

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
Anne Spencer Daves College of Education, Health, and Human Sciences
3210 Stone Building
Tallahassee, Florida 32306

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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.

School Psychology Program Core Faculty

Lyndsay Jenkins, Ph.D. (Program Coordinator)
Garret Hall, Ph.D.
Elaine Luo, Ph.D.
Katie Valentine, Ph.D.

Psychological and Counseling Services Contributing Faculty

Deborah J. Ebener, Ph.D.
Debra Osborn, Ph.D.
Austen Anderson, Ph.D.
Maritza Miller, Ph.D.

School Psychology Program Supporting/Adjunct Faculty

Delaney Boss, Ph.D.
Megan Nichols, Ph.D.
Taryn Wade, Ph.D.
Jim Sullivan, Ph.D.
Chad Sedum, Ph.D.
Rachelle Cantin, Ph.D.

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OVERVIEW AND TRAINING MODEL

Program Context

The School Psychology M.S./Ed.S. Program is housed within the Department of Educational Psychology and Learning Systems (EPLS) in the Anne Spencer Daves College of Education, Health, and Human Sciences (Anne's College) at Florida State University. Anne's College provides dozens of academic programs offering bachelor's, master's, specialist's, and doctoral degrees. Within Anne's College there are six departments: Educational Leadership and Policy Studies, School of Teacher Education, Sport Management, Human Development and Family Science, Health, Nutrition, and Food Science, and EPLS.

The Department of EPLS provides four unique academic program areas: Educational Psychology, Instructional Systems, Measurement & Statistics, and Psychological and Counseling Services (PCS). 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 M.S. and Ed.S., and the Ph.D. for the Combined Doctoral Program in Counseling Psychology and School Psychology. The mission of all these programs 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.

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 and spend some time in a school setting. During the second year, candidates can 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. 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 National Association of School Psychologists (NASP) and the Florida Department of Education (FL DOE). Candidates must complete all requirements for the M.S. and Ed.S. to satisfy requirements to be certified as a school psychologist in the state of Florida and to be eligible for national certification with NASP. 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 increasing needs they will ultimately serve. The SPP recognizes that children and adolescents currently face myriad critical issues. 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 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 specializations in psychology is critically important to ensure the achievement of common goals.
- (6) School Psychologists must understand the impact of individual characteristics on both children's success and families, and also must respect and work to improve the educational opportunities for children from all backgrounds.
- (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 a 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, 2021), and Florida's School Psychology Subject Area Competencies and Skills (SACS, 2021). 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: (1) Legal, Ethical, and Professional Practice; (2) Research and Evidence-Based Practice; (3) Equitable Practices for Diverse Populations*; (4) Data-Based Decision Making; (5) Consultation and Collaboration; (6) Academic Interventions and Supports; (7) Mental and Behavioral Health Services; (8) School-Wide Practices to Promote Learning; (9) Services to Promote Safe and Supportive Schools; and (10) Family, School, and Community Collaboration. 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-2020-professional-standards-adopted/nasp-2020-domains-of-practice>)

*In light of state and university context, we define *Equitable Practices for Diverse Populations* as “Best Practices to Best Serve All Students”.

Figure 1. NASP Practice Model.



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

THE UNIVERSITY

Purpose: Florida State University (FSU) is a public research university with an established international reputation for high-quality educational programs, cutting-edge research, and student success outcomes that are among the best in the nation. In Fall 2025, FSU enrolled over 44,000 students representing all 50 states, the District of Columbia, and 139 other countries. This figure included 32,356 undergraduate students, 10,711 graduate students, and 1,241 non-degree seeking students. FSU is recognized among the top public universities in the nation, including 11th in the Niche rankings and 21st in the U.S. News and World Report rankings for 2025. In the 2025 fiscal year, FSU had \$487 million dollars in research expenditures to support discovery and innovation. FSU Health is advancing a health care ecosystem poised to transform healthcare delivery in North Florida, including new clinical facilities in Tallahassee and Panama City. Additionally, FSU is known for its undergraduate student success, as evidenced by its most recent 97% first-year retention rate and 85% six-year graduation rate.

The FSU main campus is in the state capital of Tallahassee in the Florida Panhandle. FSU's physical plant includes approximately 400 buildings on 1,716 acres, including the Tallahassee main campus of 486 acres. The university has branch campuses in Panama City, Florida, and Panama City, Republic of Panama. The FSU Ringling Center for Cultural Arts in Sarasota, Florida, features the State Art Museum of Florida, the historic Ca' d'Zan mansion, the Circus Museum, the Historic Asolo Theater, and the Bayfront Gardens. The university has a strong history of international education and maintains year-round study centers in Florence, Italy; London, England; Panama City, Republic of Panama; and Valencia, Spain.

Florida State University's mission and vision statements embrace the institution's legacy and propel it into its future.

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 diverse viewpoints.

Vision: Florida State University will be among the nation's most entrepreneurial and innovative universities, transforming the lives of our students and shaping the future of our state and society through exceptional teaching, research, creative activity, and service. We will amplify these efforts through our distinctive climate—one that places a premium on interdisciplinary inquiry and draws from the rich intellectual and personal experiences of our students, faculty, staff, and alumni. These three forces—entrepreneurship, interdisciplinarity, and experiential breadth—deepen FSU's impact and result in a powerful return to our students and the people of Florida for their continued support and trust.

Governance: FSU is part of the State University System of Florida, which is governed by a 17-member Board of Governors. The FSU Board of Trustees (BOT) has statutory responsibility for

governance of the university. The 13-member BOT develops the university's strategic plan, submits an annual institutional budget, accounts for expenditures of all funds, and sets policy for the institution. The university president serves as chief executive officer with delegated authority from the BOT in areas such as university budgeting, planning, developing new degree programs, and strategic planning.

Programs: FSU is composed of seventeen colleges that grant undergraduate and graduate/professional degrees. As of November 2025, this included 98 bachelor's degree programs, 102 master's degree programs, 6 specialist degree programs, 64 doctoral degrees, and 4 professional degrees. The complete list of FSU's academic programs is available on the university's website. In the 2024-25 academic year, the university conferred 14,163 degrees, including 10,022 undergraduate degrees and 4,141 graduate and professional degrees.

Degrees: Florida State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctoral degrees. Florida State University may also offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Florida State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on **SACSCOC's website** (<https://www.sacscoc.org/>).

Diplomas: Upon completion of coursework and clearance by the appropriate university administrators and faculty, the university issues diplomas to students who meet the academic requirements for an educational credential.

Certificates: The University defines a college credit certificate program as "an organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion." College credit certificates are noted on a student's transcript as an official credential of the university.

Personnel: The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead their respective areas of responsibility within the institution. Furthermore, the institution evaluates the effectiveness of its employees on a regular basis. The institution employs competent faculty members who are qualified to accomplish the mission and goals of the university. Faculty members at FSU must be academically and/or professionally qualified to ensure the quality and integrity of FSU's academic programs. Qualifications are documented by academic degrees or substantial work experiences that contribute to and enhance quality program instruction. In Fall 2025, Florida State University had 7,605 full-time employees, including 2,316 full-time faculty.

Finances: The financial condition of the institution is strong, with key financial measures and operational results consistent with the institution's strategic goals and objectives. The operating budget from 2024-2025 was \$3 billion. Roughly 40% was allocated to educational and general expenses, 19% to restricted, 14% to auxiliary, and 17% to capital projects. FSU has regularly

maintained a very high bond rating and continues to be a strong investment, according to the most recent credit ratings released by S&P Global, Fitch, and Moody's.

Constituents: FSU, one of the largest and oldest of the twelve public institutions in the State University System of Florida, had its beginning as early as 1823 when the Territorial Legislature began to plan a higher education system. The university is designated by the Florida Legislature as a Preeminent State Research University. Today, FSU has an alumni base of approximately 453,000 across the U.S. and around the world.

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 website 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** 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 are 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 be/restricted to students of the department or college). These labs are open to all FSU students, faculty, and staff with a valid FSUCard. Laser printers and paper are available in the computer labs.

Anne's College 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 OITT website.

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 Anne Spencer Daves College of Education, Health, and Human Sciences School Psychology webpage: <https://annescollege.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://annescollege.fsu.edu/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: <https://bulletin.fsu.edu/>. Applicants are responsible for carefully reading 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 materials are 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. Admission recommendations are forwarded to The Graduate School for final approval.

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.
2. 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 student working toward a bachelor's degree.
3. A Personal Statement (Statement of Purpose) outlining professional goals must be submitted. The personal statement should describe the 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 (if taken before January 21, 2026) or 4.0 (if taken on or after January 21, 2026) on the internet-based test is required.

Note: The GRE is no longer required for this program.

Application Procedures

1. Complete the graduate application and pay the application fee. The graduate application is available online <https://annescollege.fsu.edu/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. Official academic transcripts must be submitted to the Graduate Admissions Office directly from each college or university attended. International applicants or degrees earned from international institutions must submit their official transcripts through the The Evaluation Company pathway portal, or from another NACES approved evaluator. 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 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 that were specifically designed with the part-time or evening/weekend student in mind. In addition, FSU SPP does not provide re-specialization, 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 (if taken before January 21, 2026) or 5.0 (if taken on or after January 21, 2026) on the speaking part of the IBTOEFL, you do not have to take the SPEAK test.

Transfer of Credits & Non-Degree Seeking Student Credit Hours

Transfer of graduate courses not counted toward a previous degree from another regionally accredited U.S. graduate school (or comparable international institution) is limited to six semester hours, and transfer of graduate courses not counted toward a previous degree within Florida State University is limited to twelve semester hours, except when the departmental course requirement exceeds the thirty-hour University-wide minimum requirement. In the latter case, additional transfer credits may be allowed to the extent of the additional required hours. In all cases, most of the credit must be earned through Florida State University or its official consortial institutions. All transfer credits must: 1) be recommended by the major department; 2) be evaluated as graduate work by the Records Audit and Analysis in the Office of the University Registrar at Florida State University; and 3) have been completed with grades of 3.0 ("B") or better.

Grades earned at another institution cannot be used to improve a grade point average or eliminate a quality point deficiency at Florida State University.

The University does not accept experiential learning or award credit for experiential learning. Transfer credit based on experiential learning from another institution will not be accepted.

Forms for obtaining approval are available from OASIS, 2301 Stone Building or online at: <https://annescollege.fsu.edu/academics/office-academic-services-and-intern-support-oasis>.

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). 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 (<https://tuition.fsu.edu/>). 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.

Assistantships

Graduate assistants are selected by academic and related campus departments for duties connected with instruction, research, and student services that 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, non-degree seeking 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. See <https://gradschool.fsu.edu/funding-awards/graduate-school-fellowships-and-grants/fellowships-offered-graduate-school> for current information.

Scholarships

Check the Graduate School for updated information: <https://gradschool.fsu.edu/funding-awards>

Anne Spencer Daves College of Education, Health, and Human Sciences 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://annecollege.fsu.edu/resources/scholarships-and-aid>.

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>).

ADVISEMENT AND CANDIDATE REQUIREMENTS

SPP candidates are expected to be familiar with current policies and regulations of EPLS and of the Anne's College Office of Academic Services & Intern Support (OASIS; <https://annescollege.fsu.edu/academics/office-academic-services-and-intern-support-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 and committee are assigned and approved. The initial assignment is not binding for either the faculty member or the candidates. Each supervisory committee will consist of three faculty members, one of whom 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 program.

Time for Degree Completion

The work for the master's and specialist degrees must be completed within seven years from the first semester a student enrolls in an FSU graduate course that may be counted toward the graduate degree. If the master's degree is not completed within seven years from the first semester a student enrolls in an FSU graduate course that may be counted toward the graduate degree, and the program or Department Chair does not choose to approve an Extension of Time (EOT), then the student may no longer be enrolled in that program or at Florida State University.

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 table below 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

Fall 2024 – 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 2025 – 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 2025 – 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 2025 – 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 2026 – 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 (3 credits)
EDF 5454- Statistical Writing (1 credit)

3rd years: SPS 6948 – School Psychology Internship (6 credits)

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

*Denotes critical courses.

Grading System

All courses in the FSU SPP Program of Study are either graded as Satisfactory/Unsatisfactory or as a letter grade. Typically, internship and practicum courses are graded as Satisfactory/Unsatisfactory, and all other courses receive a letter grade following this scale:

GRADING:

A	=	93 - 100	C	=	73 - 76
A-	=	90 - 92	C-	=	70 - 72
B+	=	87 - 89	D+	=	67 - 69
B	=	83 - 86	D	=	63 - 66
B-	=	80 - 82	D-	=	60 - 62
C+	=	77 - 79	F	=	Less than 60

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 Anne Spencer Daves College of Education, Health, and Human Sciences, 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 B for specifics). All course-embedded signature assessment assignments must be submitted through Student Learning and Licensure (SLL) [https://sll.watermarkinsights.com/login#/.](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 the SLL and evaluated by the professor. 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 is 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 SLL. 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. A practicum evaluation by the supervisor is required for each semester of practicum (SPS 5945 Spring 1, SPS 5945 Fall 2, SPS 5945 Spring 2, MHS 5801 Spring 2). 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) 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 must be 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 University, 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 M.S. degree. Students in M.S./Ed.S. 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://annescollege.fsu.edu/academics/office-academic-services-and-intern-support-oasis>. 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 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 the 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, 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. A minimum of 40 clock hours is required. 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 Delaney Boss, Ph.D., Director of Practicum Training (dboss@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 internship occurs after all coursework and practica have been successfully completed. 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 the program strongly recommends that the supervisor have at least one year of experience in the school/district. 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: <https://www.fasp.org/training-credentialing/#025-Internship-Information>.

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. Jenkins, 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 practicum site requirement, not a College requirement)

Comprehensive Examination

Specialist candidates must register for and complete the Specialist Comprehensive Exam (MHS 7962) to graduate. Candidates in the school psychology program complete the comprehensive school psychology examination during their internship. 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 program director and/or program graduate assistant will facilitate the completion of the appropriate paperwork.

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.

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 Subject Area Examination (SAE) in School Psychology. Candidates must obtain passing scores on the SAE prior to the start of internship and PRAXIS by January 15 of the third year (i.e., spring 3) to be cleared for graduation. The newest form of the PRAXIS is Test Code 5403. 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 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://annescollege.fsu.edu/academics/office-academic-services-and-intern-support-oasis/test-preparation>
- Recommended preparation/study materials for the PRAXIS can be found at the following: <https://praxis.ets.org/test/5403.html>
- 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.

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 #5403 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. If the candidate is applying for the NCSP, official scores must be sent from ETS to NASP as well. ***Your score report must be sent to the program director to document a passing score.***

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, to keep current with the latest news, and to 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 may 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 in 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 is generally considered. Students should apply for dual enrollment by the December 1st deadline in the first year of their program OR for

readmission to the University 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	Department of Education, State of Florida
	Licensed School Psychologist	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 (<https://www.fldoe.org/teaching/certification/>). 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 <https://www.floridahealth.gov/licensing-regulations/regulated-professions/school-psychologist/licensing/>. 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 <https://www.fldoe.org/teaching/professional-dev/clinical-educator-training-cet-program.stml>.

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.

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 <https://money.usnews.com/> the median 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 needs of all 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.

Assessment Components	Annual Candidate Assessment Timeframes					
	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

(Appendix I) and must complete a Remediation Plan (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 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 the candidate's 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

The 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) 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*.

- 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 #5403 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 relates 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) ensure that due process is accorded to all parties during evaluation and review.

Candidates who have been accepted into any of the graduate degree programs 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 SPP 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 a regular checkpoint 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 the *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 have 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
- 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 5068 Lifespan Development
- MHS 6410 Behavior Management Principles and Applications
- MHS 6466 Trauma and Crisis Intervention
- MHS 5801 Counseling Practicum

All incomplete grades (I's) revert to the default grade given by the instructor of record after one semester and are computed into the candidate's GPA. Incomplete grades must be resolved in the next semester that the candidate is enrolled. There is no grade forgiveness policy at FSU.

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 here: <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/grade-appeals-system>

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 the 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*.

The Graduate School also has a handbook that contains policies regarding student conduct, retention, and other policies. All Graduate School policies apply to candidates in the School Psychology Program, including the policy for dismissing a graduate student for reasons other than GPA.

University Academic Standing and Retention Policies - The University reserves the right to exclude at any time a student whose conduct is deemed improper or prejudicial to the interest of the University community or whose academic performance is substandard, regardless of GPA.

Students in graduate or professional degree programs, excluding College of Law students and MD candidates in the College of Medicine, whose cumulative grade point average for graduate courses (5000 and above) taken at Florida State University falls below 3.0 at the end of a term (not counting courses for which “S” or “U” grades may be given) will be considered not in good standing by the University and will be placed on academic probation. If a 3.0 cumulative grade point average is not attained by the end of the next full term of enrollment, the student will be placed on academic dismissal. Academic dismissal constitutes a separation of the student from the University for academic reasons. Students on dismissal will not be permitted to register for courses, including registering as a non-degree student.

In any term where a student 1) enrolls in classes having only “S/U” or “P/F” grade types; or 2) completes a full-term withdrawal; or 3) is a graduate student enrolled in undergraduate classes excluded from their GPA, the student will receive no quality points and a 0.00 GPA at the end of that term.

- When a student’s circumstances meet any of the criteria outlined above, under the University’s retention policy, the student’s standing in that academic career remains what it was as of their last term of enrollment in that career.

- If a student's circumstances meet any of the criteria outlined above during their **first** term of enrollment in the academic career, under the University's retention policy, the student will remain in good academic-standing status.

NOTE: Other criteria, including but not limited to 1) conditional admission; 2) academic degree progression or degree requirements; or 3) additional department or discipline-specific requirements, **may** prevent a student from remaining in good academic standing.

Policy for Dismissing a Graduate Student (for reasons other than GPA) [from Graduate School]

The University reserves the right to dismiss graduate students and terminate their enrollment in an academic program based on a number of different criteria beyond that of GPA alone. Oversight is provided by The Graduate School, Office of Faculty Development and Advancement, and Office of the Registrar. Additional details on the steps involved in the process are available for faculty and administrators from the Office of Faculty Development and Advancement and for graduate students at the Graduate School.

Dismissed students will not be permitted to register for further graduate study, including registering as non-degree students, in the degree program or college from which they had enrollment terminated.

Graduate students who have been dismissed from one degree program may seek admission to another degree program, but will not be readmitted or allowed to add the dismissed degree program back as a second major or degree. This includes seeking admission into a different degree program that shares a joint pathway with the dismissed degree program.

Program terminations (dismissal for a reason other than GPA) are generally identified by the faculty with support from the Department Chair (or unit head) in the department/unit or single-unit college level and may occur for a number of different reasons. As specified by university policy, Graduate policy, or within the unit's Graduate Student handbook, reasons may include, but are not limited to,

- Inability to conduct independent research in a fashion appropriate with the accepted norms of a discipline.
- Inability to function within a team environment to the extent that it negatively affects the learning, practice and/or research of fellow graduate students.
- Behavior that does not meet the professional standards of a discipline (typically clinical, social work or school settings, but also including Motion Picture Arts, internship work, etc.).
- Failure to meet artistic or creative performance standards.
- Failure to be approved for an Extension of Time (EOT).
- Failure to complete important degree milestone requirements within a reasonable period of time.
- Inability to pass the doctoral diagnostic exam, preliminary exam for admission to candidacy in, etc.

- Failure to complete the doctoral degree or make timely progress towards the research or writing of their treatise or dissertation.
- Failure to complete the master's degree or make timely progress towards the research or writing of their thesis, or the production of their thesis-equivalent creative project.

In addition, please note that suspension or expulsion from the university may result if a student is found responsible in a formal Academic Honor Policy (AHP) hearing for an egregious AHP violation, or as an outcome from a Student Conduct Code charge for which a student is found responsible.

Graduate program handbooks must provide information about failure to meet specific milestone or behavioral requirements. Students who are dismissed for reasons other than grades may follow the General Academic Appeals process if they have evidence that academic regulations and procedures have been improperly applied.

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 in coursework 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 of Absence Applications 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 completion 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 Bulletin*
- 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 **application period** 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 their department, The Graduate School, or OASIS.
- 10) Degrees generally post to transcripts approximately one 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 (optional)	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	April (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 (Spring)
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)
Submit all completed logs to Internship Coordinator	April/May (Spring)
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

Domain 2: Consultation and Collaboration

Domain 3: Academic Interventions and Instructional Supports

Domain 4: Mental and Behavioral Health Services and Interventions

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Services to Promote Safe and Supportive Schools

Domain 7: Family, School, and Community Collaboration

Domain 8: Equitable Practices for Diverse Student Populations*

**In light of state and university context, we define Equitable Practices for Diverse Populations as “best practices to best serve all students”.*

Domain 9: Research and Evidence-Based Practice

Domain 10: Legal, Ethical, and Professional Practice

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.

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			
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-considered University	Accredited University	Honors Program OR Prestigious University	Honors Program at Prestigious University OR	(4)

				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 GPA below the cut-off will not be considered.

****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.**

- 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 School, Anne's College, 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.

*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	
TOTAL SCORE	

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

NOTE: In addition to review with this rubric, all applicants must meet all admission requirements of the FSU Graduate School, Anne's College, 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 all 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 the effects they have on development and learning.					
9. Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools 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 all students					
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 are ‘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 all 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 the effects they have on development and learning.					
16. Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools through an ecological lens.					
17. Recognizes that equitable practices for all student populations are foundational to effective service delivery.					
18. Demonstrates knowledge of evidence-based strategies to enhance services in both general and special education for all students.					
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 all students					
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 all students					
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 all 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 the effects they have on development and learning.					
32. Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools through an ecological lens.					
33. Recognizes that equitable practices for all student populations are foundational to effective service delivery.					
34. Demonstrates knowledge of evidence-based strategies to enhance services in both general and special education for all students.					
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 all students					
50. Demonstrates effective oral and written communication skills					

Comments:

Appendix G: Comprehensive Case Study Evaluation Rubric & Scoring Protocol

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

Comments:

Section 2: Problem Identification

	Effective	Needs Development
2.1	☐ Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	☐ Data are not gathered from multiple sources. The following are missing: ☐ Record Review ☐ Interview ☐ Observation ☐ Testing
2.2	☐ The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	☐ 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	☐ Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). AND ☐ The difference between actual and expected levels of performance is explicitly stated.	☐ Expected performance is not based on an appropriate source for comparison or is not included OR ☐ The difference between actual and expected levels of performance is not explicitly stated.
2.4	☐ Baseline data are graphed AND ☐ Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND ☐ Use an appropriate comparison standard.	☐ Baseline data are not graphed AND/OR ☐ Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR ☐ Do not use an appropriate comparison standard.
RATING	☐ EFFECTIVE	☐ NEEDS DEVELOPMENT

Comments:

Section 3: Problem Analysis

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

Comments:

Section 4: Intervention

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

Comments:

Section 5: Evaluation (Summative)

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

Comments:

Appendix H: Annual Candidate Assessments

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.

Professional Work Characteristics

CANDIDATE
NAME _____

YEAR IN PROGRAM _____

DATE OF REVIEW _____

ASSESSMENT
POINT _____

NAMES OF REVIEWERS _____

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
<i>Please rate the candidate on each item using the scale below. Base your ratings on behavior expected by the end of the academic year. *NO= No opportunity to observe</i>			

Characteristics	Rating 1-4
Initiative – initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task. <u>Evidence:</u>	
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>	
Time Management/Work Organization – organizes work and manages time effectively. <u>Evidence:</u>	
Problem-Solving/Critical Thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions. <u>Evidence:</u>	
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>	
Oral Communication – expresses self orally in an organized and clear manner. <u>Evidence:</u>	
Written Communication – writes in an organized, clear manner. <u>Evidence:</u>	
Attending/Listening Skills – attends to important communications; listens attentively. <u>Evidence:</u>	
Effective Interpersonal Relations – relates effectively to colleagues, faculty, supervisors, & clients <u>Evidence:</u>	
Teamwork – works well with others; collaborates effectively with others on assignments / projects. <u>Evidence:</u>	

Characteristics (Continued)	Rating 1-4
Adaptability/Flexibility – adapts effectively to the demands of a situation; insufficiently flexible to deal with change. <u>Evidence:</u>	
Responsiveness to Supervision/Feedback – is open to supervision/feedback and responds to such appropriately. <u>Evidence:</u>	
Self-Awareness - shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others. <u>Evidence:</u>	
Professional Identity/Development – appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth. <u>Evidence:</u>	
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. <u>Evidence:</u>	
Professional Ethics – demonstrates knowledge and application of relevant federal laws, rules, regulations, policies, and landmark court decisions pertaining to the practice of school psychology. <u>Evidence:</u>	

Based upon the ratings above, the Overall Evaluation Rating (based on descriptions 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.'

Comments:

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

Candidate Signature:

Date:

Supervisor Signature:

Date:

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 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>	Comments/Justification	
Practices that Permeate All Aspects of Service Delivery 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>		Comments/Justification
Direct and Indirect Student-Level Services for Children, Families, and Schools 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 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>	Comments/Justification	
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