PRE 991 Ed.S. Internship
Syllabus Fall 2015

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Office Hours: By appointment

School of Education Conceptual Framework

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code,

Within the University, the School of Education serves Kansas, the nation, and the world by
(1) preparing individuals to be leaders and practitioners in education and related human service fields,
(2) expanding and deepening understanding of education as a fundamental human endeavor, and
(3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Web Access
Go to http://courseware.ku.edu/ to log on to Blackboard. Contact IDS (4-2600) if you have any problems. Most course communication will take place via Blackboard. Please make sure that current contact information for you and your supervisor is added to the Discussion Thread. The Internship Guidelines and Contract should be returned to the University Supervisor as soon as it is signed by you, your Field Supervisor, and Internship Administrator.

Calendar
Interns must follow the calendar of the district or host institution during the internship rather than the University of Kansas calendar. Please plan vacations and spring break accordingly. The internship ends on the last day of the district or host institution’s calendar.

Course Objective
The purpose of the Ed.S. internship is to provide each intern with a full-time, supervised experience as a school psychologist.
**Textbooks**

**Supervision and Placement**
Clinical supervision is provided by each intern’s Field Supervisor with whom the intern must meet for at least two hours of face-to-face supervision each week. The University Supervisor provides indirect supervision via Blackboard and course seminars (see KU Ed.S. Internship Handbook).

**Intern Activities and Evaluation**
Interns should be involved in a number of diverse activities as part of the internship. These should include assessment, evidence-based intervention, consultation, program development and program evaluation, and research designed to meet the psychological, educational, and health needs of students. Interns should have experiences with prevention and development of system supports, and experiences documenting their effectiveness and positive impact on children, families, schools, and/or other consumers. Interns should work with students of all ages, ethnicities and socioeconomic levels with a variety of learning, behavioral and emotional needs. The internship should emphasize human diversity.

**University Seminars**
Interns are required to attend university-based seminars twice per semester. In the Fall the students will meet Sept. 18th and November 13th. The seminar will be a daylong event (i.e., 9 am to 4 pm). Time will be devoted to case presentations, peer and group supervision, professional development, discussion of assigned readings, and discussions of issues related to school and district policies. Last, the seminars will include professional content and reflection on the internship process. The agenda for each seminar will be sent out one week prior to the meetings, although a tentative agenda is listed at the end of the syllabus. If the intern is not within a 100 mile radius, video-conferencing can be used as part of class seminars and to meet with the University Supervisor.

**Academic Case Study (Fall Only)**
An academic case study will be completed by all Ed.S. interns during the 2014-2015 internship and turned in to the University Supervisor for review by Nov. 30th, 2015. The academic case study will use the rubric Ed.S. Internship Academic Case Study Scoring Rubric document. Interns should contact the University Supervisor to discuss potential cases to be used for the completion of this project.

Interns will be required to obtain a rubric score of 19 or higher (19 out of 24 possible points) for the case study. If the case study does not attain that score, it will be returned to the intern for improvement along with the scoring rubric. The final project will be due on December 4th, 2015. The rubric score from the academic case study will constitute 20% of the internship course grade for the Fall term.
Field Evaluation
Each intern will be evaluated by the Field and University Supervisors through oral and written evaluations. The University Supervisor may visit the internship site (when possible) and meet with each intern's Field Supervisor. A copy of a field evaluation form is under the Course Documents button on the course website. The Field Supervisor's ratings of the intern in consultation with the University Supervisor will constitute 40% of the semester course grade. This evaluation will be done each semester. In addition, video-conferencing will be used to discuss with the Field-based Supervisor and Intern in separate meetings the Intern’s progress.

Internship Logs
Each Intern will provide a summary of work performed on the log forms provided by your University Supervisor. This will include data on numbers and types of activities (e.g., psychological evaluations, consultations, counseling, team meetings, and parent conferences), completed weekly. Please keep copies of your logs. Please send monthly logs signed by your Field Supervisor to the University Supervisor via Blackboard, so the University Supervisor can review your progress and activities. In addition, all logs must be submitted with supervisor verification at the end of each semester before a grade is entered each semester for the Ed.S. Internship.

Eportfolios
Each Intern will complete an eportfolio on Blackboard. The portfolio will be updated throughout the semester and shared and evaluated by the University Supervisor. The final eportfolio will include your Praxis scores, updated vita/resume, final logs, final psych report, final consultation project with effect sizes, finals goals, and reflection statements. Students may also include additional artifacts such field supervisor feedback and powerpoints from a professional development workshop you conducted. All identifying information should be removed from casework included in the eportfolio.

Reflective Statements
You will complete two reflective statements per semester (no longer than four double-spaced pages). These statements will be uploaded to your eportfolio on Blackboard. In these statements you should reflect on your progress toward your internship training goals/competencies. You may discuss goals that you are making excellent progress with and what has helped you with success in progressing toward those goals. You may also reflect on what goals have been more difficult to make progress on and reflect on what may be done to improve your progress toward those goals. At the end of the internship year (i.e., your fourth reflective statement), you will also include two new goals that you would like to meet in the following year. These statements are due on October 9th and December 4th in the Fall.

Goals of Ed.S. Internship
Each intern will prepare a comprehensive statement of professional goals and objectives for the internship according to the outline below. Along with each goal, the intern is to present a plan of action to attain the goal. Each intern should plan at least two goals for each domain. The plan of action should include specific dates by which each goal will be accomplished. Accomplishment of goals will constitute 20% of the course grade. Approximately half of the goals should be
accomplished by the end of the Fall semester. A minimum of 90% are required to be completed by the end of the Spring semester.

A draft of the goals and objectives should be prepared by the intern in consultation with the Field and University Supervisors and the final draft should be submitted by September 11th, 2015 and sent via email or Blackboard to the University Supervisor for final approval. Once the goals are approved by both the Field Supervisor and the University Supervisor, a signed copy will be submitted to the University Supervisor.

Progress on goals will be measured and evaluated by the Field Supervisor and discussed with the University Supervisor and submitted to the University Supervisor for his/her final evaluation. Goals for each semester will be submitted by Stop Day, December 11th, 2015 for the Fall term and May 6th, 2015 for the Spring term. An example of a goal is provided below. Please see Blackboard for more information about writing goals.

Example
NASP Standard II [Data Based Decision Making and Accountability] –
Goal 1 - Demonstrate competency with the new WISC (i.e., WISC V) by using it in a comprehensive evaluation with correct administration, scoring, and interpretation.

1. Read manual for new assessment, making note of changes
2. Go through test and mark up with administration notes by 10/9
3. Practice on two friends or colleagues
4. Have supervisor comment on administration and scoring
5. Administer WISC-V with a real referral
6. Score the WISC-V and obtain supervisor feedback

Method of Evaluation: Supervisor will provide brief written feedback after the first administrations. Test will have been administered before December, 2014. All written supervisor feedback will be completed by December 15, 2014.

DOMAINS
KSDE Standards
Standard #1 [Psychoeducational Assessment] The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

Standard #2 [Consultation] The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

Standard #3 [Collaboration for Academic Intervention] The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those
goals, and evaluates the effectiveness of intervention.

**Standard #4 [Collaboration for Behavioral Social Emotional Intervention]** The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.

**Standard #5 [Diversity]** The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.

**Standard #6 [Knowledge of Education/Safe Schools]** The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**Standard #7 [Prevention]** The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

**Standard #8 [Families/Community]** The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**Standard #9 [Research]** The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

**Standard #10 [History of Psychology, Professional Development and Ethics]** The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

**Standard #11 [Technology]** The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

**Standard #12 [Internship]** The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.

**NASP Standards**

**Standard II [Data Based Decision Making and Accountability]** – The school psychologist has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem
solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and applies results to design, implement, and evaluate response to services and programs.

Standard III [Consultation and Collaboration] – The school psychologist has knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

Standard IV (Element 4.1) [Interventions and Instructional Support to Develop Academic Skills] – The school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, developmental processes; and evidence-based curricula and instructional strategies. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data collection methods and implements and evaluates services that support cognitive and academic skills.

Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills] – The school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and implements and evaluates services that support socialization, learning, and mental health.

Standard V (Element 5.1) [School-wide Practices to Promote Learning] – The school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Standard V (Element 5.2) [Preventive and Responsive Services] – The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental safety, and physical well-being through protective and adaptive factors and implements effective crisis preparation, response, and recovery.

Standard VI [Family-School Collaboration Services] – The school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health;
and strategies to develop collaboration between families and schools. The school psychologist, in collaboration with others, demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitates family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

**Standard VII [Diversity]** – The school psychologist has knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. The school psychologist demonstrates skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

**Standard VIII (Element 8.1) – [Research and Program Evaluation]** – The school psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice]** – The school psychologist has knowledge of the history and foundations of school psychology; multiple models and methods; ethical, legal, and professional standards. The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsive ethical and professional decision-making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Grading**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
<th>% of Course Grade</th>
</tr>
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<tbody>
<tr>
<td>Academic Case Study</td>
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<td>20</td>
</tr>
<tr>
<td>Field Evaluation Form</td>
<td>40</td>
<td>40</td>
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<tr>
<td>Accomplishment of Goals</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Seminar participation/timeliness of logs</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Reflection statements/portfolio</td>
<td>10</td>
<td>10</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
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**Grades and Letter Equivalents**

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<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90–92</td>
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<tr>
<td>B</td>
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<td>B+</td>
<td>83–86</td>
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<tr>
<td>B-</td>
<td>80–82</td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Readings</td>
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<tr>
<td>9/18 Morning</td>
<td>Introduction to Internships Intern identity Internship process</td>
<td>Newman, 1-5 &amp; 7</td>
</tr>
<tr>
<td>9/18 Afternoon</td>
<td>Peer and Group Supervision; Discuss Academic Case Study</td>
<td>NASP Handout: Developing Your Professional Portfolio</td>
</tr>
<tr>
<td>11/13 Morning</td>
<td>Topic TBD; Academic Case Studies</td>
<td>TBD</td>
</tr>
<tr>
<td>11/13 Afternoon</td>
<td>Supervision</td>
<td>Newman, 6 &amp; 8</td>
</tr>
</tbody>
</table>
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The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

The Ed.S. Internship course covers these three interlocking themes as you will apply your content knowledge acquired in your coursework and practica experiences to practice during your internship. Through ongoing communication with your field supervisor and university supervisor you will make sure that you are applying best practice in the field and showing the professional characteristics needed to practice school psychology in the schools.

Web Access
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Psychological Report (Spring Only)
Each intern will submit a psychological report for evaluation by the University Supervisor. The report should be completely written by the intern and not a team report. All identifying information about the child or adolescent and his/her parents must be removed. Pseudonyms or initials should be used in place of names. That report will be graded using a checklist and rubric to be found on the course website. A minimum of 20 points (out of 28) is required. Interns may submit a report no later than February 26th, for feedback, with the final report due on April 22th. The rubric score from the psychological report will constitute 15% of the internship course grade for the Spring term.

Consultation Project (Spring Only)
A consultation case study will be completed by all Ed.S. interns during the Spring term of the internship and turned in to the University Supervisor for review by March 11th, 2016. The consultation project will use an action research format and will be completed according to information and criteria provided in the Ed.S. Internship Project Paper Scoring Rubric document. These materials along with a consultation project example will be provided to each intern. Interns should contact the University Supervisor to discuss potential cases to be used for the completion of this project.

Interns will be required to obtain a rubric score of 16 or higher (of 20 possible points) for the consultation project. If the consultation project does not attain that score, it will be returned to the intern for improvement along with the scoring rubric. The final project will be due on May 6th, 2016. The rubric score from the consultation project will constitute 15% of the internship course grade for the Spring term.

Field Evaluation
Each intern will be evaluated by the Field and University Supervisors through oral and written evaluations. The University Supervisor may visit the internship site (when possible) and meet with each intern's Field Supervisor. A copy of a field evaluation form is under the Course Documents button on the course website. The Field Supervisor's ratings of the intern in consultation with the University Supervisor will constitute 40% of the semester course grade. This evaluation will be done each semester. In addition, video-conferencing will be used to discuss with the Field-based Supervisor and Intern the Intern’s progress.

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Reflective Statements
You will complete a reflective statement (no longer than four double-spaced pages). This statement should reflect on the achievement of your internship training goals that are related to
the training standards. You will also include two new goals that you would like to meet in the following year. These statements are due on April 29th in the Spring.

**Goals of Ed.S. Internship**
Each intern will prepare a comprehensive statement of professional goals and objectives for the internship according to the outline below. Along with each goal, the intern is to present a plan of action to attain the goal. Each intern should plan at **least two goals** for each domain. The plan of action should include specific dates by which each goal will be accomplished. Accomplishment of goals will constitute 20% of the course grade. Approximately half of the goals should be accomplished by the end of the Fall semester.

A draft of the goals and objectives should be prepared by the intern in consultation with the Field and University Supervisors and the final draft should be submitted by September 12, 2015 and sent via email or Blackboard to the University Supervisor for final approval. Once the goals are approved by both the Field Supervisor and the University Supervisor, a signed copy will be submitted to the University Supervisor.

Progress on goals will be measured and evaluated by the Field Supervisor and discussed with the University Supervisor and submitted to the University Supervisor for his/her final evaluation. Goals for each semester will be submitted by Stop Day, December 12, 2015 for the Fall term and May 6, 2016 for the Spring term. Approximately half of the goals should be completed each semester, with a minimum of 90% completed by the end of internship. An example of a goal is provided below. Please see Blackboard for more information about writing goals.

**Example**

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**NASP Standard II [Data Based Decision Making and Accountability] –**

**Goal 1** - Demonstrate competency with the new WISC (i.e., WISC V) by using it in a comprehensive evaluation with correct administration, scoring, and interpretation.

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**Method of Evaluation:** Supervisor will provide brief written feedback after the first administrations. Written supervisor feedback on the scoring and interpretation of WISC-V for the school referral will be obtained by December 15th.
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**Standard IV (Element 4.1) [Interventions and Instructional Support to Develop Academic Skills]** – The school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, developmental processes; and evidence-based curricula and instructional strategies. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data collection methods and implements and evaluates services that support cognitive and academic skills.

**Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills]** – The school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and implements and evaluates services that support socialization, learning, and mental health.
Standard V (Element 5.1) [School-wide Practices to Promote Learning] – The school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Standard V (Element 5.2) [Preventive and Responsive Services] – The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental safety, and physical well-being through protective and adaptive factors and implements effective crisis preparation, response, and recovery.

Standard VI [Family-School Collaboration Services] – The school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. The school psychologist, in collaboration with others, demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitates family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

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

Standard VIII (Element 8.1) – [Research and Program Evaluation] – The school psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice] – The school psychologist has knowledge of the history and foundations of school psychology; multiple models and methods; ethical, legal, and professional standards. The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards;
engages in responsive ethical and professional decision-making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Grading**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Report</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Behavior Consultation Project</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Field Evaluation Form</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Accomplishment of Goals</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Reflection statements/portfolio</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grades and Letter Equivalents**

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