
f) assess treatment integrity.	1	2	3	4	5	N/A

Domain 2.5: Student Diversity in Development and Learning

Student has knowledge of individual differences, abilities and disabilities	1	2	3	4	5	N/A
Student demonstrates awareness of the influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors.	1	2	3	4	5	N/A
Student demonstrates the sensitivity and skills needed to work with diverse individuals.	1	2	3	4	5	N/A
Student demonstrates the ability to implement strategies based on individual characteristics, strengths and needs.	1	2	3	4	5	N/A
Student recognizes in her/himself in the subtle biases s/he may bring to their work environment.	1	2	3	4	5	N/A

Domain 2.6: School and System Organization, Policy Development, and Climate

Student has knowledge of general and special education, and other related services.	1	2	3	4	5	N/A
Student understands the organization and policies of their school site, as well as, community standards.	1	2	3	4	5	N/A
Student is aware the school's climate and its potential impact on the delivery of psychological services to children and families.	1	2	3	4	5	N/A
Student is aware of the school psychologist's role in the development and implementation of policies and practices that create and maintain optimal learning environments.	1	2	3	4	5	N/A

Domain 2.7: Prevention, Crisis Intervention and Mental Health

Student demonstrates knowledge of human development and psychopathology.	1	2	3	4	5	N/A
Student has knowledge of effective prevention/crisis intervention strategies (e.g. bullying, sexual harassment, etc.).	1	2	3	4	5	N/A
Student is aware of and can implement the accepted protocol for the assessment of risk of suicide.	1	2	3	4	5	N/A

Student is aware of available community resources and how to make referrals to those agencies.	1	2	3	4	5	N/A
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Domain 2.8: Home/School/Community Collaboration

Student demonstrates knowledge of family systems' impact on student development, learning and behavior.	1	2	3	4	5	N/A
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Student is aware of methods to involve families in education and service delivery.	1	2	3	4	5	N/A
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Student works effectively with families, educators and others in the community.	1	2	3	4	5	N/A
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Student is able to design, implement and evaluate programs that promote school/family/community partnerships.	1	2	3	4	5	N/A
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Student clearly encourages family participation in their child's education.	1	2	3	4	5	N/A
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Domain 2.9: Research and Program Evaluation

Student is able to evaluate validity research and psychometric properties in order to select the best assessment methods to use in data-based decision making.	1	2	3	4	5	N/A
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Student has knowledge of and applies research findings when designing educational, mental health or treatment programs.	1	2	3	4	5	N/A
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Student is able to translate research findings into understandable and useful form for teachers and parents.	1	2	3	4	5	N/A
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Domain 2.10: School Psychology Practice and Development

Student practices in ways that are consistent with applicable legal and ethical standards.	1	2	3	4	5	N/A
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Student respects and protects the privacy and confidentiality of children and families.	1	2	3	4	5	N/A
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Student uses his/her knowledge of professional and legal standards to advocate for the rights and welfare of children and families.	1	2	3	4	5	N/A
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Student is able to identify and reflect upon their respective areas of weakness and plan professional development opportunities to remediate these areas.	1	2	3	4	5	N/A
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Domain 2.11: Information Technology

Student has knowledge of and is able to utilize information sources and technology currently used in the district.	1	2	3	4	5	N/A
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Student utilizes technology in ways that	1	2	3	4	5	N/A
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safeguard privacy and confidentiality of clients, colleagues, etc.
Student has current knowledge about technology resources for children (e.g. instructional software and adaptive technology).

1

2

3

4

5

N/A

Overall Performance:

Professionalism

Overall Planning

Overall effect on student growth/learning

Still

Developing

Acceptable

Exemplary

Comments: