

PROGRAM HANDBOOK

**Specialist in Education Degree (Ed.S.)
in Counseling and Human Systems
with a major in School Psychology**



Psychological and Counseling Services
Department of Educational Psychology and Learning Systems
College of Education, 3210 Stone Building
Tallahassee, Florida 32306

Updated August 1, 2023

INTRODUCTION

This handbook is designed to help school psychology candidates understand program requirements, plan their programs of study, and monitor progress throughout the program. This handbook presents the philosophy, goals, objectives, and assessment methods utilized by the program. Every effort has been made to ensure that this handbook is current and accurate; however, this handbook is not a substitute for frequent, regular faculty advisement. Candidates are strongly encouraged to make use of faculty guidance throughout their graduate career. All candidates should become familiar with this handbook by reading it in its entirety no later than the second week of the first semester of enrollment.

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OVERVIEW AND TRAINING MODEL

Program Context

The School Psychology M.S./Ed.S. Program is a part of the College of Education (COE), the Department of Educational Psychology and Learning Systems (EPLS), and the Psychological and Counseling Services (PCS) Program. FSU's COE provides more than 40 academic programs offering bachelor's, master's, and doctoral degrees, as well as specialist's certifications. The College offers a state-of-the-art environment in the Mode L. Stone Building. Within COE, there are four broad departments: Educational Leadership and Policy Studies, School of Teacher Education, Sport Management, and EPLS.

The Department of EPLS provides three unique academic program areas: Educational Psychology, Instructional Systems, and Psychological and Counseling Services. The PCS Program offers three Ed.S. degrees in Counselor Education (Career Counseling, School Counseling, and Mental Health Counseling), along with the Psychological Services degrees, School Psychology Ed.S., and the Ph.D. for the Combined Doctoral Program in Counseling and School Psychology. The mission of the PCS program is to prepare professionals who will enable and enhance academic, social, emotional, and vocational capabilities of children, adolescents, and adults in schools, the community, and work settings. The PCS program reflects a practitioner-scholar model along with the professional experience and research interests of the faculty within the context of the mission of the COE. Faculty members in the PCS program have work experience and research interests related to the provision of: (1) school psychological services in schools and related settings, (2) mental health counseling of children and adolescents in community and school settings, and adults in community, agency, and educational settings, (3) rehabilitation counseling of children and adolescents in school settings and adults in postsecondary higher education, community, and agency settings, and (4) career counseling services for adolescents in school settings and adults in postsecondary/higher education settings.

Program Overview

The Ed.S. School Psychology Program (SPP) at Florida State University (FSU) is a three-year, 73-hour course of academic study, practicum experience, and internship leading to certification as a school psychologist. During the first year, candidates develop content knowledge and applied foundations. During the second year, candidates have the opportunity to apply skills in practicum settings. The final year is spent in a full-time internship in an approved setting. Successful graduates of the program receive BOTH a specialist (Ed.S.) and a master's degree (M.S.) in Counseling and Human Systems with a Major in School Psychology (i.e., cannot earn just a M.S. or only an Ed.S. – all completers earn both degrees on the same date). This degree meets entry-level educational requirements for the practice of school psychology in the state of Florida. The SPP is structured to meet the standards promoted by the professional organizations for school psychologists. These accrediting and professional organizations are the National Association of School Psychologists (NASP) and the Florida Department of Education (FL DOE). The SPP has been approved by the FL DOE since 1983. Additionally, the SPP was approved by NASP from January 1, 2005, to August 1, 2012, and was reapproved on January 1, 2014, and has maintained NASP accreditation since.

Training Model

The SPP is grounded in the **practitioner-scholar model**, meaning that it prepares professional school psychologists with excellent applied skills who also understand and apply research in the theory and practice of school psychology. The **philosophy of the program is learner-centered**; the culminating effort is to prepare school psychology practitioners who possess the knowledge and skills necessary to promote the educational and psychological well-being of children and youth and to address the increasingly diverse needs they will ultimately serve. The SPP recognizes that children and adolescents currently face a myriad of critical issues, including poverty, violence, bullying and harassment, teen pregnancy/sexual behavior, alcohol and drug abuse, increased cultural and linguistic diversity, and mental health problems. The SPP emphasizes that school psychologists can and should play an important role in addressing the critical issues confronting children and adolescents in the 21st century. The training program embraces the idea that the roles of school psychologists must be expanded and revised in order to successfully promote the educational and psychological well-being of all children and adolescents in the face of current challenges.

The SPP was formed on the basis of the following **core beliefs**:

- (1) We need to ensure that the practices of all school psychologists are supported by empirical evidence of effectiveness;
- (2) A focus on prevention and early intervention services is both cost effective and beneficial to children, families, and schools;
- (3) The practice of assessment should be linked to both intervention and accountability;
- (4) School Psychologists act as change agents for children and schools and the services provided positively impact children, families, schools, and other consumers;
- (5) Collaboration across professions in education, and across specializations in psychology, is critically important to ensure the achievement of common goals;
- (6) School Psychologists must understand the impact of factors such as culture, race, gender, and social class on children's success and on families, and also must both respect and work to improve the educational opportunities for children from diverse backgrounds and cultures;
- (7) In order to act effectively in the schools, School Psychologists must understand the impact of state and federal initiatives on children and schools, including the impact of the re-authorized Individuals with Disabilities Education Improvement Act (IDEIA) and the No Child Left Behind Act (NCLB);
- (8) Advancements in technology should be viewed as an opportunity to improve both prevention and intervention services;
- (9) Effective home-school-community partnerships will be critical in re-conceptualizing the field of school psychology, as will a shift away from the role of "gatekeeper to special education" and shift toward a service delivery model that emphasizes consultation and collaborative problem-solving.

Program Goals and Objectives

FSU's training program reflects the content and performance standards as articulated by the National Association of School Psychologists Practice Model and 10 Domains of Practice (NASP, 2020), the Florida Educator Accomplished Practices (FEAPs, 2011), and Florida's School Psychology Subject Area Competencies and Skills (SACS, 2011). A crosswalk of all the referenced professional standards can be found in Appendix A.

The **SPP Training Goals** represent broad categories used to organize professional practices and organize evaluation, which consist of four overarching competency areas defined by NASP's Practice Model: (1) Foundations of Service Delivery; (2) Practices that Permeate All Services; (3) Direct Services: Student Level; and (4) Indirect Services: Systems-Level. The **SPP Training Objectives**, also NASP's 10 Domains of Practice, are the specific professional skills that comprise each goal. See the figure below for a visual of the NASP Practice Model and the integrated Domains of Practice. Please refer to the NASP website for more information about the Domains of Practice (<https://www.nasponline.org/standards-and-certification/nasp-practice-model>)

Figure 1. NASP Practice Model.



Source: National Association of School Psychologists (2020). Model for comprehensive and integrated school psychological services.

THE UNIVERSITY

As one of the nation's elite research universities, Florida State University offers a distinctive academic environment. With an enrollment of over 40,000 students, FSU is in Tallahassee, FL and is currently listed 33rd among public universities by 2018 *U.S. News & World Report*, while also being recognized at the top of their list in efficiency among all highly ranked universities. *Kiplinger's Personal Finance* "Best College Value" ranks FSU as the 4th best value among public colleges for out-of-state students. FSU was also ranked 14th best value among public colleges for in-state students. FSU houses 16 colleges that offer more than 275 undergraduate, graduate, doctoral, and professional and specialist degree programs across an array of disciplines. Each year the University awards over 2,000 graduate and professional degrees.

Florida State University is one of the largest and oldest of the eleven institutions of higher learning in the State University System of Florida, and it had its beginning as early as 1823 when the Territorial Legislature began to plan a higher education system. In each succeeding decade, Florida State University has added to its academic organization. It has expanded from the original few acres and buildings to 533 buildings on nearly 1,590 acres, including the downtown Tallahassee main campus of 446 acres; a farm, which for many decades supplied the Florida State College for Women with food; the Seminole Reservation—a recreational facility; the Marine Laboratory on the Gulf Coast; the FAMU–FSU College of Engineering facility; the National High Magnetic Field Laboratory and Division of Research at Innovation Park; and the branch campus in Panama City, Florida. One hundred and sixty years after its founding, Florida State University started the 2011-2012 academic year with a student population of over 41,000 and recognition as a major graduate research institution with an established international reputation.

In Fall 2018, Florida State University had over 41,900 students from every Florida county and 132 countries. Nearly 74% of the students are undergraduates, 18.9% graduates, and 2.8% unclassified. Women account for 55% of the enrollment and 32.8% of the students are from a minority background. There are 301 degree-granting programs for bachelor's, master's, doctoral, specialist, and professional degrees.

Vision

Florida State University will be one of the world's premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement.

Mission

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The University is dedicated to excellence in teaching, research, creative endeavors, and service. The University strives to instill the strength, skill, and

character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

University Organization

The chief executive officer of Florida State University is the President. He is assisted by the Provost (who is also the Executive Vice President for Academic Affairs), the Dean of the Faculties and Deputy Provost, the Senior Vice President for Finance and Administration, the Vice President for Planning and Programs, the Vice President for Student Affairs, the Vice President for Research, the Vice President for University Relations, the Vice President for University Advancement, and the President of the Faculty Senate.

The Division of Academic Affairs is responsible for the operation of the academic program of the University. It includes the Office of the Dean of the Faculties and Deputy Provost, which interprets all faculty personnel policy, including faculty development and welfare, monitors all academic rules and regulations, including those related to academic integrity and grade appeals, and facilitates the operation of the Faculty Governance System of the University; the Graduate School, which is responsible for the graduate enrollment, general advisement, university fellowships, and special programs; and the Division of Undergraduate Studies, which is responsible for undergraduate advisement, retention, and special programs. Further support is given by associate vice presidents and directors, who are responsible for such academic matters as continuing education, international programs, computing and information resources, learning systems, libraries, the Office of the University Registrar, the Office of Financial Aid, and the Office of Admissions.

The Division of Finance and Administration maintains the physical plant, administers the personnel program, and receives and disburses nearly all University funds.

The Division of Student Affairs offers and coordinates programs that provide housing, career guidance, health care, recreation, childcare, self-governance, and enhancement of academic skills to students. It is also responsible for programs and services for international students, disabled students, and student activities and organizations.

The Division of Research coordinates all research programs and mediates between extramural sponsors and faculty conducting research, development, and training under such sponsorship. The Division of University Relations coordinates alumni affairs and the solicitation of external funds to support scholarships and loans for students, capital construction, excellence in academic programs, and intercollegiate athletics. University Relations also coordinates programs to improve understanding and support of university academic programs and activities through its units, including governmental relations.

University Communications reports to the Division of University Relations, and coordinates efforts to improve the public's understanding of the University's academic programs and activities through internal and external media, both print and electronic. It includes the Public Broadcast Center (public radio, public television, and public access channel), Publications and Media Relations.

The Faculty Senate is an elected representative body of faculty that establishes academic policy regarding admission and graduation of students, curricula, and academic standards, and advises and recommends about all matters affecting the academic program of the University.

Libraries

University Libraries provides collections, resources and services to enhance the learning, teaching, research, and service activities of the Florida State University. In support of this mission, the libraries' collection is approaching 3 million volumes. For those researchers unable to visit libraries, the Web site offers access to hundreds of databases and more than 70,000 e-journals from anywhere in the world. Materials not available online or at the libraries may be requested through interlibrary loan or through the new statewide UBorrow system, allowing FSU faculty and students to request delivery of books from over 15 million volumes available at all state university libraries. Library faculty also offers classes and consultations to teach critical research and thinking skills. For those researchers unable to visit the libraries, online research services are available 24/7 and library staff offer outreach to dormitories and buildings across campus.

The Florida State University Libraries include eight libraries on campus: Strozier Library, Dirac Science Library, Claude and Mildred Pepper Library, College of Music Allen Music Library, School of Library and Information Studies Goldstein Library, College of Law Research Center, College of Medicine Maguire Medical Library, and the FAMU-FSU College of Engineering Library. The Special Collections and Archives division of University Libraries supports and advances research, teaching, and scholarship by acquiring, preserving, and providing access to collections of original manuscripts, rare books, and university archives for use by students, faculty, and researchers worldwide. The Claude Pepper Library and the Heritage Protocol archives are part of University Libraries' Special Collections.

Visit the FSU Libraries website for additional information, locations, and hours of operation: <http://www.lib.fsu.edu/>.

Research Facilities

Since its designation as a university in 1947, Florida State University has built a reputation as a strong center for research and creativity in the sciences, the humanities, and in the arts. During fiscal year 2018, Florida State University's faculty generated a record \$226 million in funding to supplement state funds used for research. These external funds, derived through contracts and grants from various private foundations, industries, and government agencies, are used to provide stipends for graduate students, to improve research facilities, and to support the research itself. See the Office of Research website for additional information <http://www.research.fsu.edu/>

Applicable Special Programs:

- The **Learning Systems Institute (LSI)** is a diverse, multidisciplinary program designed to bridge the gap between research and practice in education and training. Researchers in LSI combine strengths in educational leadership, instructional design, human

performance, and grants management to design, and build and implement effective learning strategies for a wide range of clients around the world.

- The **Florida Center for Reading Research**, also part of the Learning Systems Institute, was established by Gov. Jeb Bush in 2002 as the central source of research and training for Florida's initiatives in improving the reading and literacy levels of K–12 students throughout the state. The center focuses campus-based research strengths in psychology and education on science-based approaches to reading instruction and assessment that is disseminated through the Florida Department of Education.
- Florida State University's **Autism Institute**, housed in the College of Medicine, coordinates and promotes research, education, and service related to the autism spectrum disorders. The institute promotes Interdisciplinary research that advances scientific knowledge and bridges the gap between this knowledge and clinical/educational practice.

Computers and Technology

Information Technology Services provides three computer labs on campus which are available to all of the university (as opposed to departments or college labs which may/are restricted to students of the department or college). These labs [Carothers Rm 315; Strozier Library Rm 026] are open to all FSU students, faculty, and staff with a valid FSUCard. Laser printers and paper are available in the computer labs.

The College of Education offers technology services through its Office of Information and Instructional Technologies (OIIT). OIIT supports the Learning Resource Center (LRC, 1301 STB), which is a facility with two computer labs, common study areas, and two quiet study rooms that might be reserved for exams, meetings, videoconferencing, and group work. Students and faculty can use scanners, printers, checkout equipment, and reserve labs and conference rooms here. For additional information and hours of operation, visit the OIIT website at: <https://education.fsu.edu/oijt>.

CANVAS

Florida State University uses Canvas as our online learning management system. Though the SPP offers few online courses, Canvas is used for a variety of purposes to enhance the learning experience. Some faculty choose to post lecture slides, online lectures, and assignments via Canvas. Many faculty use the online gradebook feature of Canvas as well and may administer exams online. For more information on learning the Canvas system, please visit: <https://support.canvas.fsu.edu/home/>

ADMISSION

Applicants interested in the School Psychology M.S/Ed.S. Program must complete an online application through the Florida State University's College of Education-School Psychology webpage: <https://education.fsu.edu/school-psychology>. The program only admits students into cohorts that begin each fall. Complete information regarding admission deadline, material submissions, degree requirements, scholarship and aid, career opportunities, and Frequently Asked Questions is provided.

Re-admission of applicants previously enrolled at Florida State University as a graduate student and have been absent for two or more semesters and are not approved for leave of absence must meet the same School Psychology fall deadline (**December 1**). For re-admission, please click on Application Deadlines and choose Apply Now <https://education.fsu.edu/degrees-and-programs/school-psychology>. Scroll down to the OFFICE OF ADMISSIONS webpage and click Apply Online under Quick Links. Select the option for READMISSIONS under Application Type. Do not click on the active buttons at the top of the page; these tabs will not provide you with the necessary "Readmissions" tab.

FSU's *General Bulletin - Graduate Edition* is available at: <http://registrar.fsu.edu/bulletin/>. Applicants are responsible for carefully reading those sections covering all graduate programs and the special regulations for graduate majors in education. Prospective graduate students can find general information, such as submission of Official Transcripts, on the University site: <https://gradschool.fsu.edu/graduate-admissions>.

Once an application is complete, all material is available for faculty review. The applicant is responsible for regularly checking the email provided on the application for further updates, application questions or concerns, and interview dates. The EPLS department informs candidates regarding admissions decisions.

Minimum Admission Requirements

Admission requirements are based upon the University and Departmental requirements.

1. An earned bachelor's degree from a regionally accredited U.S. institution or a comparable degree from an international institution. A degree in Education, Psychology, Sociology, Social Work, Home and Family Life, Rehabilitation Services, or another related discipline is preferred. Admitted candidates who do not have these prerequisites will be expected to make up these deficiencies early in the program.

A minimum cumulative GPA of 3.2 (on a 4.0 scale) while registered as an upper-division undergraduate student. The upper-division GPA is calculated after 60 credit hours in all work attempted while registered as an upper-division students working toward a bachelor's degree. The GPA calculation tool can be found at the following link: <http://admissions.fsu.edu/images/pdf/gpacompworksheet.pdf>.

2. Completion of the Graduate Record Examination (GRE) (*Requirement suspended indefinitely*)
 - a. For tests taken prior to August 1, 2011: A combined GRE score of at least 1000 with a 400 minimum score for each section (verbal and quantitative) is required.
 - b. For tests taken on or after August 1, 2011: Revised GRE scores between 142-162 on the verbal section, 139-160 on the quantitative section, and 3.9 on writing have made an application more competitive. See Appendix C Applicant Rubric & Scoring Guide for additional information.
 - c. These scores must be sent to FSU from ETS. The FSU Institution Code is 5219.
3. A Personal Statement (Statement of Purpose) outlining professional goals must be submitted. The personal statement should describe your purpose for pursuing a degree, qualifications, and long-term career goals. It should be no more than three pages in length.
4. Three letters of recommendation are required. Only academic and professional recommendations are accepted. No personal recommendations are accepted. All letters of recommendation should be on company/institution letterhead.
5. A Resume/Curriculum Vitae is required. This should describe the applicant's academic background, relevant work, and volunteer experience. Examples and templates can be found on the FSU Career Center website: <https://career.fsu.edu/resources/career-guides>
6. Official Test of English as a Foreign Language (TOEFL) results are required for international applicants whose native language is not English and who have not studied in an English-speaking country for at least one academic year. A minimum score of 550 on the paper-based test or 80 on the internet-based test is required.

Application Procedures

1. Complete the graduate application and pay the application fee. The graduate application is available online at <https://education.fsu.edu/degrees-and-programs/school-psychology>. The following required documents are submitted via the online application:
 - a. Personal Statement (Statement of Purpose) -
 - b. Three Letters of Recommendation
 - c. Resume/Curriculum Vitae
2. (*Requirement suspended indefinitely*) An official GRE score report must be sent directly from ETS to FSU. Unofficial score reports can be uploaded to expedite the review process; however, they will not replace the official score report requirement.
3. Official academic transcripts must be submitted to the Graduate Admissions Office directly from each college or university attended. International candidates must submit transcripts in their native language accompanied by a certified English translation. Transcripts are considered official when they bear an official seal and signature and are sent from the issuing college or university directly to FSU. Unofficial academic

transcripts can be uploaded to expedite the review process; however, they will not replace the official transcript requirement.

Application Review

1. Review of applications generally begins after the deadline of **December 1st**. The Applicant Rubric & Scoring Guide (Appendix C) is used to evaluate applicants in an objective, measurable fashion.
2. Those applicants whose rubric scores meet or exceed the selected cutoff may be invited to an on-campus interview. **The interview date is usually held in late January or early February.** Those applicants who cannot attend the interview day (out-of-state or country) are permitted to schedule a Skype/Zoom interview, but on-site interviews are encouraged. The Interview Rubric & Scoring Guide (Appendix D) is used to evaluate interviewees in an objective, measurable fashion.
3. Applicants who meet or exceed the selected cutoff scores on both the Applicant Rubric and the Interview Rubric are considered for admission to the program; however, there are limited seats available due to accreditation requirements around faculty to student ratios. Applicants are given a deadline of April 15 to decline or accept the offer of admission.

Additional Information

- Applicants should be aware that the practicum and internship sites where candidates are placed require a specific background check and fingerprinting. If applicants have situations in their personal history that may present an obstacle to their successful completion of the program (e.g., a police record), they should discuss this with the program coordinator, prior to completing their application.
- Ed.S. candidates are typically admitted for Fall semesters, but, under very rare circumstances, applicants may be considered for Spring or Summer admission at the discretion of the SPP faculty.
- All required documents and test scores must be submitted to the online application system by the designated application deadline. Late applications are considered only at the discretion of the faculty.
- These requirements and criteria do not guarantee admission into the program. Admission depends on a variety of factors, including maximum allowable enrollment levels of the programs.
- Each year, approximately 12 Ed.S. candidates are accepted for admission into the program.

- Due to the systematic nature of the course sequence, the FSU SPP requires full-time enrollment status, which is generally 12-14 hours per semester. Most courses are taught during the daytime hours on FSU's campus, and few are offered online. Furthermore, most courses are sequenced and offered only once per year. Applicants who wish to complete a School Psychology degree while continuing in a full-time job are encouraged to apply to other programs which were specifically designed with the part-time or evening/weekend student in mind. In addition, FSU SPP does not provide respecialization, retraining, or other alternative approaches to prepare candidates for credentialing as school psychologists (e.g., for candidates who hold graduate degrees in related fields and are seeking graduate preparation and credentialing as school psychologists).
- *SPEAK Test* - SPEAK (Speaking Proficiency English Assessment Kit) is a test for evaluating the English-speaking ability of non-native speakers of English. It is the institutional version of the TSE (Test of Spoken English). The SPEAK test is administered by the Center for Intensive English Studies to international students who have been appointed or will be appointed as teaching assistants in an academic department at FSU: <https://cies.fsu.edu/programs/english-academic-purposes/speak-exam-information>.

If your native language is not English and you are going to be a TA, you should take the SPEAK test when you arrive at FSU. If you have scored 26 or higher on the speaking part of the IBTOEFL, you do not have to take SPEAK.

Transfer of Credits & Special Student Hours

Transfer of courses not counted toward a previous degree from another regionally accredited graduate school is limited to six semester hours and transfer of courses not counted toward a previous degree within Florida State University is limited to 12 semester hours, except when the departmental course requirement exceeds the 32-hour University-wide minimum requirement. In the latter case, additional transfer credit may be allowed to the extent of the additional required hours. In all cases, the majority of credit must be earned through Florida State University or its official consortia institutions. All transfer credit must: 1) be recommended by the major department; 2) be evaluated as graduate work by the evaluation section of the Office of Admissions of Florida State University; and 3) have been completed with grades of 3.0 ("B") or better. Forms for obtaining approval are available from OASIS, 2301 Stone Building or online at: <https://education.fsu.edu/oasis/graduate-students>.

Diversity Statement

The Combined M.S./Ed.S. program in School Psychology is committed to the values of diversity and inclusivity that go beyond the goal of "non-discrimination." In accordance with our mission which includes preparing individuals to practice ethically and competently as health service psychologists in a diverse society, we seek to develop and integrate culturally sensitive and appropriate knowledge, attitudes and skills through our teaching, supervision, research, and practice. We seek to creating and maintaining a community of safety and trust that recognizes

and encourages diversity including, but not limited to, differences of age, culture, disability, ethnicity, gender identity, national and regional origin, race, religious and spiritual beliefs and practices, sex, sexual orientation, socioeconomic status/class, and other dimensions of diversity.

Diversity Policies

FSU is committed to a policy of non-discrimination for any member of the University's community on the basis of age, career experience, color, communication style, culture, disability, educational level or background, employee status, family status, function, gender, gender expression, gender identity, language, management style, marital status, national origin, organizational level, parental status, physical appearance, race, regional origin, religion, sex, thinking style, speed of learning, comprehension, sexual orientation. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University's policies, procedures, and processes.

The University encourages the enrollment of students with disabilities and recognizes their special needs. The Student Disability Resource Center (SDRC), the main advocate for students with disabilities, monitors environmental, social, and academic conditions affecting students with disabilities and the reasonable accommodation process. Assistance in registration and housing is also available through this office. More information on the SDRC can be found at <http://www.disabilitycenter.fsu.edu/>. For more information on FSU diversity policies, visit: <http://diversity.fsu.edu/>.

FINANCIAL AID

Florida State University recognizes the high cost of education today and makes every effort to offer financial assistance through a variety of programs to qualified graduate students. In addition to providing funds on the basis of demonstrated financial need in the form of grants, work study awards, and loans, the University offers scholarships to recognize and reward talent, academic achievement, and meritorious performance. Graduate students may apply for long-term loans and college work-study. Graduate fellowships and assistantships are awarded through the Graduate School (<http://www.gradschool.fsu.edu/Funding-Awards>) and the respective academic and selected university departments. Students should apply for these awards well in advance of the semester in which they seek to enroll.

The FSU Office of Financial Aid is committed to guiding students through the process of applying for financial aid. Help in completing financial aid forms is available from professional financial aid counselors located in the *University Center, Building A, Room 4400*. Assistance is also available by calling the Express Telephone System (ETS) from 8:00 a.m. through 6:00 p.m. at (850) 644-0539. (Hours of operation are Monday through Friday from 8:30 a.m. to 5:00 p.m.) The Information Center is open Monday through Friday from 8:30 a.m. to 5:00 p.m. Telephone counseling is available Monday through Friday 8:30 a.m. to 5:00 p.m.

Once an application for admission has been submitted, students may monitor their financial aid status by visiting <http://www.finaid.fsu.edu>. This site will also provide information on any

outstanding documents required to complete the financial aid file. Upon admission and completion of the financial aid file, a student's financial aid award may also be found on this site.

Graduate students may apply for federal loans and federal work-study by completing the Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov>. Graduate fellowships and assistantships are awarded through the Graduate School and selected university departments.

All students receiving funding from the University (e.g., fellowship or assistantship) will be held to the stipulations put forth by the Council of Graduate Schools resolutions regarding accepting awards. For more information, visit: <http://gradschool.fsu.edu/Funding-Awards/Financial-Support-General-Information>.

Tuition Rates & Fees

Tuition rates for current students are available through the Student Financial Services office (<http://controller.vpfa.fsu.edu/Student-Financial-Services/>). For students receiving tuition waivers it should be noted that these waivers cover the cost of tuition, leaving the cost of student fees the responsibility of the student. Please contact David Beck at dbeck@admin.fsu.edu for more information on student fees.

Assistantships

Graduate assistants are selected by academic and related campus departments for duties connected with instruction, research, and student services which are of mutual benefit to the University and candidates. Only candidates with full-time graduate student status are eligible for graduate assistantships. Special and provisional candidates are ineligible. Stipends may vary depending on the amount of service rendered, the nature of the service, and the student's qualifications.

Graduate assistants who have at least a one-quarter (0.25 FTE) time assistantship (10 hours per week of teaching or research) may be eligible for a tuition waiver. More information about GA positions can be found at: (<https://gradschool.fsu.edu/funding-awards/financial-support-general-information>). Insofar as they are available, out-of-state tuition and matriculation fee waivers are reserved for full-time, degree-seeking graduate assistants and fellows. Graduate assistant and fellowship stipends are normally subject to federal income tax. Waivers are canceled if the candidate withdraws from the University, drops below the required academic load, or terminates the assistantship. Waivers will not cover any dropped classes. The candidate will be responsible for any fees assessed. Provisional, special, and part-time graduate students are not eligible for tuition waivers.

Select graduate assistants and fellows may be provided with a health insurance subsidy towards the purchase of the University-sponsored health insurance plan. The subsidy will be disbursed by semester. For information about the health insurance subsidy for graduate assistants and fellowship holders contact the Graduate School at (850) 644-3501 or gradschool@fsu.edu.

There are a variety of assistantships available to school psychology M.S./Ed.S. students each year. The assistantships are awarded based upon the availability of funding and at the faculty's discretion. Contact the SPP Faculty for information regarding the availability of assistantships.

Fellowships

There are a variety of fellowships offered through the University. Fellowships are awarded on a competitive basis. Some require duties and some do not. Additional information and application forms may be obtained from the Graduate School Web site:

<http://www.gradschool.fsu.edu/Funding-Awards/Graduate-School-Fellowships-and-Grants>.

Fellows Society Adelaide Wilson Fellowship. This fellowship provides support for up to five continuous years for newly admitted Ph.D. students, and support for up to three continuous years for newly admitted qualifying JD, D.N.P., and master's students. The Fellowship is \$30,000 per calendar year and provides the university health insurance plan for the individual. Recipients of this fellowship will be expected to participate actively in The Fellows Society and serve on the Fellows Advisory Board.

Leslie N. Wilson-Delores Auzenne Assistantship for Minorities. This assistantship is available for all new or currently enrolled minority graduate students. Nomination is through the department or college, but competition for these awards is on a university-wide basis. The stipend is a minimum of \$5,000 per academic year plus tuition waivers. Assistants also receive an annual health insurance subsidy.

Scholarships

Graduate students may qualify for need-based Graduate FSU Grants by applying for aid through the Free Application for Federal Student Aid (FAFSA). This award is generally for \$500 per term, but funds are limited; therefore, early completion of FAFSA is encouraged. Graduate students can also apply for some OFA Foundation Financial Aid Scholarships, which are made possible through generous donations of private donors to the FSU Foundation. To review the list of FSU Foundation Scholarships that may be available to apply for, please see this website: <https://financialaid.fsu.edu/types-aid/scholarships/fsu-foundation>.

Latin American/Caribbean (LAC) Scholarship Program. Graduate students who are citizens from Latin America and Caribbean (including Puerto Rico and the U.S. Virgin Islands) who have been awarded a non-duty scholarship from the U.S. Federal Government or the State of Florida Government of a minimum of \$500 per academic year (fall and spring semesters) may be eligible to be designated as Latin American and Caribbean Scholarship recipients.

Martin Luther King, Jr. Scholarship Fund. Approximately three awards per year are given to graduate and undergraduate students. The stipend is \$350. Contact the Florida State University Center for Multicultural Affairs for more information.

College of Education Scholarships. All students who intend to be registered for the coming academic year are eligible and encouraged to apply. The College hopes to award scholarships to

as many students as possible, thus you can only apply for a maximum of two scholarships (additional applications will not be accepted). When you have selected, you must describe how you meet the specific criteria listed (e.g., financial need, grade point average, residency, career goals, major). Applications that do not meet the published criteria will not be considered. Please visit the following link for more information: <https://education.fsu.edu/scholarships>

OAS Scholarships. Graduate scholarships offered by the Organization of American States for study towards a Master's or Doctorate degree may be awarded to students who are citizens of Latin American and Caribbean member states of OAS for study at FSU. Florida State University is a member of the OAS Consortium of Universities. OAS Academic Scholarships may also be used by U.S. citizen students for graduate research in an OAS member state, if required by a specific academic program. Scholarships are awarded for an initial period of one academic year and may be renewed subsequently for up to one additional year if funds remain available and if the renewal is necessary to complete the program of study or research for which the scholarship was initially awarded. The OAS does not offer scholarships for studies in the medical sciences. No-interest loans are also available through the Rowe Fund. More information is at <http://www.educoas.org>.

Grants

The Teacher Education Assistance for College and Higher Education (TEACH) Grant program was created by congress as part of the College Cost Reduction and Access Act of 2007 to assist in the development and recruitment of teachers for high need programs in public and private elementary or secondary schools that serve low-income families. Students who receive the TEACH Grant must agree to serve as a full-time teacher in a high need field in a public or private elementary or secondary school that serves low-income students for at least four academic years within eight calendar years after completing the program of study for which they receive the assistance (<https://financialaid.fsu.edu/types-aid/grants>).

Work-Study

Federal Work-Study is a need-based program that must be applied for by completion of FAFSA (<http://financialaid.fsu.edu/aid/workstudy/index.html>).

Loans

Federal Direct Loan Program assistance is applied for by completion of FAFSA. Students must be enrolled as a degree seeking student, at least half time (six credit hours) per term of disbursement and must maintain satisfactory progress requirements (http://financialaid.fsu.edu/aid/loans/Plus_Grad.html).

Out-of-State and International Students

Residents of 15 Southern and Mid-Atlantic states and many foreign countries may qualify for in-state tuition while pursuing a graduate degree at Florida State.

Academic Common Market. Through the Academic Common Market, residents of Alabama, Arkansas, Delaware, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia may qualify for in-state tuition rates at Florida State University. Eligibility varies by program of study and state of residence. For further information, consult the Southern Regional Education Board.

Florida Linkage Institutes. Through Florida's Linkage Institutes, citizens of numerous countries including: Albania, Antigua and Barbuda, Armenia, Azerbaijan, Bahamas, Barbados, Belarus, Belize, Benin, Belarus, Bosnia-Herzegovina, Brazil, Bulgaria, Burkina Faso, Canada, Cape Verde, China, Costa Rica, Cote D'Ivoire, Croatia, Czech Republic, Dominica, Dominican Republic, Estonia, France, Gambia, Georgia, Grenada, Guinea, Guinea-Bissau, Guyana, Haiti, Hungary, Israel, Jamaica, Japan, Kazakhstan, Kyrgyzstan, Latvia, Liberia, Lithuania, Macedonia, Maliu, Mauritania, Mexico, Moldova, Montenegro, Niger, Nigeria, Poland, Romania, Russia, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Senegal, Serbia, Sierra Leone, Slovak Republic, Slovenia, Tajikistan, Togo, Trinidad and Tobago, Turkmenistan, Ukraine, and Uzbekistan may be eligible to receive waivers of the out-of-state portion of tuition at Florida State University. For further information, consult the appropriate Linkage Institute.

Establishing In-State Residency. You must be a U.S. citizen, permanent resident alien, or a legal alien granted indefinite stay by the U.S. Immigration and Naturalization Service to be eligible to become a Florida resident. Please contact the Residency Office in the University Registrar's Office for more information, (850) 644-7115.

ADVISEMENT AND CANDIDATE REQUIREMENTS

SPP candidates are expected to be familiar with current policies and regulations of EPLS and of the College of Education's Office of Academic Services & Intern Support (OASIS; <https://education.fsu.edu/OASIS>), as they may apply to a particular program. **Candidates are responsible for ensuring that all regulations involving deadlines and completion of specific requirements for each date are met.** Furthermore, it is the candidates' responsibility to initiate, through the supervisory committee chair, all of the procedures, actions, and forms required of the supervisory committee.

Health Insurance Requirement

Every full-time FSU student must show proof of comparable health insurance prior to registration once each year. Select graduate assistants and fellows will be provided a health insurance subsidy towards the purchase of the university sponsored health insurance plan. The subsidy will be disbursed by semester. For information about health insurance coverage contact the Student Health and Wellness Center's Insurance Office at (850) 644-4250. For information

about the health insurance subsidy for graduate assistants and fellowship holders contact the Graduate School at (850) 644-3501 or gradschool@fsu.edu.

Academic Advisement

Initially, candidates are advised by the Program Coordinator who assists them in selecting course schedules prior to the first semester of registration. This advisor assignment is used until a supervisory committee chair is selected and approved. The initial assignment is not binding for either the faculty member or the candidates. The PCS Program Coordinator assigns each supervisory committee by the beginning of the first semester of full-time graduate study. Each supervisory committee will consist of three faculty members, one of which will serve as chair for the candidate. The role of the supervisory committee chair is to approve the candidate's program of study, chair the comprehensive examination, and provide academic advising. The supervisory committee chair and the two additional supervisory committee members must be faculty members in the PCS program. Candidates must meet with their Advisor (chair of supervisory committee) a minimum of one time per semester to discuss enrollment, policies and procedures, and any additional programmatic information that needs to be addressed. These meetings are essential to ensure that candidates follow the prescribed course sequence of study; often important announcements and reminders are also provided.

Admission to Educator Preparation

In the state of Florida, school psychology programs fall under the "Educator Preparation" degree programs; therefore, all candidates must submit an online Graduate Application for Admission to Educator Preparation to the Office of Academic Services and Intern Support (OASIS) during the first weeks of the first semester of enrollment. See the following link to submit this application online: https://fsu.qualtrics.com/jfe/form/SV_00RfV2wNWTMD5hX

Course Requirements

The FSU SPP course requirements reflect an integrated, sequential program of study with supervised field experiences that are based on the program's training philosophy/mission, goals, and objectives. The above table outlines the required program of study for incoming candidates who begin the program in Fall 2023 or later. Most courses are taught during the daytime hours on FSU's campus and very few are offered online. Furthermore, most courses are sequenced and offered only once per year. As a result, the SPP requires full-time enrollment status, which is generally 12 hours or more per semester. This ensures that the program of study is consistent across all candidates. Appendix A - Crosswalk of NASP and FL DOE's SACS & FEAPs provides a crosswalk of all the professional standards addressed in the program goals and objectives. See Appendix B – NASP Required Assessment of Candidates for an overview of course sequence alignment with NASP Domains of Practice (2020) and the program objectives.

In addition to the required program of study, the SPP requires a minimum grade point average (GPA) of 3.00 to maintain "good standing" in the program. Candidates must receive at least a B- in courses that been designated as "critical" to maintain "good standing." Critical courses are denoted in the Course Sequence with a "*."

Course Sequence: M.S./Ed.S. School Psychology Program
Effective for Fall 23 Entering Cohort
2023-2024 Course Offerings

Fall 2023 – 1st years

*DEP 5068- Lifespan Development (3 credits)
*SPS 5192- Psychoeducational Assessment and Interventions (4 credits)
MHS 5400- Counseling Theories and Techniques (4 credits)
*SPS 5055- Foundations of School Psychology (3 credits)

Spring 2024 – 1st years

*SPS 5191- Assessment of Intelligence (4 credits)
*SPS 5945- Classroom-based Practicum (3 credits)
*SPS 5205- Consultation in the Schools (3 credits)
*MHS 5070 - Psychopathology across the Lifespan (3 credits)

Summer 2024 – 1st years

RED 5337 - Literacy Across the Content Area (3 credits)
*SPS 5193- Assessment of Social Emotional Problems of Children & Adolescents (3 credits)
*MHS 6410- Behavior Management: Principles and Applications (3 credits)

Fall 2023 – 2nd years

*SPS 5945- Practicum in School Psychology (3 credits)
*SPS 5615- Counseling Children & Adolescents (3 credits)
EDF 5481- Methods of Educational Research (3 credits)
SPS 5176 - Psychoeducational Diversity and ESOL (3 credits)

Spring 2024 – 2nd years

*SPS 5945- Practicum in School Psychology (2 credits)
*MHS 6466- Trauma and Crisis Counseling (3 credits)
MHS 5801 Counseling Practicum (4 credits)
EDF 5400- Descriptive and Inferential Statistics (4 credits)

Fall 2023 & Spring 2024 – 3rd years: SPS 6948 – School Psychology Internship (6 credits)

Spring 2024 – 3rd years: MHS 7962: Specialist in Education Comprehensive Examination (0 credits)

*Denotes critical courses.

FL DOE Educator Preparation Area Requirements

In addition to the critical courses outlined above, the Florida Department of Education (FL DOE) mandates via FL Rule 6A-5.066 Approval of Preservice Teacher Preparation Programs, that candidates enrolled in Teacher Education programs, including school psychology programs, must complete two area requirements: SPS 5176 Psychoeducational Diversity and ESOL and MHS6938 Special Topics: Psychology of Reading. While these courses are required and are integrated into the table of course requirements on the previous page of this Handbook, they are not considered ‘critical courses’ in the school psychology sequence. Since the courses are taught

outside of the PCS Program and the EPLS Department and are comprised of students from various major areas in the College of Education, the program faculty do not have direct control over the content and structure; therefore, consistent course-embedded assessments cannot be utilized. Despite this, the content of these courses is approved by the FL DOE, is structured around the FEAPs, and offers important and relevant learning experiences.

Course-Embedded Signature Assessments

Course-embedded signature assessments are organized by NASP Standards (see Appendix A for specifics). All course-embedded signature assessment assignments must be submitted through Via/Livetext (<https://sll.watermarkinsights.com/login#/>).

Course-embedded signature assessments are indicated by the ‘#’ symbol preceding the assignment description in the syllabus. These assessments must be uploaded by the student into and evaluated by the professor within the Via environment. Signature Assessments are assignments that have been identified by the College as those assignments that assess candidate mastery of FLDOE and NASP outcome standards for school psychology. FLDOE and NASP require all state approved and nationally accredited educator preparation programs (which includes school psychology programs) to assess individual candidate performance throughout coursework and field experiences (practicum/internship). Candidate performance on signature assessments are evaluated using detailed 4-point rubrics: 1 = Unsatisfactory; 2 = Emerging; 3 = Successful; or 4 = Exemplary.

In coursework, the minimum acceptable overall rating for each Signature Assessment is an overall rating of “Successful” or “Exemplary.” Students receiving a rating of “Unsatisfactory” will remediate the assignment within the Via environment. A grade of “Incomplete” will be assigned by the instructor if a student cannot demonstrate “Emerging” or “Successful” mastery of the Signature Assessment by the end of the course. Signature Assessments must be successfully remediated by the end of the 7th week of classes in the semester following completion of the course. For students who cannot successfully remediate the Signature Assessment by the end of the 7th week of the semester, the instructor will change the Incomplete to the grade of “F”. No student may enter or continue field experience (School Psychology Practicum / Internship) without demonstrating a score of “Successful” on all Signature Assessments within the Via environment.

Please note that while the candidate is given the opportunity to remediate a Signature Assessment on which performance is evaluated as less than “Emerging,” this does not mean that the course grade for the assignment must be increased from its original score by the instructor. Revisions occur within the Via environment to demonstrate competency mastery but is not a substitute for high quality work in its original form. Also, if the candidate does not remediate the information in the time allotted, then the total course grade becomes an "F." This is regardless of how well the candidate may have performed on any of the other parts of the course. Courses in which students are unable to obtain the minimal passing grade (B- in all critical courses) must be repeated with satisfactory performance. In almost all cases, this results in the candidate adding an additional year to the program of study.

Practicum-Embedded Signature Assessments

Practicum evaluations are a primary practicum-embedded signature assessment. This evaluation is FSU SPP's Assessment of Clinical Practice (NASP Required Assessment #4). The evaluation is completed during each practicum experience (see Appendix F) in order to document candidate growth and progress over all practicum experience. The University-Based Supervisor distributes the evaluation forms directly to the Practicum-Based Supervisors at the end of the semester, and the forms must be submitted directly from Field-Based Supervisors to the University-Based Supervisor on or before the designated date. The practicum student must review the results of each evaluation with the Field-Based Supervisor prior to the end of both semesters. To obtain a passing grade for practicum, it is possible for interns to receive scores of "2" or "Not Observed." Any score of "1" would require a remediation plan. This rating can be appealed by the student to the university faculty for reconsideration. The act of appealing this rating does not guarantee a change.

Internship-Embedded Signature Assessments

Internship evaluations are the primary internship-embedded signature assessment. This evaluation is FSU SPP's Assessment of Clinical Practice (NASP Required Assessment #4; Appendix F). The evaluation is completed twice during internship (December & April) to document candidate growth and progress over the duration of the internship experience. The University-Based Supervisor distributes the evaluation forms directly to the Internship-Based Supervisors in November and March, and the forms must be submitted directly from Field-Based Supervisors to the University-Based Supervisor on or before the designated date. The intern must review the results of each evaluation with the Field-Based Supervisor prior to the end of both semesters. To obtain a passing grade for the first internship semester, it is possible for interns to receive scores of "2" or "Not Observed." Any score of "1" would require a remediation plan. To obtain a passing grade for the second internship semester, all items must be rated as a "3" or higher. This rating can be appealed by the student to the university faculty for reconsideration. The act of appealing this rating does not guarantee a change.

Program of Study Forms

Candidates have the responsibility, in consultation with their supervisory committees, to develop both a Master's Program of Study form and a Specialist's Program of Study form detailing their academic plans. Both forms are necessary since candidates in FSU's SPP earn both a Master of Science degree and a Specialist degree. The programs of study are to be approved by each candidate's supervisory committee and the EPLS Department Chair. It is necessary to list the semesters and years in which courses were taken in chronological order (past to present) to determine that the university, department, and college requirements will be met. The Master's Program of Study form incorporates the first 36 hours of coursework, while the Specialist's Program of Study form lists the remaining 37 hours of the program (for a total of 73 hours of coursework). Prior to submitting the forms to OASIS, candidates must turn in a copy to the Program Coordinator for their cumulative student files. Programs of study may be modified later with the approval of the supervisory committee. Each program of study will reflect the academic requirements of the student's major area. Candidates seeking a degree in Counseling and Human

Systems must stipulate their Ed.S. major area of study, School Psychology, on the program of study form. There are two types of Master's degrees in the College of Education, the course track and the thesis track. Course track programs typically culminate with a Specialist Comprehensive Exam in the final semester. Thesis track programs include credited thesis hours and culminate with a thesis defense in the final semester of the MS degree. Students in MS/EDS programs who wish to complete a thesis-track degree must complete the thesis-track at the MS degree level, not at the EDS level. They must complete their thesis hours and thesis defense in the MS degree. This enrollment should be reflected on the MS program of study. Program of study templates may be found at <https://education.fsu.edu/oasis/graduate-students>. It is the candidate's responsibility to make sure that he/she has met all degree requirements.

Liability Insurance

Prior to beginning practicum and internship, candidates are strongly encouraged to secure professional liability insurance and some sites require proof of insurance. Candidate insurance can be obtained through professional associations (e.g., NASP, American Professional Agency) at a very reasonable cost.

Practicum Experience

Beginning in the spring of the first year, candidates will begin completing practicum experiences. In Spring 1 candidates complete the "Tier 1 practicum" which takes place at Florida State University Schools. During this practicum they work in an elementary teacher's classroom and deliver social emotional prevention lessons to middle and high school students.

During the entire second year of coursework, the program requires that candidates complete two semesters (3 credit hours per semester x 2 semesters = 6 credit hours) of a supervised practicum experience in order to integrate the theoretical aspects and required coursework of the SPP with practical application and to prepare them for internship. The practicum is typically completed at the FSU Multidisciplinary Center (MDC), which offers school-based settings relevant to the program objectives for development of candidate skills in school psychology. The MDC serves 20 school districts in 18 counties in northwest Florida providing school- and clinic-based assessment, consultation, and intervention services to systems and children and adolescents who present a wide range of learning, emotional, and developmental problems. Field experiences provide exposure to a wide range of diversity/individual differences; development of information gathering skills for assessment, consultation, and intervention; proficiency in consultation skills; experience developing direct interventions for academic and behavioral concerns; experience with comprehensive psychoeducational assessment and report writing; and participation in parent/school meetings. The practicum emphasizes human diversity, as most of the 18 counties are characterized by significant proportions of low income and linguistically, racially, and ethnically diverse families living in rural counties.

In Spring 2, candidates also complete a Counseling Practicum. This practicum experience focuses on delivering evidence-based individual and group counseling services at a local school.

Practicum requirements include: (1) a minimum of 100 clock hours each semester for a total of 200 hours; (2) attendance at the weekly, one-hour didactic seminars presented by the course instructor and other relevant professionals regarding current issues in school psychology; (3) attendance and participation in weekly, one-hour group training/supervision; (4) attendance and participation in weekly, one-hour of individual supervision and (5) complete a number of specific, required activities that are consistent with the training goals and objectives of the SPP.

The FSU SPP faculty provides oversight of the practicum experience to ensure the appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors. Close supervision is provided by the program faculty and the qualified practicum supervisors; this includes performance-based evaluation to ensure that candidates are developing professional work characteristics and designated competencies. Formative and summative performance-based evaluations of candidates are completed by both the faculty and field-based supervisors. See *Annual Candidate Assessment: Pre-Internship* section of this Handbook for additional information regarding the performance-based evaluation system and process. All coursework and practica hours must be successfully completed prior to beginning the school-based internship. For additional information about the MDC practicum experience, please contact Shannon Bennett, Ph.D., Director of Practicum Training (shannon.bennett@fsu.edu) and visit their website at mdc.fsu.edu. For additional information about the Tier 1 and Counseling practica, please contact Lyndsay Jenkins, Ph.D. (lnjenkins@fsu.edu).

Internship in School Psychology

During the third year, the program requires that candidates complete a comprehensive, supervised, and carefully evaluated internship in school psychology as a culminating experience in the SPP's course of study. The primary emphasis of the internship is to provide a broad, high-quality experience to ensure attainment of comprehensive school psychologist competencies, and to integrate and apply the full range of domains of school psychology. The internship also emphasizes human diversity and the provision of professional school psychology services that result in direct, measurable, and positive impacts on children, families, schools, and/or other consumers. Formative and summative performance-based evaluations of interns are completed by both the faculty and field-based supervisors to ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists. See the *Internship Handbook* for additional information. To document completion of the internship requirement, candidates are required to enroll in 12 credit hours of SPS 6948 Internship in School Psychology across two semesters (6 credit hours per semester x 2 semesters = 12 total credit hours).

Candidates must complete the internship over the course of one academic year (on a full-time basis) and obtain a minimum of 1200 clock hours. At least 600 of the internship hours must be in a school setting that provides a balanced exposure to both regular education and special education services and a broad range of school psychological experiences including assessment, consultation, and intervention activities. At least two hours of appropriate (i.e., consistent with current/legal ethical standards of the profession) and regularly scheduled field-based direct supervision must be provided each week by a school psychologist holding the appropriate state

credential for practice in a school setting (e.g., state licensure or certification, NCSP). Supervisors must also have a minimum of 3 years of full-time school psychology experience and a minimum of one year in the school. A majority of the supervision hours shall be provided on an individual, face-to-face basis and include structured evaluations that focus on the intern's attainment of competencies. If a portion of the internship is conducted in another setting (other than a school), the supervising psychologist must hold the appropriate state psychology credential for practice in the internship setting. On rare occasions, candidates are permitted to complete the internship across two academic years (on a half-time basis); however, this must be approved by the SPP Faculty.

Candidates are encouraged to begin researching internship opportunities during the first semester of their second year of coursework. For the last several years, the Florida Association of School Psychologists (FASP) has recommended guidelines to standardize the application, interview, and selection of school psychology interns in the state of Florida. Visit the following website for more information about FASP's internship application process:

http://www.fasp.org/Standing_Committees/School_Psychology_Students_Interns.html.

Candidates wishing to complete an internship in another state are responsible for researching each respective state's requirements and procedures. Internship sites must be approved by the SPP faculty to ensure the appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors. See the Internship Handbook for additional information.

Many internship sites provide a salary/stipend to interns for school psychology services rendered, but, unfortunately, some do not. Thus, candidates should prepare to fund their living expenses during the internship. Historically, tuition fee waivers have been granted by the state for a maximum of 12 internship credit hours due to the critical shortage of school psychologists in Florida. The internship course instructor applies for the fee waivers for all of the interns. The fee waivers are contingent upon the internship occurring in a public school district and the candidate receiving site-based supervision from an appropriately credentialed school psychologist. It is important to note that this fee waiver policy is subject to change without notice.

See the *Internship Handbook* for additional information.

Clearance Procedures for Field Experiences

Florida schools have taken precautionary measures to ensure the security and safety of students. To gain entry into schools and to comply with the Jessica Lunsford Act all candidates involved in field experiences (practicum and internship) must:

1. Complete a Level II background screening (fingerprinting). Application forms must be obtained from Dr. Krach, and the screening is done at LCS. The cost of the screening and badge is \$95 and is effective for five years.
2. Secure and provide proof of medical insurance (as current FSU policy states).

3. Purchase professional liability insurance for at least \$1,000,000 (this is a site, not College requirement)

Comprehensive Examination

Specialist candidates must register for and complete either the Specialist Comprehensive Exam (MHS 7962) or Specialist Thesis Defense (described below) in order to graduate. Candidates in the school psychology program complete the comprehensive school psychology examination during the internship, unless they have completed a Master's Thesis or Thesis Equivalency. Registration in MHS 7962 (0 credit hours) serves as university transcript documentation of completion of the comprehensive exam requirement. To fulfill the comprehensive examination requirement, candidates must complete and submit two case studies: one case must address academic concerns/outcomes and the other must address behavioral concerns/outcomes. The case study assessment is used for determining whether candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services that yield a positive, measurable impact. The Specialist Comprehensive Exam Results Form must be signed by the supervisory committee and turned into OASIS upon completion. The form can be found at https://education.fsu.edu/sites/g/files/upcbnu3146/files/EDS_Comp_Exam_Port_Defense_Results_2015.pdf. Copies of all documentation must be submitted to the Program Coordinator to be included in each candidate's cumulative file.

Once the case studies are completed, each candidate must submit them to his/her supervisory committee. Two of the three committee members will read the exam and assign a grade of Exemplary, Successful, Emerging, or Unsatisfactory. Candidates who receive an Emerging or Unsatisfactory rating may resubmit materials for the exam requirements one time. If the candidate fails the examination on both attempts, those failures will constitute grounds for dismissal from the program. If an appeal is desired, it must be made in writing by the student within 15 days of notification of his/her performance. All appeals will be given to the Program Coordinator. The coordinator will present the appeal to the faculty. The faculty can overturn the decision of the supervisory committee by a vote of at least 66% in favor of passing the candidate. The Comprehensive Case Study Evaluation Rubric & Scoring Protocol can be found in Appendix G. Further information regarding the Comprehensive Case Studies can be found in the Internship Handbook.

Thesis Option

Candidates interested in applying for doctoral programs in counseling, counseling psychology, or school psychology generally increase their chances for admission by having research experience during their Ed.S. degree program. At Florida State University, candidates may elect one of two options for gaining research experience. The first option is for candidates to substitute Specialist thesis hours for elective hours in their degree programs. In consultation with their supervisory committee chair, candidates should submit a research prospectus for thesis approval to their supervisory committee.

A supervisory committee meeting is being held for the purpose of approving the prospectus. The prospectus (two copies) and the Prospectus Clearance Form (four copies) are submitted to the department chair. The Prospectus Clearance Form is available at OASIS. Each candidate must complete a minimum of six semester hours of thesis credit. Candidates must register for a minimum of three semester hours of thesis credits while they are working on the thesis with their supervisory committee chair. Likewise, they must be registered for a minimum of two hours thesis credit during the semester in which they graduate. The supervisory committee chair, together with the supervisory committee, will conduct an examination in which the candidate must defend the thesis (MHS 6971). The oral thesis defense meeting is conducted in lieu of the comprehensive Ed.S. examination (MHS 7962) for candidates pursuing this option. The thesis is then submitted to the department chair for final approval. Candidates are strongly encouraged to work with their supervisory committee chair in submitting their research for publication. The order of authors for a subsequent publication must be determined before beginning the Specialist thesis research project.

Florida Teacher Certification Examinations (FTCE) and PRAXIS

As per Florida Statutes, Section 1004.04, all candidates attending a state-approved School Psychology program, must pass two parts of the Florida Teacher Certification Examinations (FTCE): 1) the Professional Education Test (ProfEd), and 2) the Subject Area Examination (SAE) in School Psychology. Candidates must obtain passing scores on the ProfEd and the SAE prior to internship acceptance and PRAXIS prior to the end of the spring semester of the third year (i.e., spring 3) to be cleared for graduation. Data from the SAE and PRAXIS [NASP assessment #1 - licensure assessment], are utilized to evaluate candidate knowledge and for programmatic review. For more information about these exams visit: <http://www.fl.nesinc.com/index.asp>.

As part of the steps when registering for the FTCE ProfEd and SAE and PRAXIS exams, candidates are to indicate whether they would like to share their score report with a university/institution. **The candidate must select for his/her scores to be sent to FSU.** Depending on the format of the test (e.g., multiple choice, essay, or both), it may take approximately 4-6 weeks for the examinee and university to receive the score report. Additionally, if the candidate does not receive passing scores on any parts of the FTCE, he/she is able to repeat whichever test they failed; however, the candidate must wait a minimum of 31 calendar days before he/she is able to retake it.

- Recommended preparation / study materials for the FTCE can be found at the following: <https://education.fsu.edu/test-prep>
- Recommended preparation / study materials for the PRAXIS can be found at the following: <https://www.ets.org/praxis/prepare/materials/5402>
- Williams, B.B. & Mennuti, R. B. (2016). *PASS: Prepare, assist, survive and succeed: A guide to passing the PRAXIS exam in school psychology*, 2nd edition. Routledge.

Please note the following exam deadlines:

PRAXIS exam

PRAXIS exam. A passing score in the passing range on the PRAXIS exam must be achieved, reported, and verifiable by January 15 of the third year in the program. The PRAXIS School Psychologist exam #5402 measures whether entry-level school psychologists have minimum acceptable competency (knowledge) for professional practice. The PRAXIS School Psychologist exam is required by the program as well as for candidates interested in the Nationally Certified School Psychologist (NCSP) credential. Official score reports must be sent directly from ETS to FSU. If the candidate is applying for the NCSP, official scores must be sent from ETS to NASP as well.

Professional Development

The SPP Faculty strongly encourages candidates to participate in professional development activities in the form of conventions, conferences, workshops, seminars, and colloquia sponsored by professional associations, institutions, and other organizations.

Membership in professional organizations is expected of professionals who wish to be viewed as competent and committed to their discipline. Our candidates and graduates often hold membership in one or more professional organizations, including the Florida Association of School Psychology (FASP) and the National Association of School Psychologists (NASP). Thus, candidates are encouraged to apply for student membership in one or more of these associations and to attend and make presentations at their annual meetings. Applications for membership in relevant organizations can be obtained from their respective websites (FASP, NASP, etc.).

Participation in professional organizations offers candidates opportunities to meet members of the profession, to learn about a broad variety of skills and services the profession offers, and to keep current with the latest news, develop professional skills. FSU's Congress of Graduate Students makes available a limited amount of funds to support candidates who are conducting research and presenting at professional meetings. More information can be found at: http://sga.fsu.edu/?page_id=236

Student Affiliates of School Psychology (SASP)

The official graduate student organization for the SPP is the Student Affiliates of School Psychology (SASP). Participation in SASP is not required but is strongly encouraged. Organizational goals are to:

1. Coordinate the orientation for incoming candidates
2. Familiarize new and prospective candidates to the field and its resources
3. Promote professional identity among school psychology candidates
4. Provide a forum for feedback between candidates and faculty
5. Conduct programs and workshops to meet candidate professional development needs
6. Provision of the new-candidate mentoring program and various social events to encourage interaction among the candidates and faculty.

Recruiting Volunteer Test Examinees

To develop competency in school psychology practice skills, candidates will be required to complete several practice administrations of tests covered in this Program (SPS 5191, SPS 5192, SPS 5193). The majority of practice administrations must be conducted outside of the classroom setting with volunteer examinees (PK-12). **Candidates are responsible for locating their own volunteer examinees.** Thus, candidates should attempt to identify potential volunteers as early in the Program as possible. Candidates must complete consent forms for each administration (e.g., Parent Consent Forms provided by each course instructor). Candidates must maintain test security and confidentiality and cannot share the results of the assessments with the examinees.

Optional Research Participation Opportunities

FSU's practitioner-scholar model emphasizes excellent applied skills and an understanding of the application of research to the theory and practice of school psychology. To this end, the FSU SPP faculty strives to train candidates to be critical thinkers and consumers of the literature base. Along with reviewing research in required coursework, candidates are encouraged, but not required, to participate on a research team led by a SPP faculty member to gain a more in-depth understanding of research design and implementation as it relates to the field of school psychology. Faculty research interests are presented at the orientation meeting for incoming candidates, and it is the candidate's responsibility to seek out research team opportunities, if interested.

Admission to the Combined Ph.D. Program

If an enrolled M.S./Ed.S. School Psychology student is interested in pursuing a Ph.D. in the FSU Combined Counseling Psychology and School Psychology Ph.D. Program, there are two points at which admission to the doctoral program are generally considered. Students should apply by the December 1 deadline in the first year of their program OR while on the Ed.S. internship. Admission to the doctoral program is not guaranteed. If a student is interested in the doctoral program, they are encouraged to discuss this option with their major professor.

Policy on Professional Outside Work by Candidates

Full-time graduate study is a rigorous enterprise, and candidates should maintain realistic expectations regarding outside work relative to their progress in their program. Candidates in training must not represent themselves as licensed or certified counselors or psychologists by their statements, their roles, or the nature of their work. When candidates are engaged in work that is "counseling," "psychological," or "human service" in nature, they must be directly supervised on a regular basis by an appropriately licensed or certified professional.

Certification and Licensure

Completion of a degree at FSU does not guarantee subsequent certification or licensure. While FSU has the authority to grant degrees, only credentialing bodies, professional associations,

and/or state government agencies have the power to grant certification and licensure. Candidates are responsible for accessing and processing applications for certification and licensure.

Obtaining certification in school psychology usually requires completing an application process that includes fingerprinting, criminal background check, passing state or national exams, and showing mastery of school psychology standards of practice. The NASP website includes a helpful list of credentialing requirements by state (http://www.nasponline.org/certification/state_info_list.aspx).

The following table contains a summary of certification and licensure options for candidates. While it only lists options in the State of Florida, other states have similar certification and licensure requirements.

Specialization	Certification, Credential, or License	Sponsoring Organization
School Psychology	PK-12 School Psychology Certification http://www.fldoe.org/edcert/rules/6A-4-0311.asp	Department of Education, State of Florida
	Licensed School Psychologist http://www.doh.state.fl.us/mqa/schoolpsych/	Department of Health, State of Florida
	Nationally Certified School Psychologist	National Association of School Psychologists

Upon successful completion of the M.S./Ed.S. School Psychology Program at FSU, candidates may apply for certification through the FL Department of Education (<http://www.fldoe.org/edcert/apply.asp>). The FL Department of Health also offers a License in School Psychology for those who wish to work in the private sector. Application requirements and procedures can be found at http://doh.state.fl.us/mqa/schoolpsych/ss_lic_req.html. Florida also requires certification as a Clinical Educator before practitioners can supervise interns and colleagues. This certification requires three years of practice and completion of a formal state-designed training course. For more information about the Clinical Educator Training Program visit <http://www.fldoe.org/profdev/clined.asp>.

Graduates of a School Psychology Program can receive national certification as a school psychologist from the National Association of School Psychologists (NASP). To obtain Nationally Certified School Psychologist (NCSP) status from NASP, applications must meet the established *Standards for Graduate Preparation of School Psychologists*, *Standards for the Credentialing of School Psychologists*, *Principles for Professional Ethics*, and the *Model for Comprehensive and Integrated School Psychological Services*. In addition, applicants must complete an application, verify supervision, and obtain a passing score on the PRAXIS II in School Psychology. For more information visit: <http://www.nasponline.org/certification/becomeNCSP.aspx>.

Employment Opportunities

Opportunities for employment as a school psychologist have been excellent in the past and remain that way throughout most of the country. The job outlook is very promising for school psychology nationwide. It is believed that a majority of current practitioners will be reaching retirement age within the next ten years, hence opening the door for a new generation of school psychologists. According to *US News and World Report* (2008), school psychology continues to be one of the “best careers.”

Salaries in school psychology vary regionally. School districts often have school psychologists on the same salary schedule as teachers, while others have a separate salary schedule. According to money.usnews.com the media annual salary is \$78,780 (25th percentile = \$62,070 and 75th percentile = \$100,040). In most respects, school district salaries are comparable to university salaries and often better. They may also be comparable to or better than hospital and clinic salaries depending on the length of the contract year. However, many school systems do not make salary distinctions between doctoral and non-doctoral school psychologists. Lastly, some school psychologists also engage in private practice part-time or even full-time, providing yet another avenue for employment and income.

PERFORMANCE-BASED ASSESSMENT PLAN

In order to prepare graduates with the professional knowledge and skills required to address the increasingly diverse needs of students, schools, families, and the community, Florida State University’s School Psychology Program (SPP) utilizes a comprehensive multi-source (e.g., supervisor evaluations, faculty evaluations), multi-method (e.g., case study), and multi-trait (e.g., data-based decision making, assessment, consultation) performance assessment system for data-based decision making. The faculty is committed to a developmental, learner-centered assessment philosophy that involves continual reflection, evaluation, and improvement. The goal of the assessment plan is to select, train, and graduate professional school psychologists who possess both the knowledge and the practical skills needed to work in a broad variety of school and education settings and to make programmatic adjustments if the data indicate a need for modification or change. Such periodic assessment also provides candidates with formative feedback on work products, which assists in further refinement of applied skills. A table outlining NASP required assessments can be found in Appendix B. The table of Annual Candidate Assessment timeframes and components is provided on the next page.

Annual Candidate Assessment Process

Candidate assessment is a continuous process that begins with application to the program and continues through graduation; it occurs at specified points in the program for the purpose of evaluating the competencies and performance of school psychology candidates and graduates and to inform systematic program review and improvement. The SPP faculty meets annually to review all candidates from the first year through the completion of internship.

	Annual Candidate Assessment Timeframes					
Assessment Components	Year 1		Year 2		Program Completion	
	Mid	End	Mid	End	Mid	End
Professional Work Characteristics Evaluation	X	X	X	X		
Practicum Field-Based Supervisor Evaluation		X	X	X		
FTCE (ProfEd)			X			
Internship Field-Based Supervisor Evaluation					X	X
FTCE (SAE)				X		
Comprehensive Case Studies					X	X
PRAXIS					X	

Feedback to Candidates

At each annual assessment point, candidates are provided with written feedback on their progress via the respective Annual Candidate Assessment forms. Candidates who exhibit ‘Satisfactory’ performance for an annual assessment point are permitted to progress to the next phase of the program. Candidates who do not exhibit satisfactory performance are issued a Notice of Concern (example in Appendix J) and must complete a Remediation Plan (example in Appendix J), which is collaboratively developed with program faculty. Remediation Plans must be satisfied within the timeframe agreed upon by the candidate and the program faculty in order for the Candidate to continue in the program. See the Retention Policies and Procedures section of this Handbook for additional information about the remediation process.

Year 1

Year 1 assessment takes place at the end of year one in the program of study (i.e., at the conclusion of the first fall and spring). At this point, candidates have completed one year of conceptual foundations and theoretical coursework. This review evaluates academic performance, knowledge, and professional dispositions. Written results are provided to candidates at the end of the first year (end of spring semester – April or May, depending upon the University calendar).

Year 2

Year 2 assessment takes place at the end of the second year. At this point, candidates have completed all coursework and field-based practica. This review evaluates academic performance, knowledge, professional dispositions, and candidate ability to effectively plan the professional responsibilities required of a school psychologist. At this annual assessment phase, the candidate's academic performance and knowledge, as well as the application of that knowledge in the practicum setting are considered. See Appendix F for the Practicum Supervisor Evaluations.

Program Completion

Program Completion assessment takes place at the end of the third year. At this point, candidates are ending their field-based internship experience and are being considered for recommendation for graduation from the SPP. This assessment timeframe includes the following components:

- The Internship Field-Based Supervisor Evaluation evaluates application of candidate knowledge, skills, and professional work characteristics. It is completed by the field-based supervisor twice during the third year (December and April) in order to document candidate growth and progress through the duration of the internship experience. Results of each evaluation are reviewed individually with the candidate by the Field-Based Supervisor and shared with the University-Based Faculty.
- For completion of MHS 7962 Comprehensive Exam and SPS 6948 Internship in School Psychology, two Comprehensive Case Study projects must be submitted to the University-Based Faculty advisor during the internship year as a cumulative measure of professional competency across the program training goals and objectives and to document impact on students and clients. The case study assessment is used to determine whether candidates are able to integrate domains of knowledge and apply professional skills to deliver a comprehensive range of services that yield a positive, measurable impact on the individuals served. Candidates must submit **one academic case study AND one behavioral case study**. The formative study (either academic or behavior concern) is due at the end of the fall semester (November), while the summative case study (whichever type was not submitted in November) is due at the end of the spring semester (March). The case study rubric used by the program is adapted from NASP's rubric for reviewing applications for Nationally Certified School Psychologists (NCSP) from Non-NASP approved program graduates. The Comprehensive Case Study Evaluation Rubric & Scoring Protocol is provided in Appendix G. Detailed instructions and a case study example are available in the *Internship Handbook*.
- PRAXIS exam. A score in the passing range on the PRAXIS exam must be achieved by January 15 of the final year in the program. The PRAXIS School Psychologist exam #5402 measures whether entry-level school psychologists have minimum acceptable competency (knowledge) for professional practice. The PRAXIS School Psychologist exam is required by the program as well as for candidates interested in the NCSP credential.

Official score reports must be sent directly from ETS to FSU. If the candidate is applying for the NCSP, official scores must be sent from ETS to NASP as well.

- The School Psychologist subject area test of the Florida Teacher Certification Examination (FTCE) serves as the Ed.S. capstone exam. The subject area knowledge tested on the School Psychologist K-12 examination was identified and validated by committees of content specialists from within the state of Florida. Exam content is organized by Florida's School Psychology Subject Area Competencies and Skills

A passing score for the SAE is a scaled score of 200 or higher. The Florida Department of Education also provides a maximum percentage of correct questions needed to achieve a minimum passing score on the School Psychologist PK-12 SAE, which is 68%. This is reported as a 'maximum percentage' because other slightly more difficult forms of the examination may require a lesser percentage of correct answers to achieve a passing scaled score of 200. Candidate score reports indicate "PASS" (for a scaled score of 200 or higher) or "NOT PASS" (for a scaled score lower than 200), but candidates are not provided with their actual obtained scaled scores. Score reports provided to Florida State University and other designated recipients also do not provide obtained scaled scores but indicate "PASS" or "NOT PASS" status for each candidate. In addition, Florida State University is provided with the percentage of questions each candidate answered correctly for each of the 10 competency areas tested. Candidates are required to meet the minimum passing scaled score of 200 in order to successfully complete this assessment. The percentage of questions each candidate answered correctly for each competency area is utilized for program review, but this data is not used by the Program to determine the candidate's pass/fail status. A crosswalk of how the SACS related to NASP's standards of training can be found in Appendix A. Candidates are also required to take and pass the FTCE General Knowledge Examination and the FTCE Professional Education Examination, as per requirements for certification as a School Psychologist in the state of Florida. However, the score for these two examinations is only included in the candidate assessment process on a pass/fail basis since the content is not tied specifically to the profession of school psychology.

Faculty/Program Assessment

The SPP Faculty believes in the importance of assessing not only the quality and performance of the candidates in the program, but also the effectiveness of faculty members, field supervisors, and program outcomes. As a result, the program asks graduates to complete a "Candidate Exit Survey" so graduates can provide feedback about their training.

RETENTION POLICIES AND PROCEDURES

This policy was developed to provide candidates and faculty with written guidance regarding the standards and procedures for continuation in the program and to delineate the procedures used by the program to (a) evaluate candidate performance; (b) respond to problematic, inadequate, or impaired candidate performance; and (c) to ensure that due process is accorded all parties during evaluation and review.

Candidates who have been accepted into any of the graduate degree programs offered by the PCS Program should know, prior to program entry and at the outset of training, that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, candidates' knowledge or skills may be assessed (including, but not limited to, emotional stability and wellbeing, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that candidates who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of its administrative authority, the PCS Program strives not to advance, recommend, or graduate candidates with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. For candidates interested in receiving personal therapy, FSU's [University Counseling Center](#), 201 Student Life Bldg., provides brief counseling and therapy to support candidates' growth and help them optimize their emotional, interpersonal and intellectual development. Additional community counseling resources can also be found through [Big Bend 211 Information & Referral Service](#).

Rationale

Continuance in the School Psychology Program (SPP) is contingent upon the ability of the candidates to pursue graduate study. Successful completion of the program is based on candidates' demonstration of academic, professional, and personal effectiveness related to professional objectives. The faculty has a professional responsibility to evaluate the academic, professional, and personal development of candidates in the training program. The primary purpose of assessment is to facilitate academic, professional, and personal growth, as well as provide feedback in a timely fashion.

Selective Retention

Continuation in the program and final awarding of the degrees may be denied for unsatisfactory scholarship, on the grounds of unsatisfactory mental, moral, or emotional attributes. Means of evaluating candidates include, but are not necessarily limited to, (a) performance in coursework and grades earned, including course-embedded assessments, (b) annual candidate assessments, (c) professional work characteristics evaluations, (d) practicum and internship evaluations, (e) comprehensive case studies, and (d) Florida Teacher Certification Exam score(s).

Annual Candidate Assessment

Although unusual circumstances may require that a candidate be evaluated for continuation in the program at any time, the Annual Candidate Assessment (ACA) process serves as regular checkpoints to monitor candidate progress in the SPP. At the conclusion of each ACA, all candidates will be provided with written feedback. Candidates who have not demonstrated satisfactory progress as outlined on the summative Annual Candidate Assessment form (Appendix H) will be notified individually by the Program Coordinator via a Notice of Concern

(Appendix I) and will be instructed to make an appointment to receive feedback, to identify appropriate remediation procedures, and to develop the Remediation Plan (Appendix J). If a concern arises at other points in the academic year, the candidate will be notified in writing via the Notice of Concern document. Following the notification, the candidate must meet with his/her advisor within five business days to develop a Remediation Plan.

Advocacy

As emerging professionals in school psychology, candidates are expected to be strong child/student advocates. They must have a keen interest in the learning, behavior, and emotional needs of children and students; and in addressing these needs by working in educational settings. They must desire not only to work directly with children/students but also with parents, teachers (regular and special education), administrators, staff, and outside professionals to best meet the educational and mental health needs of each client. They must be committed to following best practice in carrying out the key roles and functions of the school psychologist including consultation, education, research, assessment, and prevention and intervention.

Ethical Standards

Candidates are expected to maintain the highest possible academic, moral, and behavioral standards consistent with adherence to *Principles of Professional Ethics of the National Association of Schools Psychologists* (2020); the Florida Department of Education *Principles of Professional Conduct for the Education Profession in Florida* (2022); and Florida State University's *Academic Honor Policy* (2022). Candidates may be dismissed from the program for overt violations of these ethical codes and standards of practice. Ignorance of any part of these codes is not considered an acceptable excuse for violation. Also, as a professional in training, all candidates are recommended to carry professional liability insurance. Proof of coverage (if applicable) must be provided each year.

Anyone who suspects a candidate has violated ethical standards may request a review of the candidate's behavior by submitting a written description of the alleged incident to the coordinator of the SPP. Following careful review of the allegations, the SPP faculty may admonish, suspend, or remove from the program any candidate who in the judgment of the faculty has violated ethical standards (procedures followed as outlined in the *Program Response to Problematic, Inadequate, or Impaired Candidate Performance* section below).

Academic Standards

Completion of the academic requirements does not automatically assure candidates that the school psychology faculty will recommend them for a degree. A minimum grade point average (GPA) of 3.00 must be achieved for a candidate to maintain "good standing" in the program. Candidates must receive at least a B- in courses that been designated as "critical" to maintain "good standing."

Critical courses include:

- SPS 5055 Foundations of School Psychology
- SPS 5191 Assessment of Intelligence
- SPS 5105 Social-Emotional Disorders of Children and Adolescents
- SPS 5192 Psychoeducational Assessment and Intervention
- MHS 6410 Behavior Management Principles and Applications
- SPS 5205 Consultation in the Schools
- SPS 5193 Assessment of Socio-Emotional Problems in Children and Adolescents
- SPS 5207 Advanced School-Based Consultation
- SPS 5615 Counseling Children and Adolescents
- DEP 5070 Child and Adolescent Development
- MHS 6466 Trauma and Crisis Intervention
- MHS 5801 Counseling Practicum

All incomplete grades (I's) become IE's to F's after one semester and are computed into the candidate's GPA. Incomplete grades must be resolved the next semester that the candidate is enrolled.

Grade Appeals System

The purpose of the grade appeals system is to afford an opportunity for candidates to appeal a final course grade under certain circumstances.

The Grade Appeals System is outlined on the FSU Office of the Dean of Students Website:
http://deanofstudents.fsu.edu/policy/pdf/Grade%20Appeals%20Process_0910.pdf

General Behavioral Expectations

In addition to adhering to formal ethical principles and codes of conduct, candidates are expected to always behave in a professional manner. Personal stability and maturity are also expected. The specific interpersonal skills and characteristics expected of candidates are listed in the *Annual Candidate Assessment Review* form in Appendix H. Candidates who are not meeting expectations may be subject to intervention, suspension, or removal from the program (procedures followed as outlined in the *Program Response to Problematic, Inadequate, or Impaired Candidate Performance* section below).

Dress Code

Candidates are required to dress in a professional manner. When visiting or working in a school, agency, and/or clinic students must adhere to any dress code in effect for that setting. In addition, students should refrain from wearing any clothing, apparel, or jewelry that would be distracting to others in such settings.

Attendance Policy

Policies related to class attendance and tardiness are developed and enforced primarily by each course's instructor. Negligent class attendance or tardiness by a candidate, however, is unprofessional and raises serious concerns about the candidate's commitment to the SPP. When an instructor or field-based supervisor believes that excessive absences or tardiness reflect unprofessional behavior, they should notify the coordinator of the SPP in writing. Where this concern seems justified, the faculty will conduct a review of the candidate's behavior following the procedures outlined below.

Response to Problematic, Inadequate, or Impaired Candidate Performance

For a candidate who does not make satisfactory progress in the program, identified either during the Annual Candidate Assessment or at any other point in the training program, the following procedures are implemented:

1. The candidate is provided with a written Notice of Concern (Appendix I) identifying the problem areas noted by the faculty.
2. If insufficient progress in the program is determined and the problems are not severe enough to warrant an immediate dismissal, then tuition waivers will no longer be granted, and a Remediation Plan (Appendix J) will be developed in collaboration with the candidate. This plan should behaviorally define the problem, identify the expected behavior patterns or goals, and designate a date for goal attainment or reevaluation. Development of the plan is to be completed *within five business days* of the issue date of the Notice of Concern. If the candidate chooses not to accept the remedial plan, he/she will be automatically dismissed from the program.
3. At the time of the reevaluation (timeframe determined during development of Remediation Plan), the School Psychology Faculty will review candidate progress. A faculty vote is conducted to determine one of four outcome options:
 - i. A decision that the specified concerns are no longer present a significant impairment and the candidate is allowed to continue in the program;
 - ii. Continued remediation, an updated remediation plan, and a date for another reevaluation;
 - iii. Voluntary withdrawal from the program; or
 - iv. Formal dismissal from the program via 2/3 majority vote of program faculty
4. Candidates who, for any reason, receive a notification of dismissal have appeal rights as described in the most current *FSU General Bulletin – Graduate Edition*.

Readmission to the Program

Candidates who find it necessary to interrupt their progress in the program may be readmitted according to the established readmission policy. Candidates must seek readmission if they have not registered for at least three (3) hours of credit for a period of two (2) consecutive semesters.

➤ Criteria for Readmission:

1. In academic coursework already taken in the program, the candidate applying for readmission must demonstrate at least a 3.0 GPA in courses completed, including a minimum of B- in the critical courses identified previously.
2. Readmission will be considered in light of current enrollment numbers in the specialist programs and the availability of "openings" to accommodate returning candidates. This recognizes the reality that full-time, matriculating alternates may replace non-matriculating candidates.
3. Candidates who have been absent from the program for eight (8) consecutive semesters must meet any new admission requirements. At the discretion of the supervisory committee, they may be required to take additional coursework over and above that detailed in their program of study.
4. All hardship leave petitions need to be submitted to the department chair and committee chair for appropriate action.

➤ Procedures for Readmission:

1. The candidate must submit a personal statement detailing:
 - a. Reasons for non-matriculation.
 - b. A rationale in support of his/her readiness to continue graduate study to the successful completion of the degree. This rationale must include steps taken or changes made to address the "reasons" expressed in the previous section and a detailed plan that outlines the candidate's program for a timely completion after readmission.
2. The candidate must be interviewed by program faculty.
3. After reviewing the candidate's prior academic performance, personal statement, and interview results, the program faculty for the major area will recommend to the total faculty either to allow or deny readmission to the program.
4. The total faculty must vote on the readmission recommendation. If the recommendation is to readmit, then the faculty vote must be approved by a 3/4 majority in favor of readmission in order for the motion to carry. A recommendation to deny readmission may be overturned and reversed by a 3/4 majority faculty vote against the program faculty recommendation.

Graduation Policies

FSU's SPP candidates complete a total of 73 credit hours (61 of which are exclusive of the hours earned for completed of the Internship in School Psychology) to earn both a M.S. degree and an Ed.S. degree (all candidates must earn both degrees – they cannot only earn one or the other).

Successful completion of the program is based upon candidates demonstrating academic, professional, and personal effectiveness related to professional objectives.

- 1) Before being approved for graduation, candidates must meet all requirements for a graduate degree outlined in the *FSU General Bulletin - Graduate Edition*.
- 2) Candidates must successfully pass all required coursework with a minimum 3.00 GPA and a B- or better in courses designated as ‘critical.’
- 3) Candidates must achieve an overall ‘Successful’ or ‘Exemplary’ evaluation rating on the Annual Candidate Review at Program Completion. This includes the following:
- 4) Pass the Comprehensive Case Studies [serves as Comprehensive Exam requirement for Ed.S. degree] within 2 attempts
- 5) Earn passing scores on the FTCE exams [ProfEd and SAE-School Psychologist] as well as the PRAXIS exam.
- 6) Demonstrate entry-level ratings by internship field-based supervisors during internship
- 7) Candidates must apply for graduation at <https://registrar.fsu.edu/graduation/checklist/>
 - a) during the **FIRST TWO WEEKS** of the semester in which graduation is planned. If candidates intend to participate in the graduation ceremony, they must arrange for their cap and gown through the University Bookstore:
https://registrar.fsu.edu/graduation/cap_gown/
 - b) Also, all candidates must ensure that they have submitted a Program of Study signed by all of their committee members to OASIS.
- 8) Please note: Participation in Commencement exercises is not a guarantee of degree conferral
- 9) Students should keep all copies of documents submitted to your department, The Graduate School, or OASIS.
- 10) Degrees generally post to transcripts in the month following Commencement. After you are cleared by both your Academic Dean and the Registrar’s Office, your diploma will be mailed to you. Please allow six to eight weeks after the semester ends for your diploma to arrive. If you have additional questions, please call (850) 644-1050:
<https://registrar.fsu.edu/graduation/diplomas/>.

REVISIONS TO PROGRAM HANDBOOK

Due to ongoing changes occurring in our state, our institution, and our profession, the faculty reserves the right to make revisions and additions to this Handbook in order to better meet the needs of our candidates and the individuals we serve. Candidates are responsible for keeping up to date with any periodic changes that are made to the Handbook. Any questions about the Handbook should be directed to the Program Coordinator.

APPROXIMATE TRAINING PROGRAM TIMELINE

First Year Planner

Program Milestone (Tasks)	Approximate Due Date
Attend New Student Orientation & enroll in Fall 1 classes	Mid-August (Fall)
Begin Fall 1 classes	End of August (Fall)
Complete background check & fingerprinting at Leon County Fingerprinting Services (<i>will be done in SPS 5192</i>)	End of August (Fall)
Complete & submit <i>Graduate Application for Teacher Education</i> to OASIS	September (Fall)
Purchase FASP/NASP Student Memberships	September (Fall)
Purchase Professional Liability Insurance (optional)	September (Fall)
Register for Spring 1 classes	October (Fall)
Attend FASP's Annual Conference	October/November (Fall)
Complete & submit M.S. & Ed.S. <i>Program of Study</i> forms	December (Fall)
Begin Spring 1 classes	January (Spring)
Register for Summer 1 & Fall 2 courses	March (Spring)
Meet with Committee Chair for Annual Candidate Assessment of first year performance	August (Spring)
Summer 1 classes begin	May (Summer)

Second Year Planner

Program Milestone (Tasks)	Approximate Due Date
Begin Fall 2 classes	End of August (fall)
Renew Professional Liability Insurance (optional)	September (fall)
Renew FASP/NASP Student Memberships	September (fall)
Start researching internship sites & attend the CV workshop	September (fall)
Register for Spring 2 classes	October (fall)
Attend FASP's Conference to network potential internships	October/November (fall)
Solicit those to write letters of recommendation for internship applications	December (fall)
Register for FTCE ProfEd exam (<i>Due Feb 1 or before accept internship</i>)	December (fall)
Submit internship applications and interview for internship opportunities	Nov- Feb (fall – spring)
Meet with Field-Based Practicum Supervisor to review mid-year evaluation	December (fall)
Submit all weekly practicum logs to Field-Based Practicum Supervisor, to date	December (fall)
Begin Spring 2 classes	January (spring)
Interviews for internship opportunities	February (spring)
FTCE ProfEd to be taken & passed by Feb 1 or before internship acceptance (<i>send scores to FSU and proof to GA</i>)	February (fall)
Accept internship offer in consultation with Program Coordinator	March (spring)
Register for FTCE SAE Sch Psych (due Aug. 15)	March (spring)
Register for Fall 3 internship course	March (spring)
Submit <i>all</i> weekly practicum logs to Field-Based Practicum Supervisor	April (spring)
Meet with Committee Chair for Annual Candidate Assessment of second year performance	May (spring)

Third Year Planner

Program Milestone (Tasks)	Approximate Due Date
Submit <i>FSU School Psychology Internship Agreement</i>	July/August (fall)
Renew professional liability insurance (optional)	August (fall)
FTCE SAE Sch Psych taken & passed	Aug 15 (fall)
Register for PRAXIS (due January 15)	August (fall)
Begin Internship	August (fall)
Complete and submit <i>Internship Planning Form</i>	August (fall)
Renew FASP & NASP Student Memberships	August (fall)
Attend FASP's Annual Conference (if possible)	October/November (fall)
Register for Spring 3 courses (SPS 6948 & MHS 7962)	Mid November (fall)
Submit first Comprehensive Case Study to Major Professor	Mid November (fall)
Review Field-Based Evaluation with Internship Supervisor	December (fall)
Submit completed logs to Program Coordinator, to date	December (fall)
PRAXIS to be passed and reported by January 15 (<i>send scores to FSU and proof of passing to program GA</i>)	January (spring)
Apply for graduation	January (spring)
Attend NASP Conference (if possible)	February/March (spring)
Review websites for employment opportunities	March/April (spring)
Submit second Comprehensive Case Study to Via	Mid-March (spring)
Review Evaluation with Field-Based Internship Supervisor	April (spring)
Submit <i>Specialist Comprehensive Exam Results Form</i> to OASIS	April (spring)
Annual Candidate Assessment completed	April (spring)
Receive Advisor notification regarding Program Completion	April (spring)

Third Year Planner, Continued

Program Milestone (Tasks)	Approximate Due Date
Submit all completed logs to Internship Coordinator	April/May (spring)
Graduate!	May (summer)
Seek state certification via Florida DOE website and NCSP credential through NASP	May (summer)
Complete Candidate Exit Survey after internship	July (summer)

APPENDICES

Appendix A: Crosswalk NASP/FEAPs/SACS

Standards for Graduate Preparation of School Psychologists National Association of School Psychologists (NASP)

<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>

Domain 1: Data-Based Decision Making

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

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

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

Domain 4: Mental and Behavioral Health Services and Interventions

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

Domain 5: School-Wide Practices to Promote Learning

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

Domain 6: Services to Promote Safe and Supportive Schools

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

Domain 7: Family, School, and Community Collaboration

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

Domain 8: Equitable Practices for Diverse Student Populations

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

Domain 9: Research and Evidence-Based Practice

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

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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

6A-5.065 The Florida Educator Accomplished Practices (FEAPs).

(1) Purpose and Foundational Principles.

(a) Purpose. The Florida Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in Section 1003.42(3), F.S.

(2) The Florida Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Florida Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons;

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and

g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students' cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students;

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and,

j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of

thought, and application of the subject matter;

- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ questioning that promotes critical thinking;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and,
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:

- a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.
- b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and,
- c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.

Rulemaking Authority 1004.04, 1004.85, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11, 11-22-22, 2-21-23, 5-23-23.

<https://www.flrules.org/gateway/ruleNo.asp?id=6A-5.065>

FEAP Domains		NASP Domains			
#	FEAP Standard	Area	Area	Area	Area
1a	Aligns instruction with state-adopted standards at the appropriate level of rigor.	1	3		
1b	Sequences lessons and concepts to ensure coherence and required prior knowledge.	1	3		
1c	Designs instruction for students to achieve mastery.	1	3		
1d	Selects appropriate formative assessments to monitor learning.	1	3		
1e	Uses diagnostic student data to plan lessons.	1	3		
1f	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	3	4		
2a	Organizes, allocates, and manages the resources of time, space, and attention.	5	10		
2b	Manages individual and class behaviors through a well-planned management system.	2	4		
2c	Conveys high expectations to all students.	3-N	7-N		
2d	Respects students' cultural linguistic and family background.	7	8	2-N	10
2e	Models clear, acceptable oral and written communication skills.	1	2	3	5
2f	Maintains a climate of openness, inquiry, fairness and support.	2	6		
2g	Integrates current information and communication technologies.	1	3-N	10	
2h	Adapts the learning environment to accommodate the differing needs and diversity of student.	1-N	3-N		
2i	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	8-S			
3a	Deliver engaging and challenging lessons.	3			
3b	Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.	3			
3c	Identify gaps in students' subject matter knowledge.	1	3		
3d	Modify instruction to respond to preconceptions or misconceptions.	1	3		
3e	Relate and integrate the subject matter with other disciplines and life experiences.	1	3	4	
3f	Employ higher-order questioning techniques.	1	3	4	5 & 10
3g	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	1	3		
3h	Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.	1	3		
3i	Support, encourage, and provide immediate and specific feedback to students to promote student achievement.	1	3		
3j	Utilize student feedback to monitor instructional needs and to adjust instruction.	1	3		
4a	Deliver engaging and challenging lessons.	1	3		
4b	Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.	1	3		
4c	Identify gaps in students' subject matter knowledge.	1	3		
4d	Modify instruction to respond to preconceptions or misconceptions.	8			
4e	Relate and integrate the subject matter with other disciplines and life experiences.	1	3		
4f	Employ higher-order questioning techniques.	1	9		
5a	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	1N	3N		
5b	Examines and uses data-informed research to improve instruction and student achievement.	1	3	9	
5c	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	1	2	3	9
5d	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.	2	7		
5e	Engages in targeted professional growth opportunities and reflective practices.	10	5		
5f	Implements knowledge and skills learned in professional development in the teaching and learning process.	10			
6a	Understanding that educators are held to a high moral standard in a community.	10			
6b	Knowledgeable of, and have an understanding that the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C.	10	5		
6c	Fulfills the expected obligations to students, the public and the education profession.	All	All	All	All

N = New / Proposed Assignment

-S (embedded throughout the course in the syllabus)

Subject Area Competencies (SACs)
School Psychologist PK–12 (2019)
<https://www.flrules.org>

- 1) Knowledge of statistics, research methods, and program evaluation
 1. Apply theories and practices of measurement and test construction (e.g., standards for evidence of reliability and validity).
 2. Apply knowledge of statistical concepts and terms.
 3. Analyze principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).
 4. Analyze and apply research findings from psychoeducational studies in various school psychology contexts.
- 2) Knowledge of data-based decision making and accountability
 1. Analyze characteristics of data collection methods (e.g., checklists, records review, assessments, interviews, behavioral observations, curriculum-based measurement) used in the comprehensive problem-solving and evaluation processes.
 2. Determine appropriate data collection methods, materials, and procedures necessary to assess student, group, and school-level needs and outcomes.
 3. Apply appropriate methods for progress monitoring individual, group, school-level, and district-level outcomes.
 4. Apply instruments and methods of psychoeducational assessment that consider the needs of specialized populations (e.g., early childhood, students with low-incidence disabilities).
 5. Interpret and apply data gathered using multiple methods and informants to make recommendations regarding educational decision making.
 6. Apply appropriate data collection practices and assessments that are sensitive to the various needs of students who are culturally, ethnically, and linguistically diverse, including students from populations that may be marginalized.
- 3) Knowledge of child and adolescent development
 1. Apply theories of cognitive and intellectual development.
 2. Apply theories of language, perceptual, and sensorimotor development.
 3. Apply theories of personality and social-emotional development.
 4. Apply principles of learning, memory, and motivation.
 5. Analyze developmental patterns of disorders in childhood and adolescence.
 6. Apply major theories of child and adolescent development to the professional practice of school psychology.
- 4) Knowledge of curricula and evidence-based interventions and instructional strategies related to academic outcomes
 1. Assess components of standards-based curricula, engaging instructional environments, and effective evidence-based instruction.
 2. Apply concepts related to the development of reading, mathematics, and written and oral language skills.
 3. Apply appropriate, evidence-based instructional strategies for reading, mathematics, and written and oral language.
 4. Apply evidence-based screening, prevention, and intervention methods supported by analysis of ongoing progress monitoring to address academic concerns.
 5. Apply appropriate problem-solving methods in various educational contexts, including evaluating the fidelity, implementation, response to, and effectiveness of academic interventions.
- 5) Knowledge of biological, social, and cultural bases of learning, behavior, and mental health
 1. Analyze systemic social, environmental, cultural, linguistic, and ethnic factors that influence learning, behavior, and mental health.

2. Analyze individual experiential, instructional, environmental, biological, and medical factors that influence learning, behavior, and mental health.
3. Analyze social, environmental, cultural, linguistic, ethnic, and instructional factors that influence language development.
4. Apply concepts related to functions of the brain, such as self-regulation, self-monitoring, planning/organization, empathy, and healthy decision making.
- 6) Knowledge of evidence-based interventions and instructional strategies related to social-emotional, mental, and behavioral health outcomes
 1. Apply knowledge of risk and protective factors to support positive and engaging school climates and cultures.
 2. Apply appropriate, evidence-based universal screening to guide prevention and intervention strategies for schoolwide social-emotional, mental, and behavioral health concerns.
 3. Apply appropriate, evidence-based prevention and intervention strategies through a continuum of supports for social-emotional, mental, and behavioral health concerns, including knowledge of social-emotional learning components.
 4. Apply problem-solving methods and evaluate the fidelity of implementation and response to and effectiveness of social-emotional, mental, and behavioral health interventions.
 5. Identify components and analyze techniques of applied behavior analysis.
 6. Apply theories and techniques of individual and group counseling in a continuum of social-emotional learning and mental and behavioral health supports and interventions.
- 7) Knowledge of best practices in student and school safety
 1. Interpret the signs, symptoms, and impact of mental health disorders, including substance abuse.
 2. Interpret the signs, symptoms, and impact of traumatic events to guide trauma informed practices.
 3. Identify the signs, symptoms, and impact of abuse.
 4. Apply schoolwide screening, prevention, and intervention methods that address issues related to school climate (e.g., truancy, bullying, violence, suicide).
 5. Apply techniques for threat and suicide assessment, prevention, and intervention.
 6. Apply strategies related to stages of crisis prevention and intervention.
- 8) Knowledge of consultation, collaboration, and problem solving
 1. Apply appropriate theories and methods of consultation and collaboration with school professionals and other specialists in the community.
 2. Apply steps in the problem-solving process.
 3. Apply methods of consultation and collaboration to address academic, mental, behavioral, and social-emotional concerns.
 4. Apply appropriate theories and methods for engaging in systems-level (e.g., school, district, state) problem solving and consultation.
 5. Apply appropriate theories and methods for collaborating with parents or guardians and increasing home-school collaboration and consultation.
- 9) Knowledge of ethical, legal, and professional practice of school psychology
 1. Identify elements of the organizational and operational structures of public schools.
 2. Interpret historical foundations and important trends in the development of the profession of school psychology.
 3. Apply professional standards of best practices in school psychology.
 4. Apply the guidelines for professional conduct as stated in the ethical codes of the FASP, NASP, and American Psychological Association, and in the Code of Ethics of the Education Profession in Florida.
 5. Apply ethical decision-making processes.
 6. Examine social justice issues impacting public education and the profession of school psychology.

- 10) Knowledge of laws, rules, regulations, court decisions, and procedures related to public education
1. Apply federal and state rules, regulations, and policies related to the practice of school psychology and public education.
 2. Analyze the implications of landmark court decisions related to the practice of school psychology.
 3. Analyze the characteristics of various exceptionalities and disabilities (e.g., gifted, specific learning disabilities, sensory impairments).
 4. Apply appropriate procedures and assessment data to support educational decision making for students with exceptionalities and disabilities.
 5. Apply federal and state mandated procedures in the development of an EP, an IEP and a Section 504 accommodation plan.
 6. Apply federally required disciplinary policies and procedures (e.g., manifestation determination) for students eligible for protection under IDEA and ADA.

SACS Domains		NASP Domains			
#	SACS Standard	Area	Area	Area	Area
1-1	Apply theories and practices of measurement and test construction (e.g., standards for evidence of reliability and validity).	9			
1-2	Apply knowledge of statistical concepts and terms.	9			
1-3	Analyze principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).	9			
1-4	Analyze and apply research findings from psychoeducational studies in various school psychology contexts.	9			
2-1	Analyze characteristics of data collection methods (e.g., checklists, records review, assessments, interviews, behavioral observations, curriculum-based measurement) used in the comprehensive problem-solving and evaluation processes.	1			
2-2	Determine appropriate data collection methods, materials, and procedures necessary to assess student, group, and school-level needs and outcomes.	1			
2-3	Apply appropriate methods for progress monitoring individual, group, school-level, and district-level outcomes.	1	3	6	
2-4	Apply instruments and methods of psychoeducational assessment that consider the needs of specialized populations (e.g., early childhood, students with low-incidence disabilities).	1	8		
2-5	Interpret and apply data gathered using multiple methods and informants to make recommendations regarding educational decision making.	1			
2-6	Apply appropriate data collection practices and assessments that are sensitive to the various needs of students who are culturally, ethnically, and linguistically diverse, including students from populations that may be marginalized.	8			
3-1	Apply theories of cognitive and intellectual development.	3	8	1	
3-2	Apply theories of language, perceptual, and sensorimotor development.	3	8	1	
3-3	Apply theories of personality and social-emotional development.	8	4		
3-4	Apply principles of learning, memory, and motivation.	3	1		
3-5	Analyze developmental patterns of disorders in childhood and adolescence.	8			
3-6	Apply major theories of child and adolescent development to the professional practice of school psychology.	3	4	8	1
4-1	Assess components of standards-based curricula, engaging instructional environments, and effective evidence-based instruction.	1	3		
4-2	Apply concepts related to the development of reading, mathematics, and written and oral language skills.	3			
4-3	Apply appropriate, evidence-based instructional strategies for reading, mathematics, and written and oral language.	1	3	8	
4-4	Apply evidence-based screening, prevention, and intervention methods supported by analysis of ongoing progress monitoring to address academic concerns.	1	3	6	
4-5	Apply appropriate problem-solving methods in various educational contexts, including evaluating the fidelity, implementation, response to, and effectiveness of academic interventions.	4-N			
5-1	Analyze systemic social, environmental, cultural, linguistic, and ethnic factors that influence learning, behavior, and mental health.	1	3	4	8
5-2	Analyze individual experiential, instructional, environmental, biological, and medical factors that influence learning, behavior, and mental health.	1	3	4	8
5-3	Analyze social, environmental, cultural, linguistic, ethnic, and instructional factors that influence language development.	1	3	8	
5-4	Apply concepts related to functions of the brain, such as self-regulation, self-monitoring, planning/organization, empathy, and healthy decision making	10	4		
6-1	Apply knowledge of risk and protective factors to support positive and engaging school climates and cultures.	4-N	6-N		
6-2	Apply appropriate, evidence-based universal screening to guide prevention and intervention strategies for schoolwide social-emotional, mental, and behavioral health concerns.	4	6-N		
6-3	Apply appropriate, evidence-based prevention and intervention strategies through a continuum of supports for social-emotional, mental, and behavioral health concerns, including knowledge of social-emotional learning components.	4	6		
6-4	Apply problem-solving methods and evaluate the fidelity of implementation and response to and effectiveness of social-emotional, mental, and behavioral health interventions.	1	4		
6-5	Identify components and analyze techniques of applied behavior analysis.	1			
6-6	Apply theories and techniques of individual and group counseling in a continuum of social-emotional learning and mental and behavioral health supports and interventions.	4	10		
7-1	Interpret the signs, symptoms, and impact of mental health disorders, including substance abuse.	6			
7-2	Interpret the signs, symptoms, and impact of traumatic events to guide trauma informed practices.	6			
7-3	Identify the signs, symptoms, and impact of abuse.	6			

SACS Domains		NASP Domains			
#	SACS Standard	Area	Area	Area	Area
7-4	Apply schoolwide screening, prevention, and intervention methods that address issues related to school climate (e.g., truancy, bullying, violence, suicide).	6			
7-5	Apply techniques for threat and suicide assessment, prevention, and intervention.	6			
7-6	Apply strategies related to stages of crisis prevention and intervention.	6			
8-1	Apply appropriate theories and methods of consultation and collaboration with school professionals and other specialists in the community.	2	7-N		
8-2	Apply steps in the problem-solving process.	1	10		
8-3	Apply methods of consultation and collaboration to address academic, mental, behavioral, and social-emotional concerns.	2	6-N		
8-4	Apply appropriate theories and methods for engaging in systems-level (e.g., school, district, state) problem solving and consultation.	2-N	4-N	6-N	
8-5	Apply appropriate theories and methods for collaborating with parents or guardians and increasing home-school collaboration and consultation.	7	2-N		
9-1	Identify elements of the organizational and operational structures of public schools.	5	10		
9-2	Interpret historical foundations and important trends in the development of the profession of school psychology.	10-S			
9-3	Apply professional standards of best practices in school psychology.	10			
9-4	Apply the guidelines for professional conduct as stated in the ethical codes of the FASP, NASP, and American Psychological Association, and in the Code of Ethics of the Education Profession in Florida.	5	10		
9-5	Apply ethical decision-making processes.	10			
9-6	Examine social justice issues impacting public education and the profession of school psychology.	8			
10-1	Apply federal and state rules, regulations, and policies related to the practice of school psychology and public education.	5	10		
10-2	Analyze the implications of landmark court decisions related to the practice of school psychology.	10-S			
10-3	Analyze the characteristics of various exceptionalities and disabilities (e.g., gifted, specific learning disabilities, sensory impairments).	5	8		
10-4	Apply appropriate procedures and assessment data to support educational decision making for students with exceptionalities and disabilities.	1	3	8	
10-5	Apply federal and state mandated procedures in the development of an EP, an IEP and a Section 504 accommodation plan.	10			
10-6	Apply federally required disciplinary policies and procedures (e.g., manifestation determination) for students eligible for protection under IDEA and ADA.	10			

N = New / Proposed Assignment

-S (embedded throughout the course in the syllabus)

Appendix B: Course-Embedded Assessment of Candidate Knowledge

This table displays the relationship between the NASP Domains of Practice (2020) and FSU SPP's courses.

List of Rubrics for Course-Embedded Signature Assessments

NASP Standard	Course	Signature Assessment
DOMAIN 1 – DATA-BASED DECISION MAKING	SPS 5191 – Assessment of Intelligence	Culminating Intellectual Assessment Report (5191)
	SPS 5193 – Laboratory in the Assessment of Socio-Emotional Problems in Children & Adolescents	Integrated Socio-Emotional Assessment Report (5193)
	MHS 6410 – Behavior Management: Principles & Applications	Behavior Intervention Plan Project (6410)
	SPS 5945 – Practicum (classroom)	Applied Response to Intervention Assignment (5945)
	SPS 5205 – Consultation in the Schools	Family-School Collaboration Project (5205)
DOMAIN 2 – CONSULTATION AND COLLABORATION	SPS 5205 – Consultation in the Schools	Comprehensive Consultation Case Study (5205)
	MHS 6410 – Behavior Management: Principles & Applications	Functional Behavior Assessment Project (6410)
	SPS 5945 – Practicum (classroom)	PBIS Critique and Consultation Report
DOMAIN 3 – ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS	SPS 5192 – Psychoeducational Assessment & Intervention	Psychoeducational Assessment Report (5192)
		Academic Intervention Project (5192)
	SPS 5945 – Practicum (classroom)	Applied Response to Intervention Assignment (5945)

NASP Standard	Course	Signature Assessment
DOMAIN 4 – MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS	MHS 5070 Psychopathology Across the Lifespan	Clinical Presentation on the Biological Etiology of Childhood Disorders (6938)
	SPS 5945 – Practicum (classroom)	PBIS Critique and Consultation Report
	MHS 5801 – Counseling Practicum	Individual Counseling Treatment Plan (5801)
DOMAIN 5 – SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING	SPS 5055 – Foundations of School Psychology	Interview with a Practicing School Psychologist (5055)
	MHS 5070 Psychopathology Across the Lifespan	Clinical Presentation on School-Wide Practices for Childhood Disorders (6938)
	SPS 5055 – Foundations of School Psychology	Synthesis of the Literature (5055)
DOMAIN 6 – SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS	SPS 5615 – Counseling Children and Adolescents	Suicide and Threat Services (5615)
	MHS 6466 - Trauma and Crisis Intervention	Prevention, Response, Recovery Presentation (6466)
		Trauma/Crisis Case Conceptualization & Treatment Plan (6466)
DOMAIN 7 – FAMILY, SCHOOL, AND COMMUNITY COLLABORA- TION	SPS 5205 – Consultation in the Schools	Family-School Collaboration Project (5205)
	SPS 5615 – Counseling Children and Adolescents	Suicide and Threat Services (5615)

NASP Standard	Course	Signature Assessment
DOMAIN 8 – EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS	SPS 5176 - Psychoeducational Issues for Diverse Learners	Cultural Self-Awareness Paper (5176)
		TESOL Assignment (5176)
	DEP 5068 – Lifespan Development	Development Literature Review (5068)
DOMAIN 9 – RESEARCH AND EVIDENCE-BASED PRACTICE	SPS 5055 – Foundations of School Psychology	Synthesis of the Literature (5055)
	EDF 5400 – Basic Descriptive and Inferential Statistics Applications	Culminating Data Analysis Project (5400E)
	EDF 5481 – Methods of Educational Research	Comprehensive Research Proposal (5481)
DOMAIN 10 – LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE	SPS 5055 – Foundations of School Psychology	Ethics Autobiography (5055)
		Interview with a Practicing School Psychologist (5055)
	MHS 5400 – Counseling Theories & Techniques	Demonstration of Counseling Skills Video Project (5400)

Appendix C: Applicant Rubric Scoring Guide

Applicant Name: _____ Date: _____

This rubric scoring guide is designed to give comparable, relative assessment of admissions materials submitted by potential candidates to the school psychology program. All final decisions are reached by the faculty admissions committee via discussion and consensus.

	Unsatisfactory Rating=1	Emerging Rating=2	Successful Rating=3	Exemplary Rating=4	Assigned Rating (highest possible)
Statement of Purpose (content)	Unclear intent, poor writing quality, no clear understanding of the field of school psychology.	Weak statement but with some goals and/or connection to school psychology.	Strong Statement with several goals and/or connection to school psychology, and some leadership and work experiences defined.	Excellent statement with clear statement of goals. Explicit understanding of school psychology as a profession and of the program at FSU. Applicant gives clear evidence of relevant leadership and work experiences.	(4)
Statement of Purpose (writing style) An applicant's low TOEFL score would likely be reflected on this item	Poor writing style with many errors in spelling and grammar and very poor vocabulary skill. Lacks organization and structure.	Weak writing style with errors in spelling and grammar. Below average vocabulary skills.	Strong writing style including correct spelling, grammar, and organization. Vocabulary skills are average.	Excellent writing style, including correct spelling, grammar, and organization. Evidence of creativity/originality and advanced vocabulary skills.	(4)
Letters of Reference <i>*rate each letter individually</i>	All three are poor or weak letters that are generic and/or written exclusively by non-academics. And / OR One or more letters provide specific concerns.	No excellent letters. AND At least one letter provides strong support. None of the letters provide specific concerns.	One or two excellent letters with the other letters offering strong support with clear evidence.	Three excellent letters with specific references to pertinent competencies, aptitudes, and experiences, applicant defined as "top 10%," "excellent potential," "someone I would hire to work with my child," etc. Letters are from writers who are unrelated to academia or school psychology	(4)
Educational History: Relevant coursework/major	Irrelevant coursework and major.	Semi-relevant major with 1-2 relevant courses	Relevant major with several relevant courses	Relevant major with demonstrated research activity in the fields of education and/or psychology.	(4)
Quality of Education	Unaccredited or Poorly-	Accredited University	Honors Program OR Prestigious University	Honors Program at Prestigious University OR	(4)

	considered University			M.S./Ed.S./Ph.D. program graduate	
Experience with children or adolescents	none	Limited to a single setting or time.	Two settings or times. OR One setting with multiple experiences	Multiple experiences across settings OR Single extensive experience (e.g., teacher)	(4)
CV/Resume: Experience in Research & Applied Settings	No relevant experience reported.	1-2 limited experiences with some relevance	Several extensive experiences in relevant settings	Experience in multiple settings (3 or more) with students with a variety of needs; has worked with, shadowed, or interviewed a school psychologist prior to applying to the program.	(4)
Professional Quality of Materials (Student Submitted; Does Not Include Letters of Rec)	Multiple grammar or spelling errors AND Layout and design are unprofessional	Multiple grammar or spelling errors OR Layout and design are unprofessional	Minimal grammar or spelling errors AND Layout and design are professionally done.	No grammar or spelling errors AND Layout and design are professionally done.	(4)
Understanding of School Psychology as a Field	No knowledge of the field	Describes psychological services in a school setting	Describes one or two school psychology roles / functions	APA and/or NASP Member OR Clear experience or knowledge of the field	(4)
GPA*	GPA 3.1 & below	GPA 3.2-3.4	GPA 3.5-3.7	GPA 3.8-4.0	(4)
GRE Scores*	A score of 129 or less on Quant OR Verbal with a Writing Score of 3.4 or below	A score of 130+ on Quant OR Verbal with a Writing Score of 3.5 or above.	A score of 143+ on Quant OR Verbal with a Writing Score of 4 or above.	A score of 143+ on Quant AND Verbal with a Writing Score of 4 or above.	(4)
Likelihood of enrolling	Out of state undergraduate degree and residency	Florida undergraduate at or a Florida resident	A score of 3 is not possible for this item	A score of 4 is not possible for this item	(2)
Total Rating (46 points possible)					

38-44 Points: Strong consideration for interview and/or admission

33-37 Points: Likely consideration for interview and/or admission

29-32 Points: Possible consideration for interview and/or admission

Below 29 Points: Unlikely consideration for interview and/or admission

Determination Steps:

1) Examine GRE and GPA scores to remove any students below the cut-offs for GRE and GPA

*Students with GRE scores below the cut-off will only be considered if student has reasons for exceptions as determined based on the information submitted in the student's application form.

*Students with GPA below the cut-off will not be considered.

2) Evaluate the remaining pool of applicants based on the rubric. Total Rating scores will be calculated.

3) Rank the applicants based off of the scores. The 30 highest ranking scores will be invited to an interview. Two additional slots are available for invitation to the interview based on discretion of the program faculty.

4) For applicants with scores lower than the top 30, another 15 will be set aside for an interview waitlist. Any applicants with a rating of 29 or below will be automatically sent rejection letters and referred to the Second Chance pool.

5) Any applicants who share the same rating shall be evaluated in more detail by the faculty to determine the order of preference for being moved into the interview pool.

Disclaimer

NOTE: In addition to review with this rubric, all applicants must meet all admission requirements of the FSU Graduate College, the College of Education, and the FSU SPP. See Admission Requirements in the *Program Handbook* for more information about these requirements. *Under rare exceptions only*, applicants who exhibit *possible* or *unlikely* potential for the successful completion of the FSU SPP may be considered for admission via an exception. Possible exceptions are considered on a case-by-case basis by the faculty admissions committee. Candidate 'potential' is determined by faculty ratings using this rubric & the Interview Rubric & Scoring Guide.

Appendix D: Interview Rubric & Scoring Guide

Applicant Name: _____ Date: _____

This rubric is designed to give comparable, relative assessment of interviews for candidates to the school psychology program. All final admissions decisions are reached by the faculty admissions committee via discussion and consensus.

	Does not meet expectations 1	Below Expectations 2	Meets Expectations 3	Exceeds Expectations 4
Interpersonal Skills	Meets one or fewer of these expectations or only partially meets all three.	Meets two of these expectations or only partially meets two of the three.	1) Enthusiastic about the program and the degree. 2) Positive and personable attitude with faculty, staff, students, and other applicants. 3) Comfortable interactions with others.	Meets all three of these in an exceptional manner.
Communication Skills	Meets two or fewer of these expectations or only partially meets two or fewer.	Meets three or four of these expectations or only meets three or more of these partially.	1) Engaging and unique responses. 2) Clear mastery of grammar, syntax, and language use. 3) Mastery of the use of professional language. 4) Language used is appropriate for the setting. 5) Nonverbal communication is appropriate for an engaged listener.	Meets all five of these in an exceptional manner.
Professionalism	Meets one or fewer of these expectations or only partially meets all three.	Meets two of these expectations or only partially meets two of the three.	1) Dress and demeanor are professional. 2) Contributed to the interview process in a meaningful and respectful manner. 3) Allowed other candidates to participate in the interview process in a meaningful manner.	Meets all three of these in an exceptional manner.
Knowledge of the Field	Meets one or fewer of these expectations or only partially meets all three.	Meets two of these expectations or only partially meets two of the three.	1) Exhibits advanced knowledge of the field(s) of Counseling and/or School Psychology. 2) Knowledge about FSU's program. 3) Understands related current issues to the field.	Meets all three of these in an exceptional manner.
Diversity	Meets one or fewer of these expectations or only partially meets all three.	Meets two expectations or only partially meets two of the three.	Response indicates all three: 1) Awareness, 2) Skills, and 3) Knowledge related to diversity.	Meets all three of these in an exceptional manner.

*Admission decisions are based upon scores on the Applicant Rubric and the Interview Rubric and the discretion of the faculty admissions committee.

Interview Ratings	Score Received**
Interpersonal Skills	
Communication Skills	
Professionalism	
Knowledge of the Field	
Diversity	
TOTAL SCORE	

Recommendation	Check One
EXCELLENT candidate.	
GOOD candidate	
MAY BE a good candidate	
SUBSTANTIAL DOUBTS suitable	
UNSUITED for program	

NOTE: In addition to review with this rubric, all applicants must meet all admission requirements of the FSU Graduate College, the College of Education, and the FSU SPP. See Admission Requirements in the *Program Handbook* for more information about these requirements. *Under rare exceptions only*, applicants who the faculty have *substantial doubts* about or who seem *unsuited* for the program may be considered for admission via an exception. Possible exceptions are considered on a case-by-case basis by the faculty admissions committee. Candidate 'potential' is determined by faculty ratings using this rubric & the Applicant Rubric & Scoring Guide.

Appendix E: Professional Work Characteristics Evaluation

Candidate: _____ Date: _____

Faculty Rater(s): _____ Assessment Timeframe: _____

NOTE: This assessment is completed by SPP faculty and is only one component of the Annual Candidate Assessment plan for the Pre-Practicum Foundations timeframe (1st year candidates only).

Please rate the candidate on each item using the scale below. Base your ratings on behavior expected by the end of the academic year

1 = Unsatisfactory	2 = Emerging	3 = Successful	4 = Exemplary
Unsatisfactory; Needs substantial improvement	Emerging Skill; Needs some improvement to be at level for end of year	Successful; Exhibits level appropriate for level of end of year	Mastery; Well Above average, skills above that expected for end of year
*NO= No opportunity to observe			

Characteristic	Rating (Circle One)
Initiative – initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task <u>Evidence:</u>	1 2 3 4 NO
Dependability – can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner <u>Evidence:</u>	1 2 3 4 NO
Time Management/Work Organization – organizes work and manages time effectively <u>Evidence:</u>	1 2 3 4 NO
Problem-Solving/Critical Thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions <u>Evidence:</u>	1 2 3 4 NO
Respect for Human Diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations <u>Evidence:</u>	1 2 3 4 NO
Oral Communication – expresses self orally in an organized and clear manner <u>Evidence:</u>	1 2 3 4 NO
Written Communication – writes in an organized, clear manner <u>Evidence:</u>	1 2 3 4 NO
Attending/Listening Skills – attends to important communications; listens attentively <u>Evidence:</u>	1 2 3 4 NO
Effective Interpersonal Relations – relates effectively to colleagues, faculty, supervisors, & clients <u>Evidence:</u>	1 2 3 4 NO
Teamwork – works well with others; collaborates effectively with others on assignments/projects <u>Evidence:</u>	1 2 3 4 NO

Adaptability/Flexibility – adapts effectively to the demands of a situation; is sufficiently flexible to deal with change 1 2 3 4 NO

Evidence:

Responsiveness to Supervision/Feedback – is open to supervision/feedback and responds to such appropriately 1 2 3 4 NO

Evidence:

Self-Awareness - shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others 1 2 3 4 NO

Evidence:

Professional Identity/Development – appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth 1 2 3 4 NO

Evidence:

Relevant Law & Policy– demonstrates knowledge and application of relevant federal and state laws, regulations, policies and landmark court decision pertaining to the practice of school psychology. 1 2 3 4 NO

Evidence:

Professional Ethics – demonstrates knowledge and application of relevant federal laws, rules, regulations, policies, and landmark court decisions pertaining to the practice of school psychology 1 2 3 4 NO

Evidence:

Based upon the ratings above, circle the appropriate Overall Evaluation Rating in the table:

Overall Evaluation			
Unsatisfactory	Emerging	Successful	Exemplary
More than two areas rated as 'Unsatisfactory'	More than five areas rated as 'Emerging'; No more than two areas rated as 'Unsatisfactory'	Less than nine areas rated as 'Exemplary'; No more than five areas rated as 'Emerging'; No areas rated as 'Unsatisfactory'	Nine or more areas rated as 'Exemplary' and all other areas rated as 'Successful'; No areas rated as 'Unsatisfactory' or 'Emerging'

By signing, I certify that I have read, reviewed, and understand the results of this assessment.

Candidate Signature

Date

Supervisor Signature

Date

*This assessment was adapted from Winthrop University School Psychology Program.

Appendix F: Field-Based Supervisor Evaluations

Tier 1 Practicum Supervisor Evaluation
2020 standards

Domain of Practice	ITEMS
Domain 5: School-Wide Practices to Promote Learning	1, 2, 3, 4
Domain 2: Consultation and Collaboration	5, 6, 7
Domain 8: Equitable Practices for Diverse Student Populations	8, 9
Domain 10: Legal, Ethical, and Professional Practice	10, 11, 12, 13, 14
Professional Work Characteristics	15, 16, 17, 18, 19, 20, 21

Scoring: In order to capture formative measures of growth, skills are considered on a continuum from minimal levels of competence to the level of competence necessary to be successful as a school psychologist intern. Supervisors assign one of four possible ratings for each item: Unsatisfactory (value of 1); Emerging (value of 2); Successful (value of 3); or Exemplary (value of 4). Minimal acceptable ratings for April is 'Successful' (value of 3).

1 = Unsatisfactory	The student is deficient in the competency or skill and needs significant further training and effort to bring the competency/skill up to an acceptable standard
2 = Emerging Skill	The student has shown some evidence of competency or skill, but performance is inconsistent; may be the result of level of training or there may be examples of poor motivation or minor irresponsibility. It is anticipated that this rating will improve with some further training, supervision, and student effort.
3 = Successful	The student has displayed adequate mastery of the competency or skill.
4 = Exemplary	The student has exceeded basic mastery of the competency or skill and is performing at an advanced level.
NO = Not Observed	The student did not have the opportunity to demonstrate this competency or skill either because of training level or system variables.

Domain 5: School-Wide Practices to Promote Learning					
1. Understands systems' structures, organization, and theory including general and special education (ESE) programming.					
2. Understands and uses evidence-based school-wide practices that promote learning, positive behavior, and mental health.					
3. Understands how to develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff					
4. Demonstrates understanding of school-wide screening for academic and behavioral concerns and utilizing tier I data in problem-solving process.					

Domain 6: Services to Promote Safe and Supportive Schools					
5. Demonstrates knowledge of multi-tiered systems of student support and its relationship to the problem-solving process.					
6. Demonstrate knowledge of evidence-based strategies for creating safe and supportive schools.					
7. Promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety.					
Domain 8: Equitable Practices for Diverse Student Populations					
8. Demonstrates knowledge of and respect for individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.					
9. Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens.					
Domain 10: Legal, Ethical, and Professional Practice					
10. Appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth.					
11. Demonstrates knowledge of and adherence to ethical, legal, and professional standards (e.g., NASP Code of Conduct).					
12. Is open to supervision/feedback and responds to such appropriately.					
13. Demonstrates understanding of legal requirements for general and special education.					
14. Understands the how to problem solve when an ethical dilemma arises.					
Professional Work Characteristics					
15. Relates effectively to colleagues, faculty, supervisors, and clients.					
16. Demonstrates effective oral and written communication skills					
17. Can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner; punctual.					
18. Adapts effectively to the demands of a situation; is sufficiently flexible to deal with change; demonstrates stable social/emotional functioning with regard to professional practice.					
19. Demonstrates overall professional presence and respect shown through dress, manner, voice, affect and behavior that are appropriate for the profession and the setting.					
20. Demonstrates commitment and respect for human diversity, social justice, and equity					
21. Demonstrates effective oral and written communication skills					

Comments:

MDC Practicum Supervisor Evaluation
2020 standards

Domain of Practice	ITEMS
Domain 1: Data-Based Decision Making	1, 2, 3, 4
Domain 2: Consultation and Collaboration	5, 6, 7, 8
Domain 3: Academic Interventions and Instructional Supports	9, 10
Domain 5: School-Wide Practices to Promote Learning	11, 12
Domain 7: Family, School, and Community Collaboration	13, 14
Domain 8: Equitable Practices for Diverse Student Populations	15, 15, 17, 18
Domain 10: Legal, Ethical, and Professional Practice	19, 20, 21, 22, 23
Professional Work Characteristics	24, 25, 26, 27, 28, 29, 30

Scoring: In order to capture formative measures of growth, skills are considered on a continuum from minimal levels of competence to the level of competence necessary to be successful as a school psychologist intern. Supervisors assign one of four possible ratings for each item: Unsatisfactory (value of 1); Emerging (value of 2); Successful (value of 3); or Exemplary (value of 4). Minimal acceptable ratings for April is 'Successful' (value of 3).

1 = Unsatisfactory	The student is deficient in the competency or skill and needs significant further training and effort in order to bring the competency/skill up to an acceptable standard.
2 = Emerging Skill	The student has shown some evidence of the competency or skill, but performance is inconsistent; may be the result of level of training or there may be examples of poor motivation or minor irresponsibility. It is anticipated that this rating will improve with some further training, supervision, and student effort.
3 = Successful	The student has displayed adequate mastery of the competency or skill.
4 = Exemplary	The student has exceeded basic mastery of the competency or skill and is performing at an advanced level.
NO = Not Observed	The student did not have the opportunity to demonstrate this competency or skill either because of training level or system variables.

Domain 1: Data-Based Decision Making					
1. Collects and analyzes data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs.					
2. Selects, administers, and scores/interprets indirect (e.g., file reviews, interviews) and direct (e.g., observations, standardized assessments) assessments.					
3. Integrates and interprets assessment data; uses data to guide intervention/instruction and recommendations that are realistic, developmentally appropriate, and comprehensive.					
4. Understands the problem-solving model.					

Domain 2: Consultation and Collaboration					
5. Understands and effectively applies consultation models to work with individuals, families, groups, and/or systems.					
6. Understands the role of consultative and collaborative relationships within a problem-solving framework.					
7. Consults and collaborates with educational professionals at the individual, family, group, and/or systems levels.					
8. Can effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.					
Domain 3: Academic Interventions and Instructional Supports					
9. Understands evidence-based curricula and instructional strategies.					
10. Understands the importance of using assessment and data collection methods to implement and evaluate services that support academic skill development in individual children and for whole systems.					
Domain 5: School-Wide Practices to Promote Learning					
11. Understands systems' structures, organization, and theory including general and special education (ESE) programming.					
12. Demonstrates understanding of school-wide screening for academic and behavioral concerns and utilizing tier I data in problem-solving process.					
Domain 7: Family, School, and Community Collaboration					
13. Acknowledges and respects diversity in family systems.					
14. Demonstrates understanding of evidence-based strategies to support positive family influences on children's learning and mental health.					
Domain 8: Equitable Practices for Diverse Student Populations					
15. Demonstrates knowledge of and respect for individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.					
16. Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens.					
17. Recognizes that equitable practices for diverse student populations are foundational to effective service delivery.					
18. Demonstrates knowledge of evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity.					
Domain 10: Legal, Ethical, and Professional Practice					
19. Appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth.					
20. Demonstrates knowledge of and adherence to ethical, legal, and professional standards (e.g., NASP Code of Conduct).					
21. Is open to supervision/feedback and responds to such appropriately.					
22. Demonstrates understanding of legal requirements for general and special education.					
23. Understands how to problem solve when an ethical dilemma arises.					

Professional Work Characteristics					
24. Relates effectively to colleagues, faculty, supervisors, and clients.					
25. Demonstrates effective oral and written communication skills					
26. Can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner; punctual.					
27. Adapts effectively to the demands of a situation; is sufficiently flexible to deal with change; demonstrates stable social/emotional functioning with regard to professional practice.					
28. Demonstrates overall professional presence and respect shown through dress, manner, voice, affect and behavior that are appropriate for the profession and the setting.					
29. Demonstrates commitment and respect for human diversity, social justice, and equity					
30. Demonstrates effective oral and written communication skills					

Comments:

Counseling Practicum Supervisor Evaluation
2020 standards

Domain of Practice	ITEMS
Domain 1: Data-Based Decision Making	1, 2, 3, 4, 5
Domain 4: Mental and Behavioral Health Services and Interventions	6, 7, 8, 9
Domain 6: Services to Promote Safe and Supportive Schools	10, 11, 12, 13, 14
Domain 7: Family, School, and Community Collaboration	15, 16, 17, 18
Domain 10: Legal, Ethical, and Professional Practice	19, 20, 21, 22, 23
Professional Work Characteristics	24, 25, 26, 27, 28, 29, 30

Scoring: In order to capture formative measures of growth, skills are considered on a continuum from minimal levels of competence to the level of competence necessary to be successful as a school psychologist intern. Supervisors assign one of four possible ratings for each item: Unsatisfactory (value of 1); Emerging (value of 2); Successful (value of 3); or Exemplary (value of 4). Minimal acceptable ratings for April is 'Successful' (value of 3).

1 = Unsatisfactory	The student is deficient in the competency or skill and needs significant further training and effort in order to bring the competency/skill up to an acceptable standard
2 = Emerging Skill	The student has shown some evidence of the competency or skill, but performance is inconsistent; may be the result of level of training or there may be examples of poor motivation or minor irresponsibility. It is anticipated that this rating will improve with some further training, supervision, and student effort.
3 = Successful	The student has displayed adequate mastery of the competency or skill.
4 = Exemplary	The student has exceeded basic mastery of the competency or skill and is performing at an advanced level.
NO = Not Observed	The student did not have the opportunity to demonstrate this competency or skill either because of training level or system variables.

Domain 1: Data-Based Decision Making					
1. Collects and analyzes data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs.					
2. Selects, administers, and scores/interprets indirect (e.g., file reviews, interviews) and direct (e.g., observations, standardized assessments) assessments.					
3. Uses data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.					
4. Integrates and interprets assessment data; uses data to guide intervention/instruction and recommendations that are realistic, developmentally appropriate, and comprehensive.					
5. Understands and utilizes the problem-solving model.					

Domain 4: Mental and Behavioral Health Services and Interventions					
6. Understands biological, cultural, developmental, and social influences on mental and behavioral health;					
7. Understands behavioral and emotional impacts on learning					
8. Designs, implements, and evaluates services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.					
9. Uses evidence-based strategies to promote social-emotional functioning for individual children and for whole systems.					
Domain 6: Services to Promote Safe and Supportive Schools					
10. Demonstrates knowledge of multi-tiered systems of student support and its relationship to the problem-solving process.					
11. Demonstrate knowledge of evidence-based strategies for creating safe and supportive schools.					
12. Understands how to implement effective crisis prevention, protection, mitigation, response, and recovery.					
13. Understands how to promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, and/or school violence.					
14. Promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety.					
Domain 7: Family, School, and Community Collaboration					
15. Acknowledges and respects diversity in family systems.					
16. Demonstrates understanding of evidence-based strategies to support positive family influences on children's learning and mental health.					
17. Understands importance of facilitating family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.					
18. Demonstrates understanding of how to create linkages between schools, families, and community providers, and helps coordinate services when programming for children involves multiple agencies.					
Domain 10: Legal, Ethical, and Professional Practice					
19. Appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth.					
20. Demonstrates knowledge of and adherence to ethical, legal, and professional standards (e.g., NASP Code of Conduct).					
21. Is open to supervision/feedback and responds to such appropriately.					
22. Demonstrates understanding of legal requirements for general and special education.					
23. Understands how to problem solve when an ethical dilemma arises.					

Professional Work Characteristics					
24. Relates effectively to colleagues, faculty, supervisors, and clients.					
25. Demonstrates effective oral and written communication skills					
26. Can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner; punctual.					
27. Adapts effectively to the demands of a situation; is sufficiently flexible to deal with change; demonstrates stable social/emotional functioning with regard to professional practice.					
28. Demonstrates overall professional presence and respect shown through dress, manner, voice, affect and behavior that are appropriate for the profession and the setting.					
29. Demonstrates commitment and respect for human diversity, social justice, and equity					
30. Demonstrates effective oral and written communication skills					

Comments:

Intern Supervisor Evaluation
2020 standards

Internship – Supervisor complete all ratings (50 items)

Domain of Practice	ITEMS
Domain 1: Data-Based Decision Making	1, 2, 3, 4, 5
Domain 2: Consultation and Collaboration	6, 7, 8, 9
Domain 3: Academic Interventions and Instructional Supports	10, 11, 12, 13
Domain 4: Mental and Behavioral Health Services and Interventions	14, 15, 16, 17
Domain 5: School-Wide Practices to Promote Learning	18, 19, 20, 21
Domain 6: Services to Promote Safe and Supportive Schools	22, 23, 24, 25, 26
Domain 7: Family, School, and Community Collaboration	27, 28, 29, 30
Domain 8: Equitable Practices for Diverse Student Populations	31, 32, 33, 34
Domain 9: Research and Evidence-Based Practice	35, 36, 37, 38
Domain 10: Legal, Ethical, and Professional Practice	39, 40, 41, 42, 43
Professional Work Characteristics	44, 45, 46, 47, 48, 49, 50

Scoring: In order to capture formative measures of growth, skills are considered on a continuum from minimal levels of competence to the level of competence necessary to be successful as an entry-level school psychologist. Supervisors assign one of four possible ratings for each item: Unsatisfactory (value of 1); Emerging (value of 2); Successful (value of 3); or Exemplary (value of 4). Minimal acceptable ratings for April is 'Successful' (value of 3).

1 = Unsatisfactory	The intern is deficient in the competency or skill and needs significant further training and effort in order to bring the competency/skill up to an acceptable standard
2 = Emerging Skill	The intern has shown some evidence of competency or skill, but performance is inconsistent; may be the result of level of training or there may be examples of poor motivation or minor irresponsibility. It is anticipated that this rating will improve with some further training, supervision, and student effort.
3 = Successful	The intern has displayed adequate mastery of the competency or skill.
4 = Exemplary	The intern has exceeded basic mastery of the competency or skill and is performing at an advanced level.
NO = Not Observed	The intern did not have the opportunity to demonstrate this competency or skill either because of training level or system variables.

Domain 1: Data-Based Decision Making					
1. Collects and analyzes data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs.					
2. Selects, administers, and scores/interprets indirect (e.g., file reviews, interviews) and direct (e.g., observations, standardized assessments) assessments.					
3. Uses data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.					
4. Integrates and interprets assessment data; uses data to guide intervention/instruction and recommendations that are realistic, developmentally appropriate, and comprehensive.					
5. Understands and utilizes the problem-solving model.					

Domain 2: Consultation and Collaboration					
6. Understands and effectively applies consultation models to work with individuals, families, groups, and systems.					
7. Understands the role of consultative and collaborative relationships within a problem-solving framework.					
8. Consults and collaborates with educational professionals at the individual, family, group, and systems levels.					
9. Can effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.					
Domain 3: Academic Interventions and Instructional Supports					
10. Understands biological, cultural, and social influences on academic skills.					
11. Understands human learning, cognitive, and developmental processes.					
12. Understands and uses evidence-based curricula and instructional strategies.					
13. Understands the importance of using assessment and data collection methods to implement and evaluate services that support academic skill development in individual children and for whole systems.					
Domain 4: Mental and Behavioral Health Services and Interventions					
14. Understands biological, cultural, developmental, and social influences on mental and behavioral health;					
15. Understands behavioral and emotional impacts on learning					
16. Designs, implements, and evaluates services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.					
17. Uses evidence-based strategies to promote social-emotional functioning for individual children and for whole systems.					
Domain 5: School-Wide Practices to Promote Learning					
18. Understands systems' structures, organization, and theory including general and special education (ESE) programming.					
19. Understands and uses evidence-based school-wide practices that promote learning, positive behavior, and mental health.					
20. Understands how to develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff					
21. Demonstrates understanding of school-wide screening for academic and behavioral concerns and utilizing tier I data in problem-solving process.					
Domain 6: Services to Promote Safe and Supportive Schools					
22. Demonstrates knowledge of multi-tiered systems of student support and its relationship to the problem-solving process.					
23. Demonstrate knowledge of evidence-based strategies for creating safe and supportive schools.					
24. Understands how to implement effective crisis prevention, protection, mitigation, response, and recovery.					
25. Understands how to promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, and/or school violence.					
26. Promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety.					

Domain 7: Family, School, and Community Collaboration					
27. Acknowledges and respects diversity in family systems.					
28. Demonstrates understanding of evidence-based strategies to support positive family influences on children's learning and mental health.					
29. Understands importance of facilitating family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.					
30. Demonstrates understanding of how to create linkages between schools, families, and community providers, and helps coordinate services when programming for children involves multiple agencies.					
Domain 8: Equitable Practices for Diverse Student Populations					
31. Demonstrates knowledge of and respect for individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.					
32. Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens.					
33. Recognizes that equitable practices for diverse student populations are foundational to effective service delivery.					
34. Demonstrates knowledge of evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity.					
Domain 9: Research and Evidence-Based Practice					
35. Demonstrates an understanding of how to evaluate programs in applied settings.					
36. Demonstrates an ability to evaluate and apply research as a foundation for service delivery.					
37. Demonstrates an understanding of how to use data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.					
38. Demonstrates understanding of psychometric issues related to measurement & testing.					
Domain 10: Legal, Ethical, and Professional Practice					
39. Appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth.					
40. Demonstrates knowledge of and adherence to ethical, legal, and professional standards (e.g., NASP Code of Conduct).					
41. Is open to supervision/feedback and responds to such appropriately.					
42. Demonstrates understanding of legal requirements for general and special education.					
43. Understands how to problem solve when an ethical dilemma arises.					

Professional Work Characteristics					
44. Relates effectively to colleagues, faculty, supervisors, and clients.					
45. Demonstrates effective oral and written communication skills					
46. Can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner; punctual.					
47. Adapts effectively to the demands of a situation; is sufficiently flexible to deal with change; demonstrates stable social/emotional functioning with regard to professional practice.					
48. Demonstrates overall professional presence and respect shown through dress, manner, voice, affect and behavior that are appropriate for the profession and the setting.					
49. Demonstrates commitment and respect for human diversity, social justice, and equity					
50. Demonstrates effective oral and written communication skills					

Comments:

Appendix G: Comprehensive Case Study Evaluation Rubric & Scoring Protocol

CASE STUDY EVALUATION
(Will Update as NASP Updates the Case Evaluation)

Student Name: _____

Reviewer Name: _____

Review Date: _____

Case Study Type	Academic	Behavioral
Attempt	First	Second

Overall Ratings (Check Either “Effective” or Needs Development”)

Section	Unsatisfactory	Emerging	Successful	Exemplary
Effective Case Study	1 Point Meets less than two (2) criteria of the six (6) criteria	2 Points Meets three (3) to two (2) criteria out of the six (6) criteria	3 Points Meets four (4) to five (5) criteria out of the six (6) criteria	4 Points Meets six (6) criteria out of the six (6) criteria
Problem Identification	1 Point Meets one (1) or less criteria out of the four (4) criteria	2 Points Meets two (2) criteria out of the four (4) criteria	3 Points Meets three (3) criteria out of the four (4) criteria	4 Points Meets four (4) criteria out of the four (4) criteria
Problem Analysis	1 Point Meets one (1) or less criteria out of the five (5) criteria	2 Points Meets two (2) criteria out of the five (5) criteria	3 Points Meets three (3) or four (4) criteria out of the five (5) criteria	4 Points Meets five (5) criteria out of the five (5) criteria
Intervention	1 Point Meets less than two (2) criteria of the six (6) criteria OR not empirical.	2 Points Meets three (3) to two (2) criteria out of the six (6) criteria	3 Points Meets four (4) to five (5) criteria out of the six (6) criteria	4 Points Meets six (6) criteria out of the six (6) criteria
Evaluation (Summative)	1 Point Meets one (1) or less criteria out of the five (5) criteria OR ES not accurate.	2 Points Meets two (2) criteria out of the five (5) criteria	3 Points Meets three (3) or four (4) criteria out of the five (5) criteria	4 Points Meets five (5) criteria out of the five (5) criteria
Overall	Fail		Pass	
Final Grade	Any section below successful		All “successful” and/or “exemplary” OR No (or incorrect) effect size reported OR No empirical support for intervention.	

Summary of Strengths (Based on the rubric):

Summary of Areas for Improvement (Based on the rubric):

Section 1: Elements of an Effective Case Study

	Effective	Needs Development
1.1	<input type="checkbox"/> Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	<input type="checkbox"/> Demographic information does not include sufficient information.
1.2	<input type="checkbox"/> Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.	<input type="checkbox"/> Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.
1.3	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.
1.4	<input type="checkbox"/> Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	<input type="checkbox"/> The steps of the problem-solving process are not followed.
1.5	<input type="checkbox"/> Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	<input type="checkbox"/> Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	<input type="checkbox"/> Personal identifying information of the case study subject is redacted from the report.	<input type="checkbox"/> Personal identifying information is not sufficiently redacted from the report.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 2: Problem Identification

	Effective	Needs Development
2.1	<input type="checkbox"/> Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	<input type="checkbox"/> Data are not gathered from multiple sources. The following are missing: <input type="checkbox"/> Record Review <input type="checkbox"/> Interview <input type="checkbox"/> Observation <input type="checkbox"/> Testing
2.2	<input type="checkbox"/> The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	<input type="checkbox"/> The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	<input type="checkbox"/> Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). <div style="text-align: center;">AND</div> <input type="checkbox"/> The difference between actual and expected levels of performance is explicitly stated.	<input type="checkbox"/> Expected performance is not based on an appropriate source for comparison or is not included <div style="text-align: center;">OR</div> <input type="checkbox"/> The difference between actual and expected levels of performance is not explicitly stated.
2.4	<input type="checkbox"/> Baseline data are graphed <div style="text-align: center;">AND</div> <input type="checkbox"/> Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance <div style="text-align: center;">AND</div> <input type="checkbox"/> Use an appropriate comparison standard.	<input type="checkbox"/> Baseline data are not graphed <div style="text-align: center;">AND/OR</div> <input type="checkbox"/> Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance <div style="text-align: center;">AND/OR</div> <input type="checkbox"/> Do not use an appropriate comparison standard.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 3: Problem Analysis

	Effective	Needs Development
3.1	<input type="checkbox"/> The problem behavior is hypothesized as a skill or performance deficit	<input type="checkbox"/> The problem behavior is not hypothesized as a skill or performance deficit.
3.2	<input type="checkbox"/> Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. AND <input type="checkbox"/> All hypotheses are testable.	<input type="checkbox"/> Multiple hypotheses are not developed AND/OR <input type="checkbox"/> Hypotheses are untestable.
3.3	<input type="checkbox"/> Hypotheses are stated in observable/measurable terms.	<input type="checkbox"/> Hypotheses are NOT stated in observable/measurable terms.
3.4	<input type="checkbox"/> Proposed hypotheses are empirically tested AND <input type="checkbox"/> Appropriate sources of data are used to confirm or reject each hypothesis.	<input type="checkbox"/> Hypotheses are not tested AND/OR <input type="checkbox"/> Appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	<input type="checkbox"/> A conclusive statement that formally describes the cause of the problem is included AND <input type="checkbox"/> Leads to a logical intervention.	<input type="checkbox"/> A conclusive statement formally describing the cause of the problem is not included AND/OR <input type="checkbox"/> Does not lead to a logical intervention.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 4: Intervention

	Effective	Needs Development
4.1	<input type="checkbox"/> A single evidence-based intervention is implemented <p style="text-align: center;">AND</p> <input type="checkbox"/> Is linked to preceding sections.	<input type="checkbox"/> Multiple interventions are implemented simultaneously. <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> The intervention is not evidence-based. <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> The intervention is not linked to preceding sections of the report.
4.2	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders is not verified.
4.3	<input type="checkbox"/> The intervention is replicable: <input type="checkbox"/> Intervention components [i.e., independent and dependent variable(s)] are clearly described <p style="text-align: center;">AND</p> <input type="checkbox"/> Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	<input type="checkbox"/> The intervention is not replicable: <input type="checkbox"/> Intervention components [i.e., independent and dependent variable(s)] are not clearly described <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
4.4	<input type="checkbox"/> A skill or performance goal is stated. <p style="text-align: center;">AND</p> <input type="checkbox"/> Described using the same metric as the dependent variables <p style="text-align: center;">AND</p> <input type="checkbox"/> Is linked to baseline data <p style="text-align: center;">AND</p> <input type="checkbox"/> Achievable based on research or other data.	<input type="checkbox"/> A skill or performance goal is NOT stated. <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Is not described using the same metric as the dependent variables <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Is not linked to baseline data <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Is not achievable based on research or other data.
4.5	<input type="checkbox"/> Progress monitoring data are presented.	<input type="checkbox"/> Progress monitoring data are not presented.
4.6	Treatment integrity/fidelity data are: <input type="checkbox"/> Reported <p style="text-align: center;">AND</p> <input type="checkbox"/> Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: <input type="checkbox"/> Reported <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Are not used in the interpretation of intervention efficacy.

	Effective	Needs Development
4.1	<input type="checkbox"/> A single evidence-based intervention is implemented AND <input type="checkbox"/> Is linked to preceding sections.	<input type="checkbox"/> Multiple interventions are implemented simultaneously. AND/OR <input type="checkbox"/> The intervention is not evidence-based. AND/OR <input type="checkbox"/> The intervention is not linked to preceding sections of the report.
4.2	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders is not verified.
4.3	<input type="checkbox"/> The intervention is replicable: <input type="checkbox"/> Intervention components [i.e., independent and dependent variable(s)] are clearly described AND <input type="checkbox"/> Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	<input type="checkbox"/> The intervention is not replicable: <input type="checkbox"/> Intervention components [i.e., independent and dependent variable(s)] are not clearly described AND/OR <input type="checkbox"/> Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
4.4	<input type="checkbox"/> A skill or performance goal is stated. AND <input type="checkbox"/> Described using the same metric as the dependent variables AND <input type="checkbox"/> Is linked to baseline data AND <input type="checkbox"/> Achievable based on research or other data.	<input type="checkbox"/> A skill or performance goal is NOT stated. AND/OR <input type="checkbox"/> Is not described using the same metric as the dependent variables AND/OR <input type="checkbox"/> Is not linked to baseline data AND/OR <input type="checkbox"/> Is not achievable based on research or other data.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Section 4 - Comments:

Section 5: Evaluation (Summative)

	Effective	Needs Development
5.1	<input type="checkbox"/> A single graph is depicted for the target behavior and includes the following elements: <input type="checkbox"/> Baseline data AND <input type="checkbox"/> Goal/Target indicator or aim line AND <input type="checkbox"/> Treatment/progress monitoring data with a trend line.	<input type="checkbox"/> A single target behavior is presented on multiple graphs AND/OR <input type="checkbox"/> Relevant graphs are not included. AND/OR The following components are not included in the graph: <input type="checkbox"/> Baseline data <input type="checkbox"/> Goal/Target indicator or aim line <input type="checkbox"/> Treatment/progress monitoring data with a trend line.
5.2	<input type="checkbox"/> Adequate intervention data are collected to meaningfully interpret the results of the intervention.: <input type="checkbox"/> At least 7 data points collected over AND <input type="checkbox"/> A minimum of 8 weeks	<input type="checkbox"/> Insufficient intervention data are collected to meaningfully interpret the results of the intervention. <input type="checkbox"/> Less than 7 data points AND/OR <input type="checkbox"/> Less than 8 weeks
5.3	<input type="checkbox"/> Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) were used AND <input type="checkbox"/> The intervention was demonstrated effective through effect size reporting	<input type="checkbox"/> Visual or statistical analyses were not used OR <input type="checkbox"/> The intervention was ineffective.
5.4	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are included.	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are not included.
5.5	<input type="checkbox"/> Strategies for follow-up are included.	<input type="checkbox"/> Strategies for follow-up are not included.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Section 5 - Comments:

Appendix H: Annual Candidate Assessment Review Form

CANDIDATE NAME:

YEAR IN PROGRAM:

DATE OF REVIEW:

ASSESSMENT POINT:

Answer the following questions by circling **Y** (yes) or **N** (no) & provide comments/evidence as appropriate.

Is the candidate exhibiting acceptable academic progress?

Y **N**

- Refer to copy of candidate transcripts
- Candidates must maintain an overall minimum GPA of 3.00
- Candidates must earn a “B-” or higher for all courses designated as “critical”
- *For 1st year candidates* – refer to requirements for 1st year practicum, including logs of hours
- *For 2nd year candidates* – refer to requirements for practicum, including logs of hours
- *For 3rd year candidates* – refer to requirements for internship, including logs of hours and FTCE results

Comments:

Is the candidate adhering to the required FSU SPP program of study?

Y **N**

- Refer to candidate transcripts & the program of study outlined in Handbook

Comments:

Is the candidate exhibiting satisfactory professional work characteristics?

Y **N**

- *For 1st year candidates* – refer to Professional Work Characteristics Evaluation results
- *For 2nd year candidates* – refer to Professional Work Characteristics Evaluation results & respective section of the Practicum Field-Based Supervisor Evaluation
- *For 3rd year candidates* – refer to the respective section of the Internship Field-Based Supervisor Evaluation

Comments:

Is the candidate exhibiting satisfactory application of professional skills?

Y

N

- *1st year candidates* – candidates must show evidence of scholarly engagement
- *2nd year candidates* – candidates must show evidence of scholarly engagement & refer to results of Practicum Field-Based Supervisor Evaluation
- *3rd year candidates* – refer to results of Internship Field-Based Supervisor Evaluation & Comprehensive Case Studies

Comments:

OVERALL ACTIONS/RECOMMENDATIONS

_____ Candidate progress is Satisfactory; therefore, he/she may continue to the next point in the program.

_____ Candidate has *not* made Satisfactory progress. A Notice of Concern has been issued. Candidate may not proceed to the next point of the program until concerns are appropriately remediated.

Signature of Supervisory Committee Chair

Date

Signature of Supervisory Committee Member

Date

Signature of Supervisory Committee Member

Date

NOTE: Results provided to candidate in writing. Attach copies of all relevant review documents. Original copies remain in candidate file.

Appendix I: Notice of Concern

Candidate Name: _____

Year in Program: _____

Date: _____

Concerns have been raised by the School Psychology Faculty in the following areas (check all that apply):

Foundations of School Psychological Service Delivery	Comments/Justification
Legal, Ethical, & Professional Practice <i>NASP 2.10; SACS 4.4, 4.5, 7.1-7.3, 10.1-10.5; FEAP 5a, 5e, 5f, 6</i>	
Research & Program Evaluation <i>NASP 2.9; SACS 1.1-1.4; FEAP 5b</i>	
Diversity in Development & Learning <i>NASP 2.8; SACS 3.5, 4.1-4.3, 6.3-6.6; FEAP 2d, 2f</i>	
Practices that Permeate All Aspects of Service Delivery	Comments/Justification
Data-Based Decision Making & Accountability <i>NASP 2.1; SACS 2.1-2.7, 8.4, 8.5; FEAP 1e, 3c, 4a-4f, 5b, 5c</i>	
Consultation & Collaboration <i>NASP 2.2; SACS 9.1-9.3; FEAP 2e, 2f, 5c, 5d</i>	
Direct and Indirect Student-Level Services for Children, Families, and Schools	Comments/Justification
Interventions & Instructional Support to Develop Academic Skills <i>NASP 2.3; SACS 3.1, 3.2, 3.4, 5.1-5.3, 8.3; FEAP 1a-1f, 2b, 2c, 3a-3j</i>	
Interventions & Mental Health Services to Develop Social & Life Skills <i>NASP 2.4; SACS 3.3, 8.1, 8.2, 8.4, 8.7, 8.8; FEAP 1a-1f; 2b, 2c; 3a-j</i>	
Direct and Indirect System-Level Services for Children, Families, and Schools	Comments/Justification
School-Wide Practices to Promote Learning <i>NASP 2.5; SACS 3.6, 5.1-5.4; FEAP 2a-2i</i>	
Preventive & Responsive Services <i>NASP 2.6; SACS 6.1, 6.2, 8.6, 8.9; FEAP 3a-3g, 3i-3j</i>	
Family-School Collaboration Services <i>NASP 2.7; SACS 9.1, 9.3; FEAP 2d, 2f, 4e, 5d</i>	
Other/Additional Comments:	

By signing, I, the Candidate, acknowledge the receipt of this Notice of Concern. I realize that I am responsible for scheduling an appointment with my Faculty Supervisor and/or Program Coordinator *within five business days* of the below signed date in order to develop a Remediation Plan for the areas described above or I risk dismissal from the Program.

Candidate

Date

Faculty Supervisor/Coordinator

Date

Appendix J: Remediation Plan

Complete a Remediation Plan for each identified area outlined on the Notice of Concern.

Definition of Area of Concern:

Goal Statement: *Must be observable & measurable*

Objective(s) for Improvement:

Criteria for Success:

Planned Formative Review Dates

Planned Completion Date

By signing, I acknowledge the development of this Remediation Plan. I understand that if I do not comply with the terms of this Plan, I will be automatically dismissed from the Program.

Candidate Signature

Date

Advisor/Program Coordinator Signature

Date