TABLE OF CONTENTS

I. WELCOME AND APPRECIATION

II. OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM
   A. Conceptual Orientation
   B. Accreditation
   C. Program Structure
   D. Faculty

III. MENTORING OF PRACTICUM CANDIDATES
   A. University Expectations
   B. General Guidelines
   C. Domains of Training
   D. Extended Practicum

IV. EVALUATION OF COMPETENCIES
   A. Procedures

V. APPENDIX
   A. Program Course Sequence
   B. Practicum Candidate Evaluation Form
   C. Practicum Progress Form
WELCOME AND APPRECIATION

Dear Field Mentor,

Thank you for agreeing to be a Mentor for our School Psychology Practicum candidate. We recognize that the typical caseload of a school psychologist is often overwhelming, so we are especially appreciative of your support in developing the next generation of school psychologists.

We view all field placements for our candidates as part of our training program here at LMU. In a sense, by being our students’ field mentor, you become part of our program. We value your input highly and wish to maintain active and ongoing communication with you so that we can learn from each other, with the ultimate goal of providing the best possible training environment for our school psychology candidates.

We recognize that some of you have years of experience in supervising LMU and other school psychology candidates, while others are undertaking this professional role for the first time. To support your role as a field mentor, we have prepared this manual to help acquaint you with us and facilitate our working relationship. If you have any questions or comments, please do not hesitate to contact any of us!

Once again, we are delighted that you have chosen to act as a Field Mentor for our School Psychology Practicum candidate. We trust that this will be a rewarding experience for you as well as for the candidate.

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OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

Conceptual Orientation

The conceptual orientation of the Loyola Marymount University School Psychology program reflects the Conceptual Framework of the School of Education (SOE). This framework is informed by the University and SOE’s Mission and Goals statements (see Appendix B) and includes the following 7 tenets: Promotion of Social Justice, Integration of Theory and Practice, Sociocultural/Constructivist Perspective, Culturally Responsive Pedagogy, Community Collaboration, Leadership, and Technology.

These seven tenets are inter-related and inform the delivery of knowledge, the practice of skill, and the refinement of disposition that the School Psychology faculty and advisory board believe are essential for school psychologists to fulfill our mission of creating a more equitable education for all. The selection of faculty (both full time and part time) and candidates for the program are conducted with a view toward personal qualities and characteristics which indicate the individual values and respects all individuals as worthwhile human beings who have worthwhile experiences to share, and whose personal attributes and conduct will enhance his/her role performance as a professional school psychologist. Successful candidates will also have affirmed that cultural diversity is desirable in our society, and that social justice is integral to her/his personal value system.

The School Psychology faculty strives to insure that all courses in the program emphasize the integration of sound theory and practice. We strive to be, and to produce graduates who will be, reflective practitioners guided by critical inquiry and social responsibility. We model high standards of ethics and values, and to support all candidates in their expression of moral and intellectually responsible practice and leadership. Program faculty also model collaborative practice of school psychologists through our own collaborative work with the schools, families, and community agencies in our research activities. Finally, we recognize that school psychologists in today’s technological society must be able to adapt technological developments to their practice.

The professional dispositions we value and assess as educators are also derived from our Mission and Goals. We strive to be, and to educate professionals to be educators who:

- Unit Outcome #1: Respect and value all individuals and communities
- Unit Outcome #2: Educate by integrating theory and practice
- Unit Outcome #3: Advocate for access to a socially just education
- Unit Outcome #4: Lead in order to facilitate transformation

Our assessment system includes regular assessment of our candidates’ knowledge, skill, and disposition during course work and in field placements. Regular written feedback from candidates informs the faculty and SOE of needed changes and adjustments to support candidates’ success.
Program Philosophy, Themes, Goals, and Objectives

The LMU SP program faculty believes that school psychologists must be able to address a multiplicity of needs presented by the diversity of students, their families, teachers, administrators, and communities. For example, while traditional testing is still included in our curriculum, courses and discussions emphasize the paradigm shift from static to dynamic methods of data collection and the use of a variety of data sources to make informed decisions and to plan and evaluate interventions to promote student success. Thus, at the heart of our program is the purpose of training “versatile” school psychologists. Our faculty strives to provide our candidates not only well-integrated knowledge and skills in order to collaborate with other educators and parents, but also “mind-sets” so that they will be instrumental in helping school improve, particularly in response to our diverse student populations. This has led to the following 4 themes that reoccur in all school psychology courses:

Professional Practice - While we believe it is important for candidates to understand the tradition of school psychology practice, we train our candidates to be innovative school psychologists who are equipped with the knowledge and skills to expand their rules to meet the ever changing demands in schools and communities. All of our courses are designed to educate candidates about different approaches to the practice of school psychology, including leadership, systems change, and implementation of evidence-based prevention and intervention programs.

Diversity – Our SP program is located in an extremely diverse city and we train our candidates to work with a wide variety of students and families in a wide variety of school settings. While candidates learn about cultural stereotypes, biases, and general approaches to working with individuals from different cultural, linguistic, religious, gender, and socioeconomic backgrounds, we build activities and experiences into our courses that push candidates to examine their own culture and how it influences their interactions with diverse individuals. We also structure experiences to help candidates critically examine the current practices in schools and the ways these structures meet or do not meet the needs of diverse student populations.

Legal and Ethical Practice – We instill in our candidates that engaging in legal and ethical practice is the best way to serve students and their families in a just and equitable manner, not just as a means to avoid litigation. In every course, we engage students in discussions about not only the legal and ethical standards that guide practice, but also the limits of these standards that lead to many areas of ambiguity. We structure experiences to help our candidates become critical thinkers and encourage them to seek consultation from peers, faculty, and field mentors as they encounter situations in which there are no clear cut answers.

Technology – We expect our candidates to be competent in using technology to support their practice, such as using computerized data systems, scoring software, and PowerPoint. Course assignments are structured to ensure this competence. However, we also want our candidates to understand how to use technology to support student learning and how the “technology divide” affects diverse students and their families. Throughout the program, candidates engage in activities that introduce them to methods of using technology to support students with disabilities, to examine the use of technology in diverse classrooms, and to be sensitive to families’ comfort-levels with technology.
These themes are integrated into our program goals, which are:

**Goal 1:** To provide candidates with a high-quality training program consisting of a meaningful and relevant curriculum and structured field experiences informed by research and practices.
  - Objective 1: The faculty is committed to teaching excellence and will remain engaged in the profession through working in the field and being active in professional organizations. Faculty will also engage in scholarly activity that will inform the profession and course content. The faculty will make on-going program improvements to maintain a high quality of training.
  - Objective 2: Candidates will demonstrate a scientist-practitioner approach to problem solving and decision making in their practice, which will be supported by course assignments and field experiences.
  - Objective 3: Candidates will be able to utilize current technology to facilitate their own work and to support teaching and learning in schools.

**Goal 2:** To equip our candidates with a comprehensive knowledge and skills to enable them to provide a full range of direct and indirect services to support student achievement as highly qualified school psychologists.
  - Objective 1: The faculty will design course work and field experiences so that candidates will have many opportunities to translate knowledge into skills, critically examine school processes and procedures, and develop confidence to become versatile school psychologists.
  - Objective 2: Candidates will demonstrate knowledge of different models and approaches of direct and indirect services in support of students and schools, including approaches to support student development on the individual, classroom, and school-wide levels.
  - Objective 3: Candidates will demonstrate the ability to assess school needs and bring innovations to schools by acting as change agents.
  - Objective 4: Candidates will demonstrate knowledge of and practice the highest professional, legal, and ethical standards with all consumers.

**Goal 3:** To develop and train candidates to become highly qualified school psychologists who promote social justice, are responsive to the needs of the diverse populations in schools, and advocate for fair and equitable educational practices.
  - Objective 1: The faculty is committed to recruiting and selecting quality individuals, particularly those with diverse cultural/ethnic backgrounds, to join our program. In our selection process, the faculty will identify applicants who share our University Mission and Goals and the School of Education’s Conceptual Framework, especially those related to social justice and educational equity.
  - Objective 2: Candidates will demonstrate knowledge of the impact of cultural factors, such as ethnicity, socioeconomic status, gender, and language on students’ development and learning.
  - Objective 3: Candidates will demonstrate knowledge and skills to promote social justice and advocate for students and families to promote educational equity.

**Goal 4:** To provide our candidates with high expectations and a high level of support, which includes attention to the professional development of all aspects of candidates (i.e., the whole person) and to promote academic excellence and life-long learning.
  - Objective 1: The faculty is committed to helping every candidate develop intellectually, emotionally, and spiritually, and will utilize campus resources (e.g. Counseling Center, Learning Resource Center, and Campus Ministry), as well as develop formal and informal structures within the program to support candidate success.
Objective 2: Candidates will collaborate with, and provide support to one another, within the program’s peer-mentoring program, as well as through outside informal activities (e.g. conference presentations, end-of-the-year celebrations).

Objective 3: Candidates will be expected to demonstrate basic proficiency on all course assignments and field activities with the support of the faculty and field mentors. Should a candidate fail to meet these standards, a remediation plan will be put into place.

We are committed to preparing school psychologists to serve an increasingly diverse student population. In meeting this commitment, the School Psychology program at LMU formally endorses and encourages understanding of, respect for, and responsiveness to cultural and linguistic diversity in the students and families that we serve. Our commitment is to excellence, and we are pleased that you have chosen to join us in working toward that standard!

Accreditation

Our program has been State accredited for more than 30 years, and continues to meet California Commission on Teacher Credentialing (CCTC) regulations pertaining to Pupil Personnel Services in School Psychology. (CCTC Standards at https://www.ctc.ca.gov/educator-prep/standards/pps.pdf). Moreover, since 1998, all programs in the School of Education received the National Council for Accreditation of Teacher Education (NCATE) accreditation. Beginning in the fall of 2006, our program is also approved by the National Association of School Psychologists (NASP).
Program Structure

The School Psychology Program at LMU is a 3-year trimester program consisting of 63 semester units of course work (see Appendix A). Our program operates on a cohort model, in which candidates begin and end the 3-year program as a group. All courses are taught at our Westchester campus in Los Angeles.

Experiences in school gradually increase from year to year in order to facilitate candidates’ integration of theory to practice, as well as to promote a deeper understanding of the rewards and challenges of the profession. In Year 1, course assignments include almost 60 hours of field contact; in Year 2, candidates complete a 500 hour Practicum along with another 30 hours of field assignments; and in Year 3, the 1200 hour Internship is completed. It is important to note that completion of hours is a necessary, but never sufficient, step in our candidates’ completion of the program. All candidates must demonstrate a high-level of skill, knowledge, and disposition during those times, and receive positive written evaluations from mentors such as yourself along with program faculty evaluations. The candidate’s work with you this year is also supported by a set of course work, including Practicum seminars, at LMU.

Content of our program utilizes a spiral curriculum, in which key skill and knowledge are presented and reviewed and practiced throughout the program. Some of these elements include:

- **Knowledge**
  - Legal and Ethical Practice
  - Understanding of Diversity and Its Impact on Student Performance
  - Measurement, Psychometrics, and Statistics
  - Theories of Counseling, Learning & Development, and Motivation
  - Instruction and Curriculum

- **Skills**
  - Consultation
  - Data-Gathering for Decision Making
  - Documentation and Report Writing
  - Prevention and Intervention Procedures

All candidates must take the ETS-Praxis II School Psychology exam (a passing score at the national level will qualify them to apply for the NCSP) and prepare a professional portfolio in order to graduate from the program.

Our Program Course Sequence appears in the Appendix A, and descriptions of these courses may be found online at: lmu.edu/master-of-arts-in-educational-psychology-education-specialist-in-school-psychology-combined-with-a-pps-credentialschool-psychology.htm

If you are interested in the specific content covered in any of our courses, please do not hesitate to speak to the University Supervisor and request a syllabus of the course(s) of interest. If you wish to sit in on any of our courses, please contact Dr. Brian P. Leung to arrange the visit.
Faculty

The current full-time faculty for the school psychology program consists of:

**Brian P. Leung, Ph.D.** Brian is currently the program director for the School Psychology program. He joined LMU in the 1990-1991 academic year, and became the Program Coordinator in 2003. He has worked as a school psychologist in both urban and suburban school districts in California, and for the Division of SpEd of the CA Department of Education. He earned his Ph.D. in Educational Psychology from USC. Brian’s research interests include school belongingness and program evaluation. He remains actively involved in private consultation with school districts, and serves on the CASP board and has been a workgroup chair for NASP. Brian teaches courses in research methods, assessment, and supervises interns.

**Emily Fisher, Ph.D.** Emily joined LMU at the start of the 2005-2006 academic year. Emily earned her doctorate from the UCSB in the Counseling/Clinical/School Psychology program, with an emphasis in School Psychology. Prior to graduate school, she taught students with emotional and behavioral disorders. Her research interests include promoting change through consultation, teacher training related to inclusion of students with emotional and behavioral disorders, and program evaluation in the schools. Emily teaches courses in counseling and social-emotional behavioral intervention.

**Terese “Tisa” C. Aceves, Ph.D.** Tisa joined the SOE faculty full-time during the 2004-2005 academic year. Tisa received both her Ph.D. in Special Education, Disabilities and Risk Studies and masters in School Psychology from the UCSB. Before initiating her doctoral studies, Tisa was a bilingual resource specialist in Los Angeles. Her research interests include examining the development, application, and evaluation of problem-based pedagogy for professional education to improve instructional outcomes for students with disabilities, the early intervention and identification of children at-risk for reading failure, teacher responsiveness during early reading instruction, and family advocacy within the Latino community. Tisa teaches classes in academic intervention and consultation.

Additional faculty who teach in the program and/or fieldwork are:

**Jay Jackson, Ed.D.** University Practicum Supervisor. Jay joined the school psychology program in the 2011-12 academic year and serves as the University Practicum Supervisor and part-time instructor. Before joining LMU, Jay was a teacher, counselor, school psychologist, and psychological services administrator in the Los Angeles Unified School District. She earned her doctorate in Organizational Leadership from Pepperdine University. Jay is a Licensed Educational Psychologist (CA) and Nationally Certified School Psychologist. Her research interests include empowering the educational community (students, parents, and other educators) to identify and utilize their strengths through the application of positive psychology concepts and principles.

**Scott W. Kester, Ph.D., Faculty Emeritus.** Scott retired in the summer of 2005. He taught in the LMU school psychology program for 28 years, and was the Program Coordinator since 1977. Scott has served as a resource person throughout the state in areas such as SED, alternative assessment, due process, and counseling.
MENTORING OF PRACTICUM CANDIDATES

*Mentor:* Someone who provides supervision and guidance to an aspiring professional, and is genuinely concerned about the development of the candidate as a person as well as a professional. (*CASP Intern Manual, 2nd Edition, 2001*)

**University Expectations**

The LMU school psychology Practicum consists of a field experience accounting for a **minimum** of 500 clock hours spent in preschool to grade 12 school settings providing direct and indirect services to students. The Practicum candidateship placement should occur in at least 2 of the following 4 settings: preschool, elementary, middle school, and high school; and ideally, the Practicum candidates have some exposure in all 4 settings. All work in schools must be under the supervision of a credentialed school psychologist with at least two years of field experience.

The Practicum candidateship occurs over the course of an entire academic year, so that candidates experience the “life” of a school year along with students and staff. Candidates are required to engage in a minimum of 2 days of Practicum experience per week. Specific scheduling is to be arranged between the candidate and the Field Mentor with consultation and support from the University Practicum Supervisor.

Acknowledging the time demand and typical caseload of the practicing school psychologist, we would like to clarify the university’s expectations of the role of the Field Mentor as well as that of the Practicum candidate. Specifically, we will offer some general guidelines about **how much** supervision time will be required and **what kind** of supervision the University expects.

Foremost to the issue of mentoring are the mentor’s style of supervision and the individual Practicum candidate’s level of proficiency and personal qualities. Both will, to a large extent, dictate the nature and extent of mentoring required. Some candidates have had extensive experience working in schools (e.g. as a counselor, regular or special education teacher), while other candidates have not worked in schools. The former will be able to assume more responsibilities and will likely demonstrate more independence sooner, compared with the latter. It is important that regardless of the candidate’s prior experiences, the Field Mentor provide clear guidance and assists the candidate in understanding the **rationale** for decisions and actions, and not merely how to do something. It is also important for candidates to understand the perspective of a school psychologist in his/her work as a member of the school community.

**General Guidelines**

The following guidelines may be helpful:

1) During the first few weeks, help the Practicum candidate learn the general “terrain” of the school(s) and district. For example: introduce the Practicum candidate to “important” people at the district and school (e.g. directors, principles, board members, influential teachers, etc.); have the Practicum candidate observe your methods of operation; review
district procedures and forms. The Practicum candidate may also work under your direct observation.

2) It is our intent that the Practicum candidate is allowed to function independently with follow-up supervision as soon as possible. We ask that you provide the candidate with regularly scheduled supervision time, an hour’s supervision for every two days worked, arranged in advance so that the candidate can expect this important contact with you.

3) We hope that the candidate will be exposed to the individual assessment process, starting with checking records and background information to conducting parts of the assessment planned for a case, as the candidate learns the case development process. We ask, however, that the Practicum candidate not to be confined to the role of a psychometrist Candidates should be allowed to experience the diverse roles and functions in which school psychologists might engage.

Under the auspices of training, we request that you help facilitate experiences which will broaden the Practicum candidate’s exposure to the potentially diverse role school psychologists might engage in, even if the experiences are not currently within your position at the district. However, we do expect the Practicum candidate to be responsive to the needs and directions of the school and of the district; therefore, where specific opportunities are not available in one district, the Practicum candidate will need to make arrangements (in consultation with you and the University supervisor) to gain those experiences in other districts. We do request that Practicum candidates not be routinely asked to perform classroom teaching assignments, class scheduling, or other activities which do not typically fall within the job description of a school psychologist and would, therefore, not be credited to Practicum candidature hours.

The University Practicum Supervisor is available to work closely with you to jointly develop and plan specific activities for individual candidates to maximize their growth.

Professional Dispositions

Research and experience have both indicated the importance of positive dispositions in the overall success of a school psychologist. In accordance with the School of Education’s Conceptual Framework, supported by research, and vetted by our program advisory board, the faculty has identified 6 dispositions as important for LMU School Psychology candidates. You will be asked to provide feedback to the candidate on these dispositions during formal written evaluations over the course of the year. The dispositions and brief operational definitions are:

1. **Responsible and Dependable.** *(I take responsibility for my learning and I follow through with requests from my peer, faculty, and school personnel)*
   - Demonstrates commitment to academic excellence by timely submission of required assignments, projects, and activities
   - Demonstrates knowledge of district policies and is compliant with those policies and procedures
   - Follows through promptly on commitments and requests in field experiences
   - Is forthright about learning needs and accommodations

2. **Demonstrate Time Management** *(I maintain focus on priorities and outcomes that support my professional and personal goals)*
   - Organizes and executes time around priorities
   - Submits required assignments, projects, and activities on a daily basis
• Able to multitask while maintaining quality of work

3. **Demonstrate Effective Communication with Everyone** *(I communicate in a way that encourages openness and trust. I am patient with others and myself as I strive to understand the perspectives of others)*
   - Knows when to ask for support as assistance without prompting
   - Accepts feedback non-defensively and avoids assigning blame or giving up
   - Listens to and considers other points of view before making decisions

4. **Respectful in Interpersonal Relations.** *(I recognize that the needs and priorities of others are as crucial to them as my priorities and needs are to me. I appreciate the uniqueness’s of others)*
   - Maintains active communication with faculty and school personnel based on agreed upon expectations
   - Is approachable and pleasant with everyone
   - Looks for strengths in others

5. **Take Initiative** *(I am a thoughtful manager of my success in this program and in the field. I recognize that it is my responsibility to be resourceful to support my experiences, academic success, the development of my emerging professional practice, and personal fulfillment)*
   - Actively seeks faculty and peer support to foster success in the program and in the field
   - Actively seeks feedback about academic and field performance, and carefully reflects on feedback to improve performance
   - Demonstrates resourcefulness and persistence in overcoming obstacles that impede learning

6. **Demonstrate Positive Enthusiasm** *(I understand that field placements are rigorous and challenging; I actively invest in ways to reinforce my optimism, enthusiasm, and self-efficacy)*
   - Is aware of personal strengths and how to leverage them for personal and professional effectiveness
   - Offers ideas and strategies to advance group success in field placements
   - Looks for silver lining in all situations
Practicum Experience Areas

The following is a list of the areas in which you must gain experience and demonstrate knowledge and competent practice. These areas are based on 2010 NASP Domains for School Psychology Training and Practice. You may visit www.nasponline.org and go to NASP Practice model 10 domains for more information.

Required activities are included to give you a beginning plan for your experience and activities, and you should develop additional activities in consultation with your Field Mentor and Practicum Supervisor. During Practicum, the goal is for you to be independent as soon as you and your Field Mentor agree that you are ready.

Domain 1 – Data-Based Decision Making and Accountability

- School Psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Required Practicum activities are:

1. Assist field mentor collect data (i.e., R.I.O.T) for a comprehensive evaluation of students to be documented in psycho-educational case studies for decision making of appropriate intervention and/or placements.
2. Utilize procedures (such as DIBELS, AIMS, CBM, behavior-screener checklists, self-made or other data-collection systems) to screen for at-risk students, to monitor academic and/or behavioral progress of students, in order to develop and refine interventions or services.
3. Complete at least 3 psycho-educational assessment reports with mentor assistance.
4. Understand and use the software programs schools use to track student data, scores, and/or to develop IEPs.

Domain 2 – Consultation and Collaboration

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

Required Practicum activities are:

1. Attend at least 5 SST and 5 IEP meetings and actively participate as appropriate.
2. Interview/observe 2 out of 3 of the following support service providers: speech and language therapist, occupational therapist and/or physical therapist to learn more about their roles in supporting students, testing activities and the collaborative interface between their role and that of the school psychologist.

1 If any of the required activities or experiences are not possible at your placement, consult immediately with your University Practicum Supervisor for alternatives.
3. Observe and participate in the consultation process with teachers and parents. This focus can be academic or behavioral (e.g. consult with a teacher regarding a student, share the results of an observation, progress monitoring, and/or assessment procedure with the classroom teacher, plan interventions, follow-up, etc.).

**Domain 3 – Interventions and Instructional Support to Develop Academic Skills**
- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

**Required Practicum activities are:**
- Observe four out of five of the following classroom settings/programs – Regular education, bilingual education, SDC, low incidence programs, RSP- to understand instructional approaches and strategies.
- Become familiar with your district’s reading programs and grade level standards, and use this knowledge and developing interventions.
- Conduct a 6-8 week academic intervention with a student(s) and chart progress (e.g., using progress monitoring, goal attainment scaling and providing effect sizes or rate of improvement). Note that a different academic intervention from Year 1 should be completed.

**Domain 4 – Interventions and Mental health Services to Develop Social and Life Skills**
- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**Required Practicum activities are:**
1. Learn how to conduct behavioral assessments, which inform behavior support plans and assist field mentor in developing or evaluating behavior goals and/or a behavior support plan.
2. Co-facilitate a counseling group for either elementary, middle, or high school students.
3. Conduct individual counseling for at least 4 students to assist with behavioral, affective, adaptive or social skills development. At least one of the students should have an IEP and have been identified as needing DIS counseling. Collect effectiveness data on all 4 students. One of them must involve quantitative data (goal attainment scaling and effect sizes to verify effectiveness). You may use qualitative data (for example, teacher feedback) to document impact/effectiveness for the other three students.
Domain 5 – School-Wide Practices to Promote Learning

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Required Practicum activities are:

1. Attend a school-based meeting in support of student achievement (e.g., PTA, school advisory committee, board meeting, etc.)
2. Learn about some alternative services, programs and interventions that are in place to enhance school climate and learning (e.g., School Attendance review Board, grade retention committee, classroom-wide social/emotional skills training, extracurricular programs, etc.). Please document your completion of this activity in a one paragraph reflection.
3. Become familiar with instructional technology used in different educational settings for teaching and learning (e.g., visit a computer lab, speak with the lab teacher). Please document your completion of this activity in a one paragraph reflection.
4. Co-present an in-service workshop for parents or school staff.

Domain 6 – Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multi-tiered prevention; and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Required Practicum activities are:

1. Gain knowledge about programs used in the school to promote pupil and staff resiliency.
2. Observe/participate in individual/group/class crisis counseling and follow-up as appropriate.
3. Participate in a prevention/intervention program (e.g., conflict management, peer counseling, peer tutoring). Your participation should be at least 2 of the following (a) to observe program activities (b) assist in developing service (c) assist in providing service (d) assist in evaluation effects of service.

Domain 7 – Family – School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.
Required Practicum activities are:
1. Become familiar with/collaborate with an outside/community agency (e.g., counseling service, transition meeting, tutoring, etc.).
2. Participate in a school/home collaboration event/activity (e.g., back to school, open house, and PTA events).
3. Communicate with parents/guardians regarding their child’s progress during/at the termination of an academic or counseling intervention in which you provided direct service.

Domain 8 – Diversity in Development and Learning
- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Required Practicum activities are:
1. Learn district policies and programs for English Language learners.
2. Observe the use of interpreters/translators (in a language you do not speak) during service to CLD students and families.
3. Engage in activities to improve awareness and knowledge of, and sensitivity to students with differing lifestyles, cultures, sexual orientation, and gender identity. For example, participate in a support activity designed for students/parents/families with diverse characteristics, such as a student club for ethnic groups, a program for homeless students, support for step-families, etc.

Domain 9 – Research and Program Evaluation
- School psychologists have knowledge of research design, statistics, measurement, varied data collection, and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery, and in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.

Required Practicum activities are:
1. Review school-wide testing results (e.g., California Standards Tests) for one of the schools you work in. Include information on the achievement test scores of ELL students and non-ELL students using the CDE website and other information resources, as needed. (Your completion of a school profile will meet this requirement.)
2. Provide current research results to address a topic of concern and disseminate the findings to a teacher(s), parent(s), etc.
Domain 10 – Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology, multiple service models and methods, ethical, legal, and professional standards, and other factors related to professional identity and effective practice as school psychologists.

- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards, engage in responsive ethical and professional decision-making, collaborate with other professionals, and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity, social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Required Practicum activities are:

1. Attend at least one district school psychologist meeting.
2. Know the legal requirements regarding eligibility criteria, IEPs, timelines, mandated reporting, FERPA, etc. Become familiar with the codes of ethics from NASP and CASP.
3. Present part (or all) of a psycho-educational report at an IEP meeting with field mentor assistance.
4. Attend a professional development meeting (from a professional organization like NASP or CASP, District or SELPA sponsored meeting, etc.).

Extended Practicum

In the event that a Practicum candidate is unable to experience or demonstrate all the above Domains to at least a satisfactory level within the typical one-year Practicum, the Practicum candidate will have the option to extend the Practicum into the summer. However, this may delay the candidate’s Internship for the following year.
Evaluation of Competencies

Procedures

The determination of the candidate’s quality of performance will be based on the following:

1. Completion of at least 500 hours of prescribed and approved Practicum experiences.
2. Ratings of at least “Acceptable (rating of 2)” on all dimensions on the evaluation forms by both the Field Mentor and University Practicum Supervisor*.
3. Attendance/participation in all on-campus Practicum experiences (e.g., seminars, lab exercises).
4. Completion of all assigned projects both in the field and on campus.
5. Completion of the Practicum log by due date.

Comprehensive written evaluation of the Practicum candidate’s progress and proficiency by the Field Mentor is requested twice during Practicum: Once after the completion of 250 hours, or no later than January 30th during the Practicum year, and at the end of Practicum, using the Practicum Candidate Evaluation Form and Joint Candidate Evaluation Form (see Appendix C and Appendix D). A one-page Candidate Progress Form is also requested from the Field Mentor after 100 hours to provide the candidate with feedback regarding his/her progress and to make any needed adjustments (see Appendix B). It will be the Practicum candidate’s responsibility to ensure completion of these forms. These forms will be used by the University Practicum Supervisor to make a final determination concerning the candidate’s performance, and to make recommendation for credit for Practicum.

On-going communication between the Field Mentor and University Practicum Supervisor ensures the best experience and learning opportunity for the candidate. The University Supervisor will imitate contact with the Field Mentor on a regular basis to offer support to both the Field Mentor and candidate. Emails and phone calls by the Field Mentor to the University Practicum Supervisor to discuss the Practicum candidate’s progress are encouraged at any time. On-site visit(s) during Practicum will be made at least once a year and as needed.

Careful monitoring of a Practicum candidate’s performance assures optimum progress. If you have any additional comments, questions, or suggestions, please DO NOT HESITATE to contact any of the School Psychology Faculty listed below:

Jay Jackson, Ed. D. Brian P. Leung, Ph.D Trené Turner, M.S.
Part time Faculty Program Director Part time Faculty
University Practicum Supervisor (310) 338-7313 (310) 338-5872
(310) 338-5872 bleung@lmu.edu Tturne15@lmu.edu
jfultonj@lmu.edu

*In most cases, “Acceptable” ratings are considered marginal. A majority of “2” ratings will necessitate a remediation plan for the candidate.
# Course Sequence

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Units</th>
<th>Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 6506 Seminar in Counseling and Interpersonal Relations</td>
<td>2</td>
<td>Su-II</td>
</tr>
<tr>
<td>EDSP 6500 Foundations of Ethical, Professional, and Legal Practice in School Psychology</td>
<td>3</td>
<td>Su-II</td>
</tr>
<tr>
<td>EDSP 6504 Statistics, Assessment, and Research Methods in Education</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDSP 6508 Serving Diverse Students with Exceptional Needs</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDSP 6518 Assessment &amp; Intervention of Learning Problems I</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDSP 6510 Seminar in Instruction and Learning</td>
<td>3</td>
<td>Sp</td>
</tr>
<tr>
<td>EDSP 6512 Group Counseling &amp; Intervention with Children and Adolescents</td>
<td>3</td>
<td>Sp</td>
</tr>
<tr>
<td>EDSP 6522 Assessment &amp; Intervention of Learning Problems II</td>
<td>3</td>
<td>Sp</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Units</th>
<th>Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 6514 Diversity in Community and School Psychology</td>
<td>3</td>
<td>Su-I</td>
</tr>
<tr>
<td>EDSP 6516 Seminar in Motivation and Achievement</td>
<td>2</td>
<td>Su-I</td>
</tr>
<tr>
<td>EDSP 6513 Advanced Counseling Seminar I</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>EDSP 6520 Prevention, Intervention, &amp; Consultation in Pupil Personnel Services</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDSP 6524 School Psychology Practicum I</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>EDSP 6528 Social, Emotional, and Behavioral Assessment</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDSP 6515 Advanced Counseling Seminar II</td>
<td>2</td>
<td>Sp</td>
</tr>
<tr>
<td>EDSP 6525 School Psychology Practicum II</td>
<td>2</td>
<td>Sp</td>
</tr>
<tr>
<td>EDSP 6526 Social Responsibility, Violence Prevention &amp; Crisis Intervention in the Schools</td>
<td>3</td>
<td>Sp</td>
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<tr>
<td>EDSP 6530 Treatment of Emotional and Behavioral Disorder in Children &amp; Adolescents</td>
<td>3</td>
<td>Sp</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Units</th>
<th>Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 6532 Seminar in School Systems and Psychological Services</td>
<td>3</td>
<td>Su-I</td>
</tr>
<tr>
<td>EDSP 6534 Advanced Assessment and Positive Behavioral Intervention</td>
<td>3</td>
<td>Su-I</td>
</tr>
<tr>
<td>EDSP 6536 Special Issues &amp; Best Practices in School Psychological Services</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDSP 6538 Supervised Internship in School Psychology I</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>EDSP 6540 Supervised Internship in School Psychology II</td>
<td>3</td>
<td>Sp</td>
</tr>
<tr>
<td>EDSP 6995 Written Exit Exam (Praxis II-School Psychology)</td>
<td>0</td>
<td>Sp</td>
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</table>
Candidate Progress Report

Candidate: ____________________________  Field Mentor: ____________________________

This brief progress report provides the Practicum candidate and the university supervisor your general impression of the Practicum candidate’s progress to date in 11 areas within Skill, Knowledge, and Disposition. THANK YOU!

Please circle:  3=Exemplary, 2=Proficient, 1=Adequate, 0=Inadequate, NO=no opportunity

<table>
<thead>
<tr>
<th>Area</th>
<th>Candidate</th>
<th>Field Mentor</th>
<th>Field Mentor</th>
<th>NO</th>
<th>Overall Demonstration of SKILL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective consultation with various consultees</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>2. Effective assessment (data collection) skills</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>3. Effective individual and group counseling skills</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>4. Reports are written accurately &amp; clearly with timely submission</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>5. Know influences on student learning (e.g., motivation, development, family background)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>6. Know EB academic &amp; behavioral intervention approaches &amp; programs</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>6. Know culturally responsive strategies with CLD students &amp; families</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
</tbody>
</table>

Overall Demonstration of KNOWLEDGE:

Please circle:  3=Exemplary, 2=Proficient, 1=Adequate, 0=Inadequate

<table>
<thead>
<tr>
<th>Area</th>
<th>Candidate</th>
<th>Field Mentor</th>
<th>Field Mentor</th>
<th>NO</th>
<th>Overall Demonstration of DISPOSITION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Effective interpersonal communication</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>8. Effective time management</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>9. Takes initiative (not wait to be told)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>10. Responsible and dependable</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NO</td>
</tr>
</tbody>
</table>

Overall Commendations and/or Suggestions: __________________________________________________________

_______________________________________________________________________________________________

_________________________________________        ____________________________             _____
Signature of Candidate                      Signature of Field Mentor                      Date

Livetext form 6A
LOYOLA MARYMOUNT UNIVERSITY
SCHOOL OF EDUCATION
School Psychology Program

MID-YEAR PRACTICUM CANDIDATE EVALUATION FORM-FORMATIVE

Candidate: ________________________                              250-hour Evaluation
Fall/Early Spring     Year: 20___

School Placement(s) During Period of Evaluation:

1. ____________________________             Presch   Elemen  M.S.   H.S
2. ____________________________             Presch   Elemen  M.S.   H.S
3. ____________________________             Presch   Elemen  M.S.   H.S
4. ____________________________             Presch   Elemen  M.S.   H.S

Field Mentor/Psychologist: ______________________________________________________

School District: ________________________________________________________________

University Practicum Supervising Psychologist: ________________________________

Please rate this candidate’s performance during his/her work as a Practicum candidate based on your observations and input from others.

Rating should be based on the following rubric:

4 – Advanced. Able to accomplish the specific or related professional activities within the Domain independently.

3 – Highly Effective. Able to accomplish the specific or related professional activities within the Domain with minimal supervision.

2 – Effective. Able to accomplish the specific or related professional activities within the Domain with consistent supervision.

1 – Not Effective. Unable to accomplish the specific or related professional activities within that Domain even with supervision.
NO – No opportunity to achieve the specific accomplishment at the time of the rating.

Domain 1 Data-Based Decision Making and Accountability
- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Demonstrated Skill (please refer to required list of activities for examples)

Areas for further experience or growth:

Candidate rating – Domain 1: 4 3 2 1 NO

Domain 2 Consultation and Collaboration
- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Demonstrated Skill (please refer to required list of activities for examples)

Areas for further experience or growth:

Candidate rating – Domain 1: 4 3 2 1 NO

Domain 3 Interventions and Instructional Support to Develop Academic Skills
- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Demonstrated Skill (please refer to required list of activities for examples)

Areas for further experience or growth:

Candidate rating – Domain 1: 4 3 2 1 NO
Domain 4 Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Demonstrated Skill (please refer to required list of activities for examples)______________________________

Areas for further experience or growth:____________________________________________________________________

Candidate rating – Domain 4: 4 3 2 1 NO

Domain 5 School-Wide Practices to Promote Learning

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Demonstrated Skill (please refer to required list of activities for examples)______________________________

Areas for further experience or growth:____________________________________________________________________

Candidate rating – Domain 5: 4 3 2 1 NO

Domain 6 Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multi-tiered prevention; and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Demonstrated Skill (please refer to required list of activities for examples)______________________________

Areas for further experience or growth:____________________________________________________________________

Candidate rating – Domain 6: 4 3 2 1 NO
**Domain 7 Family–School Collaboration Services**
- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Demonstrated Skill (please refer to required list of activities for examples)

Areas for further experience or growth:

Candidate rating – Domain 7: 4 3 2 1 NO

**Domain 8 Diversity in Development and Learning**
- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Demonstrated Skill (please refer to required list of activities for examples)

Areas for further experience or growth:

Candidate rating – Domain 8: 4 3 2 1 NO
Domain 9 Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection, and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Demonstrated Skill (please refer to required list of activities for examples) ________________________________

Areas for further experience or growth: ________________________________________________________________

<table>
<thead>
<tr>
<th>Candidate rating – Domain 9:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NO</th>
</tr>
</thead>
</table>

Domain 10 Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Demonstrated Skill (please refer to required list of activities for examples) ________________________________

Areas for further experience or growth: ________________________________________________________________

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<thead>
<tr>
<th>Candidate rating – Domain 10:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NO</th>
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</thead>
</table>

LMU Program Professional Disposition

Please comment on the candidate’s overall disposition (i.e. attitude) and personal presence.

4 = Exemplary demonstration of this disposition; 3 = Above average demonstration; 2 = Acceptable demonstration;
1 = Unacceptable demonstration; NA = no opportunity to observe at this time.

<p>| | | | |</p>
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<tr>
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<tbody>
<tr>
<td>1 Responsible and Dependable</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2 Demonstrates Time Management</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3 Demonstrates Effective Communication with Everyone</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4 Respectful in Interpersonal Relations</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5 Takes Initiative</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6 Demonstrates Positive Enthusiasm</td>
<td>3</td>
<td>2</td>
<td>1</td>
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Commendations and/or recommendations: ______________________________________________________
_____________________________________________________________________________________

250 hour Evaluation: ___ I have reviewed the candidate’s log.
___ Candidate is making sufficient progress.
___ Candidate is not making sufficient progress. A remedial plan is needed.

Comments: __________________________________________________________________________________

Field Mentor: _________________________________ Candidate: ________________________________

University Practicum Supervisor: ____________________________ Date: ____________________________

Livetext Form 7A
LOYOLA MARYMOUNT UNIVERSITY
SCHOOL OF EDUCATION
School Psychology Program

YEAR-END PRACTICUM CANDIDATE EVALUATION FORM-SUMMATIVE

Candidate: _________________________________ Final Evaluation Spring Year: 20_____

School Placement(s) During Period of Evaluation:

1. _________________________________ Presch Elemen M.S. H.S.
2. _________________________________ Presch Elemen M.S. H.S.
3. _________________________________ Presch Elemen M.S. H.S.

FieldMentor/Psychologist: ______________________________________________________

School District: ________________________________________________________________

University Practicum Supervisor: __________________________________________________

This final evaluation form is to be completed close to the end of the second semester of Practicum experience. Completion of this form will take place at the site meeting jointly with the University Supervisor in the spring. Typically the candidate will have logged close to 500 hours of field-based experience at that time. The Practicum candidate’s performance will be rated using the Field Mentor's observation, input from the University Supervisor and others. The activities selected for this evaluation form are based on tasks identified in the Practicum Manual to be completed by the candidates during Practicum and include activities from all ten of the NASP Domains.

A minimum score of 42 points on this performance rubric, with no rating below “2”, is required to pass Practicum and matriculate to internship.

Rating should be based on the following rubric:

4 – Advanced. Able to accomplish the specific or related professional activities within the Domain independently.
3 – Highly Effective. Able to accomplish the specific or related professional activities within the Domain with minimal supervision.
2 – Effective. Able to accomplish the specific or related professional activities within the Domain with consistent supervision.
1 – Not Effective. Unable to accomplish the specific or related professional activities within that Domain even with supervision.
<table>
<thead>
<tr>
<th>Required Activities</th>
<th>1 Not Effective</th>
<th>2 Highly Effective</th>
<th>3 Advanced</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1*Demonstrates all the appropriate data-collection steps in a data-based, problem solving or decision-making model</td>
<td></td>
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<tr>
<td>1*Demonstrates the ability to integrate data from multiple sources in at least 2 psycho-educational assessment reports using the RIOT method.</td>
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<tr>
<td>1*Demonstrates ability to link assessment with appropriate evidence-based academic and behavioral interventions.</td>
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<tr>
<td>2*Demonstrates an advanced understanding of pre-referral intervention teams, and IEP teams.</td>
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<tr>
<td>2*Communicates and collaborates effectively with teachers and parents during academic and behavioral consultations.</td>
<td></td>
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</tr>
<tr>
<td>3*Demonstrates knowledge of different types of classroom settings for students with exceptional needs (e.g., Regular Education, SDC, low incidence programs, RSP) to understand instructional approaches and strategies.</td>
<td></td>
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<tr>
<td>3*Demonstrates ability to conduct a 6 – 8 week academic intervention with a student and chart progress (e.g. using progress monitoring and goal attainment scaling).</td>
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<tr>
<td>4*Demonstrates the ability to plan individual and group counseling for students using evidence-based techniques, including techniques for progress monitoring.</td>
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<tr>
<td>4*Demonstrates the ability to conduct and evaluate effectiveness of individual counseling for at least 4 students to assist with behavioral, affective, adaptive, or social skills development.</td>
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<tr>
<td>5*Demonstrates knowledge of school-based meetings and activities that support student achievement (e.g. PTA, school advisory committee, board meeting).</td>
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<tr>
<td>5*Demonstrates knowledge of alternative services, programs and interventions that are in place to enhance school climate and learning (e.g. SARB, social skills training, grade retention committee, extracurricular programs etc.).</td>
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<tr>
<td>6*Demonstrates skill in providing a prevention/intervention program (e.g. conflict management, peer counseling, peer tutoring).</td>
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<tr>
<td>6*Demonstrates knowledge of effective individual/group/class crisis counseling and participate in as appropriate.</td>
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<tr>
<td>7*Demonstrates the ability to communicate and collaborate effectively to encourage and promote partnerships between parents and educators to support student development</td>
<td></td>
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<tr>
<td>7*Demonstrates the ability to collaborate effectively with an outside/community agency. (e.g. counseling service, transition meeting, tutoring, etc).</td>
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<tr>
<td>8*Demonstrates knowledge of district policies and programs for English Language Learners.</td>
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<tr>
<td>8*Demonstrates awareness and knowledge of, skills and sensitivity in working with students from differing lifestyles and cultures.</td>
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<tr>
<td>9*Demonstrates the ability to translate research into practical strategies for teachers and parents.</td>
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<tr>
<td>9*Demonstrates the ability to evaluate the effectiveness of a school-based intervention.</td>
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<tr>
<td>10*Demonstrates familiarity with the code of ethics from NASP and CASP.</td>
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<tr>
<td>10*Demonstrates knowledge of legal guidelines regarding eligibility criteria, IEPs, timelines, mandated reporting etc.</td>
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</tbody>
</table>

Candidate ___________________________ From Month __________ to Month __________
**LMU Program Professional Dispositions (see pages 12-13 for descriptions)**

Please comment on the candidate’s overall disposition (i.e. attitude) and personal presence.

3 = Exemplary demonstration of this disposition; 2 = Acceptable demonstration; 1 = Unacceptable demonstration.

<table>
<thead>
<tr>
<th></th>
<th>Disposition</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
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<td>Responsible and Dependable</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates Time Management</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates Effective Communication with Everyone</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Respectful in Interpersonal Relations</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Takes Initiative</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrates Positive Enthusiasm</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Commendations and/or recommendations

______________________________________________________________________________________________

______________________________________________________________________________________________

500-hour Evaluation:

- [ ] I have reviewed the candidate’s log.
- [ ] Candidate has made sufficient progress and is ready for internship.
- [ ] Candidate is not making sufficient progress. A remedial plan is needed.

Comments:

______________________________________________________________________________________________

______________________________________________________________________________________________

Field Mentor:____________________ University Practicum Supervisor:____________________

Candidate:____________________ Date:_____________
LOYOLA MARYMOUNT UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM

ACKNOWLEDGMENT OF RECEIPT & UNDERSTANDING OF REQUIREMENTS FORM

Name of Candidate: ________________________________________________________________

Name of Field Mentor: ______________________________________________________________

Practicum Site: __________________________________________________________________

Date: __________________________________________________________________________

We have reviewed the following required items for the LMU School Psychology Practicum Program.

Please check box as completed:

- ☐ The Field Mentor/Candidate Handbook

- ☐ Review of the NASP Domains

- ☐ Review of Levels of Participation (Passive and Active)

- ☐ Review of the Candidate Disposition Form

- ☐ Consistent Review of Candidate Daily Logs

- ☐ Review of Zones Comfort Activity Map

Signature of Candidate: __________________________________ Date: ______________________

Signature of Field Mentor: __________________________________ Date: ____________________