



	knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.
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*Dispositions Statement:* Faculty in the Professional Education Unit evaluate professional dispositions for all undergraduate and graduate students. Students are expected to: (1) Communicate Professionally, (2) Demonstrate Professional Growth, (3) Demonstrate Professional Relationships, (4) Exhibit Attributes Suitable to the Profession, and (5) Display Responsible & Ethical Behavior. Students are referred to the evaluation criteria and the administrative policy on-line at: <http://muweb.millersville.edu/~deaneduc/>

### **Course Standards Alignment**

Course objectives are aligned with the following 2020 NASP Standard for Graduate Preparation of School Psychologists:

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

## Required Resources

*Clearances:* Students must submit ALL clearances (FBI, State Police, and Child Abuse) to the Field Services Office in Stayer. If students fail to turn in all clearances, they will be dropped from the course.

*Professional Liability.* Students must purchase and present verification of coverage of liability insurance for the internship period.

*Required Texts:* No textbooks are required for this course

*Required Readings:*

National Association of School Psychologists. (2020). *The professional standards of the National Association of School Psychologists*. National Association of School Psychologists. <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>

IDEA and Chapter 14 Side-by-Side Document

- o <https://s3.amazonaws.com/pattan-live/pattan.net-website/images/file/2011/08/15/sidebyside021209.pdf>

Other readings as assigned, available via D2L

*Recommended Texts:* You are not required to purchase these texts, but they are helpful resources for your own professional career library and for later studying for the PRAXIS exam. You might appreciate having them on your bookshelf.

Harrison, P.L., & Thomas, A. (2014) (Eds.). *Best practices in school psychology*. Four book series including *Data-based and collaborative decision making; Foundations; Student-level services; and Systems-level services*. Bethesda, MD: National Association of School Psychologists.\*

*\*Can be accessed in our Department's Testing Library.*

Burns, M.K., Riley-

and regulations, and case management procedures. Seminar discussions concern ongoing field experiences **and** provide group supervision. Students must bring discussion material appropriate for

school data and demographics. Hold an in-depth discussion of how the nature of the psychologist's work environment affects his/her role in terms of assessment, consultation, and intervention.

*Teams Observations* - Attend at least two team meetings, one pre-referral problem-solving team meeting (e.g. MTSS Team, Student Support Team, Student Assistance Program) and one multidisciplinary team meeting (e.g. IEP Team) to learn about:

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4) a timeframe for achieving this goal, and 5) information regarding how you will determine that you have attained this goal.

*University Supervisor Professional Dispositions Checklist* – At the end of the semester the University Supervisor will review all work, supervision feedback, and evaluations to complete the Professional Dispositions Checklist (Appendix F). A passing grade will not be earned if the Field Supervisor and/or University supervisor report problems with the quality of the work with clients and /or colleagues or if the student has not conducted self in accordance with accepted legal and ethical standards of the profession. It is the responsibility of the University Supervisor to assure quality experiences with both field placement and field supervision. If problems or concerns arise it is the responsibility of the student to inform the University supervisor immediately so that a successful resolution can be achieved.

## Grades

Learning Assessments	Category Weight
Class Participation	10%
Case Study Presentation	20%
Field-Experience Logs	10%
Getting to Know Your School and District Activities	20%
Practicum Agreement	
School Culture Analysis	
Teams Observations	
Administrator Interview	
Specialists Interviews & Observations	
Mental Health Agency Interview	
Crisis Protocol Report	
Assessment Battery Reviews	
Self-Evaluation	10%
Field Supervisor Evaluations	10%
Professional Dispositions Checklist	10%
Internship Plan	10%
<b>100%</b>	

Final Grade Cutoffs						
	+	87%	+	77%	+	67%
A	93%	B	83%	C	73%	D 63% F <60%
	-	90%	-	80%	-	70% - 60%





class discussion as the basis for test questions. As a result, it is to your benefit to attend class regularly.

If you are aware of a conflict with one of our class sessions, please contact me via email to discuss your plan to catch up on the missed information. If you miss class unexpectedly due to illness, emergency, or technology complications, please

Documentation must be provided by health officials (e.g., a physician or member of the student health center staff) in the case of illness; an immediate family member in the case of a death or serious illness in the family; and official paperwork in the case of court dates. There *may* be other circumstances in which a make-up, extension, or resubmission is allowed, but the request must be written via email with reasonable explanation, within a week of the due date, and not to exceed more than one make-up request per student for the duration of the course.

*Respect, Empathy, Patience, and Flexibility:* With all of the above expectations also comes an expectation of respect, empathy, patience, and flexibility. This should always be the case, but in these stressful and uncertain conditions on the heels of the international pandemic, we will all need to be mindful of potential stressors and ready to adapt to support each other.



Week 12  
Apr 6

Practicum Activity:  
Autism Spectrum  
Disorder

*BP ASD*

ASD Interview & Battery  
Week 12 Supervision Notes

## Appendix A: Weekly Supervision Notes Format

**Expectations:**









## Appendix E: Group Supervision and Class Participation Rubric

	Exemplar	Satisfactory	Neutral	Needs Improvement	Missing/Absent
Professional Disposition: Growth mindset -open to accepting feedback, provides positive and constructive feedback to peers Respects diversity, employs cultural humility Demonstrates critical thinking & ethical decision-making					

## Appendix F: Professional Dispositions Checklist

Candidate \_\_\_\_\_

Date \_\_\_\_\_