According to the **Arizona Department of Education (ADE), the requirements for the School Psychologist Certificate in Arizona** are:

1. A Master's or more advanced degree from an accredited institution. Official transcript(s) required

Tasha Banks, Ed.D.
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The program curriculum is also supported by seventeen Educational Psychology Faculty members with specializations in counseling psychology, foundations of learning and instruction, and research methods and statistics. Additionally, curriculum support is also offered from faculty of special education.

for completing a master's or Ed.S. degree can be viewed online through the Graduate College http://nau.edu/gradcol/

Student Policies

http://nau.edu/student-life/student-handbook/

School Psychology Professional Organizations

There are several key professional organizations for our field that students are strongly encouraged to join as student members. The first is the National Association of School Psychologists. NASP's mission is to empower school psychologists by advancing effective practices to improve students' learning, behavior, and mental. NASP provides resources, professional training, journals and other publications, communities of practice and networking, advocacy, and public policy work to support our profession and the educators, students and families we serve. NASP has many interest groups as well. Additionally, NASP reviews and approves graduate training programs in a rigorous process based on training standards in our field. You will begin to become acquainted with the professional standards of practice in your coursework. Our program also has a NASP student representative each year. You will have the opportunity and privilege to be nominated by faculty to serve in this capacity for the program. We are proud that our program is NASP approved! Become a student member of NASP today. Be aware that you will be encouraged to attend NASP conventions each spring and course calendars are typically planned around those convention times to allow you time to attend. The link to the NASP website is: http://www.nasponline.org/index.aspx

The Arizona Association of School Psychologists is our local state organization affiliate of NASP. AASP holds a wonderful state convention each year that typically features professional development opportunities with renowned national leaders in our field. Many of you will present your first research and case studies at this state convention that is held each fall. We typically have four student volunteers at the AASP convention who, in compensation for volunteering are offered free registration for their volunteer day. Please join AASP as a student member. The link to the AASP website is: http://www.aaspaz.org.024 294.89 Tm 0 g 0 G [( )] TJ ET Q q 0.00000912 0

EPS 690 Multicultural Counseling *Prerequisite:*

Ed.S. in School Psychology
Mountain Campus
Course Sequence Options 2015-2016
Required Course Sequence-Option A

Year One			
Summer	**Fall**	**Winter**	**Spring**
	EPS604 Intro. School Psych	**ESE548 Survey Sp. Ed	EPS674 Psychoed Assess II
EPS525*Intro. Statistics	EPS673 Psychoed Asses I		EPS738 Psychosocial Assess
	EPS664 Tests & Measures		EPS660 Counseling Process
	EPS601 Counseling Theories		EPS670 Ethics, Professional Issues
	EPS625 Intermediate Sta		EDR610 Research
Year Two			
EPS580 Human Development	EPS675 Practicum		EPS675 Practicum
EPS605 Ed. Psych Learning	EPS669 Crisis, Trauma		EPS640 Biobases Behavior
EPS606 Applied Behavior in person	EPS622 Child Counseling		EPS591 Personality Adj.
(ESE548) Survey Sp. Ed	EPS678 Schoobased Consultation		EPS607 School Intervention
Year Three			
	EPS693Internship		EPS693Internship

* Prerequisite to the program

Required Course Sequence-Option B

Year One		
Summer	**Fall**	**Spring**
ESE548 Survey Sp. Ed	EPS604 Intro. School Psych	EPS674 Psychoed Assess II
EPS525*Intro. Statistics	EPS673 Psychoed Assess I	EPS738 Psychosocial Assess
EDR610 Research	EPS664 Tests & Measures	EPS660 Counseling Process

EPS 693 SCHOOL PSYCHOLOGY CERTIFICATION INTERNSHIP (3)

Post-practicum experience providing supervised, on-the-job experience in assessment and intervention in the schools. 1200 clock hours required, including 600 hours in a school setting. Instructor's consent required.

Year 1 and Year 2 Examinations

The first year transition exam focuses on content knowledge while the second year transition exam focuses on application and skills. The first year transition exam aligns with NASP practice domains 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, and 2.10 and all NASP standards I–VIII focused at the content knowledge level with one hundred multiple choice questions. The first year exam is administered via Bb Learn in late April of the first year. Students are given four hours to complete this exam with open book. The directions for the exam will be provided as follows:

> "Welcome to the First Year Transition Exam. This exam is open book, open notes. The School Psychology faculty have worked together to create this exam that is intended to be an opportunity for you to survey your knowledge of the field of school psychology. The exam is also an opportunity for the faculty to address curricula and improve our alignment with the NASP standards as well as to evaluate your progress in acquiring content knowledge to support your practice in school psychology. The exam is designed to assess your knowledge within the 10 domains of the training standards for NASP. This is a good opportunity for you to give your best effort and inform us (and yourself) about possible areas where you may need more knowledge and we, as a consequence, need to focus more on in instr
>
> The **first year transition exam** focuses on content knowledge while the second year transition exam focuses on application and skills. The first year transition exam aligns with NASP practice domains 2.1, 2.2., 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, and 2.10 and all NASP standards I–VIII focused at the content knowledge level with one hundred multiple choice questions. The first year exam is administered via Bb Learn in late April of the first year. Students are given 25 minutes for to complete each of the 10 sections of this exam with open book. There are 10 questions in each section and the sections are organized around the ten NASP domains.
>
> **We expect you to work independently on this test** and we encourage you to **utilize all the resources you have collected** through your course work and experience thus far in the program. Have your books and materials on hand for each section. We recommend that you scan all questions and answer those you know right away before going back to answer the questions about which you are unsure. You have approximately 2 1/2 minutes per question. We expect you to pass this exam with at least 70%. Upon

overall candidate preparation and how we might improve your training. You are expected to pass each question of this exam with 70% or higher (the rubric is available in each question of the exam). You will be provided feedback on your performance, with suggestions on building skills as you enter internship or the next phase of your training. Thank you for your best effort on this exam. We expect you to use all resources available to you as you respond, but you are to work **individually**. You will have four days to complete this exam so you

School Psychology Program Transition Points and Criteria

Stage	Time-frame	Content Knowledge	Professional Knowledge and Skills	Dispositions
Admission to Program	Prior to first Semester	GPA/GRE	Essay responses Work experience	Recommendations
Admission to Practicum	Third Semester	As & Bs in EPS 604, 664, 673, 674, 738; passi grades in First and Second Semester courses (EPS 525, 601, 605, 660, 664, 670, 706, ESE 548, EDR 610) Pass EPS 604 Signature Assignment (Module Essay Exams with 12 points or higher on each essay rubric) Year One Survey of Content Knowledge (passi 70%)	Pass EPS 604 Signature Assignment (Module Essay Exams with 12 points or higher on each essay rubric)	Continuing Student Evaluation: Professional and Personal Characteristics area Ratings of 3 or 4 (to be revised)
Admission to Internship	Fifth Semester	Passing grades in all coursework (EPS 580, 59 606, 622, 625, 640, 669, 671)		

Practica Experiences

Formal practica experiences for school psychology students are offered through the course entitled *Psychoeducational Assessment Practicum (EPS 675)*. The student accumulates 300 hours (150 minimum per semester) and earns six semester credits upon completion of the courses. Additional experience is gained in conjunction with other courses in the curriculum that require the students to build specific professional skills. The formal practica are taken at the point in the students' program at which they have completed course work geared toward specific skill development and acquisition of a solid knowledge base in education and psychology. Completion of EPS 675 is required prior to placement in an internship site. The experience is designed to provide opportunities to operationalize these skills, principles, and concepts. Activities performed by students compliment the specific training objectives of the school psychology program at NAU. During the practica experiences, students function in a professional capacity in the delivery of psychological services in a public school setting under the close supervision of program faculty and school personnel who are certified

9.

7. To develop an understanding of the role of preventive and responsive mental health programs and services in schools;

8. To gain experience with multidisciplinary and interdisciplinary approaches to child study, behavioral, and academic intervention

9. To provide the opportunity to apply theoretical knowledge to the problem solving process, and

10. To practice ethically within the guidelines of NASP and APA for professional practice.

General Internship Guidelines

1. While the student will be provided with a list of previously used sites in the state, the responsibility of making the appropriate contacts for the application and interview process falls with the student. The school psychology faculty will be available for advisement regarding this process.

2. All internship sites must be approved by the school psychology faculty prior to the initiation of the experience.

3. A formal NAU Internship Agreement will be developed for each intern and must be approved and signed by the intern, the on-site supervisor, the internship coordinator, and an appropriate school administrator. The agreement is to include the following:

   - Name, address, and telephone number of the intern,
   - Name address, and telephone number of the internship site,
   - Dates of the internship,
   - Stipend and other benefits,
   - Name, office address and phone number of the on-site supervisor and secondary supervisor(s) if applicable,
   - Summary of planned internship experiences,
   - Evaluation plan of the intern's progress.

4. On-site internship supervision shall be provided by a school psychologist certified in the state in which the supervision will take place and who has a minimum of two years of experience as a practicing school psychologist. If there are hours accrued in a non-school setting, supervision must be provided by an appropriately credentialed psychologist for the placement site. The supervisors must provide a copy of his/her certificate and/or license and an up-to-date vita.

5. The selected sites must provide balanced exposure to regular and special education programs. The district should offer a full-range of services for children with special needs of both high and low incidence conditions.

6. The on-site internship supervisor will be responsible for no more the two interns at any given time. The University supervisor will be responsible for no more than 12 interns at any given time.

7. A minimum of two hours of face-to-face supervision per week will be required for each intern. Additional group and/or individual supervision is encouraged on as needed basis.

Responsibilities of the Agency

1.

6. Evaluate the monthly activity logs submitted by the intern. The internship Coordinator monitors the variety of tasks the intern has completed as well as the proportion of time engaged in different activities.

7. Assign a final grade for EPS 693. The coordinator will seek input from the on-site supervisor regarding the grade assignment.

Internship Activities Guidelines

The following is a listing of experiences that may be used a guide for developing activities for the schoo psychology intern.

I. Individual Assessment - These should be comprehensive evaluations conducted on individuals across the age span served by the school district. Cases should be selected to ensure diversity of ethnic background and children with a variety of special needs. Areas of special need should include:

Intellectual Disabilities (all ranges)	Low Incidence Disabilities
Preschool / At Risk Populations	Learning Disabled
Emotionally / Behaviorally Disordered	Gifted
Under achievement / At-risk populations	

II. Intervention Experiences - (Direct & Indirect; Individual & Group; Parent, Teacher, Child, Family-centered).

Consultation	Behavioral Interventions
Counseling	Academic Interventions

III. Conference/Meeting Experiences - This would include observations as well as active participation.

Multidisciplinary Team Meetings	Board Meetings
Child Study Team Meetings	Faculty Meetings
Home Visits	Teacher Interviews

IV. Community Service

PTO Participation / Presentation	In-service Presentations
Community Agency Involvement	Parent Education

V. Resource Experience - (familiarity and use) .

Daycare / Child Development Centers	Vocational Rehabilitation
Social Services Department	Mental Health Services
Sheltered Workshops	Supported Employment

VI. Professional Growth

In-Service Training	Professional Conferences
Intern Seminars	Workshops

VII. Unique Experiences

Program Development (PBS, MTSS, etc.)	Grant Preparation
Involvement in Ongoing Research	Clinic Experiences

meetings, but are general education meetings that are oriented toward problem-solving for learning or behavioral difficulties for specific children.

-*IEP meeting* ï use the category record your participation in official IEP team meetings where an IEP is being developed, revised or discussed.

-*Interpretation to parents* ï use this category to record time spent in meetings where you are interpreting information for parents such as multidisciplinary evaluation team meetings and review of existing data meetings.

-*Other meetings* – use this category to record other meetings not listed in the prior categories. Be sure these are described in the narrative log.

Training Received:

College of Education
Box 5774
Flagstaff, AZ 86011

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults and others in schools.

Ed.S. in SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT

THIS AGREEMENT is entered into by and between the Arizona Board of Regents for and on behalf of Northern Arizona University, located in Flagstaff, Arizona, hereinafter referred to as "University" and _____ School District, located in _____ County, _____, hereinafter referred to as the "School District."

The term of this Agreement shall be up to five (5) years, commencing on the effective date of _____, 201_, and may be renewed on a year-by-year basis by written agreement of the parties. The parties may revise or modify this Agreement only by a written amendment signed by both parties.

This Agreement establishes a relationship between the University and the School District, for the purpose of enabling Psychology Student Interns, who are employed by the School District, hereinafter referred to as "Interns," to perform an internship at the School District. The internship qualifies for academic credit in accordance with the prescribed curriculum at Northern Arizona University's College of Education, Educational Psychology Department.

SECTION I

The School District agrees to:

A. Commit to the internship as a training experience.

B. Provide appropriate orientation and information regarding the policies, rules and regulations of the School District to incoming Interns.

C. Provide the Intern with the opportunity to carry out major professional functions under appropriate supervision of an On-Site Supervisor employed by the School District in a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills. The professional functions should include (but not necessarily be limited to) the following experiences:

1. Psycho-educational assessments with a variety of age levels (i.e., pre-school through high school) and different populations (representation of the range of special education categories of services). The number of psycho-educational assessments being completed by the Intern

evaluations completed by the Intern should not exceed more than two-thirds of the typical case load of fully certified school psychologists employed by the School District.

2. The Intern

5. Assure that the Intern has scheduled and unscheduled opportunities, such as in-service meetings, conferences, etc., to interact professionally with other school psychology Interns, school psychologists, and persons from other disciplines and agencies.
6. Designate the Intern status by the title of "Psychologist Intern".
7. Assure that the reports completed by the Intern for consumers (consumers is defined as employees of the School District, and parents of the students assigned by the On-Site Supervisor.
8. Provide an evaluation of the Intern's experience consistent with specific training objectives bi-annually.
9. Certify when the internship requirements have been met and provide appropriate recognition to the Intern's successful completion of the internship.
10. Inform the University of changes in district policies, procedures, and staffing that may affect the internship experience.

F. Be responsible for the acts and omissions of its employees and agents, including the Intern as an employee, and maintain adequate insurance (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the School District's employees and agents. The School District is not responsible for maintaining insurance to cover liability arising from the acts and omissions of the employees and agents of the University.

SECTION II

University agrees to:

A. Certify at or before the time of arrival of the Intern:

1. Completion of course work in scientific, applied and specialty areas, including formal assessment/diagnosis and intervention/treatment.
2. Completion of a formal introduction to ethical and professional standards.

B. Notify the On-Site Supervisor of any change in the Intern's status prior to the internship beginning.

C. Assign a University Supervisor, who shall maintain an ongoing relationship with the On-Site Supervisor at the School District. The University Supervisor will make a minimum of two on-site visits (one each semester) to School District during the course of the internship.

D. Be responsible for the acts and omissions of its employees and agents and maintains insurance coverage through the State of Arizona's Risk Management Division self-insurance program to cover liabilities arising from the acts and omissions of the University's employees, students, and agents participating under this Agreement. The University is not responsible for maintaining

SECTION III

It is mutually agreed by the University and the School District that:

A. The policies, rules, and regulations of the School District shall be applicable to the Intern, and that the School District shall inform Interns of their policies, rules, and regulations. E

of School Distric

G. Pursuant to Section 12-1518 of the Arizona Revised Statutes, the parties acknowledge and agree that they may be required to make use of mandatory arbitration of any legal action that is filed in the Arizona Superior Court concerning a controversy arising out of this Agreement if required by Section 12-133 of the Arizona Revised Statutes.

H. The parties agree to work cooperatively and in good faith to resolve any disputes that may arise under this Agreement.

I.

NOTICES

Any notice required or permitted hereunder shall be in writing and shall be deemed given if delivered in person or three days after mailing by United States registered or certified mail, postage prepaid, and addressed as follows:

To School District:

To the University:

Robert A Horn, Ph.D.
Associate Professor and Chair
Educational Psychology
Northern Arizona University
PO Box 5774
Flagstaff, AZ 86011
928-523-0362
Fax 928-523-9284

The individuals signing below represent and warrant that they are duly authorized to execute and deliver this Agreement on behalf of the University and the School District, respectively.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives.

District Representative	**Arizona Board of Regents for and on behalf of Northern Arizona University**
_____	_____
Date	**Dean** **Date**

7. The Student Intern will make appropriate arrangements for transportation and housing, if necessary, and be responsible for all travel and living expenses incurred in relation to the internship.

8. The Student Intern agrees that Northern Arizona University may share information received from the Student's Educational Records, Criminal Background Check, and Drug Testing, with School District, if applicable.

9. The Student Intern will conform to the work schedule of the School District, and make up time and work missed during unavoidable illnesses, in consultation with On-Site Supervisor.

10. If applicable, notify the School District and University Supervisor upon learning that the Student Intern has been ill or has otherwise had a change in his or her medical condition before or during the internship, so that appropriate personal safety precautions can be implemented.

11. The Student Intern will obtain prior written approval from the University and the School District before publishing or presenting any material relating to the internship experience or the outside normal educational settings of the internship.

12. The Student Intern authorizes the University to share educational records covered by FERPA with the School District to the extent necessary to fulfill the terms of this Agreement.

13. The School Psychology Program requires the intern to complete signature assignments as listed in the internship syllabus.

I HAVE READ AND UNDERSTAND THE STUDENT INTERN ACKNOWLEDGMENT AND AGREE TO ABIDE BY ITS TERMS AND CONDITIONS:

_____	_____
Student Intern Date	University Supervisor Date
_____	_____
Primary On-Site Supervisor Date	Secondary On-Site Supervisor Date

Educational Psychology

COMPETENCY EVALUATION OF FIELD EXPERIENCE
SCHOOL PSYCHOLOGY PROGRAM

Practicum Candidate/Intern:_____ Fall/Spring (circle) Year_____

Field Supervisor:_____NAU Supervisor_____

Field Experience: _____ Practicum ____ Internship ___Doctoral Practicum ____Doctoral Internship

Field Placement: District_____ School(s) _____

Instructions

This evaluation aligns with the Domains of Practice from the National Association of School Psychologists. We strongly suggest using those statements to provide context for completing your evaluation. This form requires <u>both</u> the self-evaluation of the NAU trainee or intern and evaluation by the field-

COMPETENCY EVALUATION OF FIELD EXPERIENCE

We recognize

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.5
School-wide Practices to Promote Learning

Competencies	Self-Evaluation	Supervisor Evaluation

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.6
Preventive & Responsive Services

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Competencies	Self-Evaluation						Supervisor Evaluation					
	Circle rating						Circle rating					
Effectively identifies typical or atypical features of child & adolescent development to facilitate case problem solving	1	2	3	4	5	NO	1	2	3	4	5	NO
Effectively identifies risk factors associated with conduct & other disorders and guide team discussion related to interventio	1	2	3	4	5	NO	1	2	3	4	5	NO
Identifies and/or recommends additional prevention and risk reduction programs to assist school teams (examples may be: Bully-Proofing your School, Second Step, Wilson Reading Programs)	1	2	3	4	5	NO	1	2	3	4	5	NO
Responds to crisis situations in the school setting (may rate as NO = no opportunity)	1	2	3	4	5	NO	1	2	3	4	5	NO
Identifies student needs (which Tier) for academic and behavioral and emotional support	1	2	3	4	5	NO	1	2	3	4	5	NO

Briefly describe activities:

Comments (Trainee/Intern):

Supervisor's Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.7
Family-School Collaboration

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.8

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.9
Research and Program Evaluation

Competencies	Self-Evaluation	Supervisor Evaluation
	Circle rating	Circle rating
Candidate reads and interprets peer-reviewed journal articles from the field	1 2 3 4 5 NO	1 2 3 4 5 NO
Candidate uses		

COMPETENCY EVALUATION OF FIELD EXPERIENCE

NASP Domain 2.10
Legal, Ethical, & Professional Practice

1 - Minimal; 2 - Adequate; 3 – Emerging; 4 – Entry; 5 – Professional; NO – No Opportunity

Briefly describe activities:

Competencies	**Self-Evaluation**	**Supervisor Evaluation**
	Circle rating	**Circle rating**
Engages in legal and ethical principles relevant to cases	1 2 3 4 5 NO	1 2 3 4 5 NO
Knows/is able to apply laws regarding special education	1 2 3 4 5 NO	1 2 3 4 5 NO
Participates in professional development activities	1 2 3 4 5 NO	1 2 3 4 5 NO
Persists in task completion with minimal oversight	1 2 3 4 5 NO	1 2 3 4 5 NO
Accepts responsibility for work and for choices	1 2 3 4 5 NO	1 2 3 4 5 NO
Adheres to institutional policies governing dress, attendance, punctuality, etc	1 2 3 4 5 NO	1 2 3 4 5 NO
Candidate is organized in work	1 2 3 4 5 NO	1 2 3 4 5 NO
Awareness of personal strengths & weaknesses for example: actively uses self-evaluation and self-reflection to promote professional growth; seeks out training or feedback to ensure skill competency	1 2 3 4 5 NO	1 2 3 4 5 NO
Displays appropriate personal adjustment professionally & personally by reacting well and displaying patience in ambiguous or difficult situations	1 2 3 4 5 NO	1 2 3 4 5 NO
Ability to work cooperatively with others by actively expressing ideas and questions, listening with openness to ideas a thoughts expressed by others	1 2 3 4 5 NO	1 2 3 4 5 NO
Openness to Change example: Responds well to feedback	1 2 3 4 5 NO	1 2 3 4 5 NO
Ability to work with individuals from diverse backgrounds	1 2 3 4 5 NO	1 2 3 4 5 NO
Candidate is timely with assignments and meetings	1 2 3 4 5 NO	1 2 3 4 5 NO
DOCTORAL PRACTICUM: Engages in supervision and mentoring activities with candidates from EPS675	1 2 3 4 5 NO	1 2 3 4 5 NO
DOCTORAL PRACTICUM: Forms productive relationship with supervisees and reflects on experiences during 741 supervision	1 2 3 4 5 NO	1 2 3 4 5 NO

Comments (Trainee/Intern):

Supervisor's Comments:

COMPETENCY EVALUATION OF FIELD EXPERIENCE

SUMMARY: OVERALL DEVELOPMENT

Trainee/Intern Self-Evaluation	Supervisor's Evaluation
Areas of Strength3tW∂P ∂MCI466 494ef52.66 512.26 0.71997 0.72 ref*57.6 49	

COMPETENCY EVALUATION4(ETa)7(FI)-5(ELD)5(EX)7(P)4(ER)4(I)-3(EN4(EC)4(

COMPETENCY EVALUATION OF FIELD EXPERIENCE

Northern Arizona University

COMPETENCY EVALUATION OF FIELD EXPERIENCE

Northern Arizona University
College of Education

Continuing Student Evaluation Form (mid-year)

During each semester following a student's admission to an Educational Psychology program, the respective EPS Faculty Committee will evaluate the student's progress in the program based upon the criteria identified below. If a student exhibits a weakness (rating of needs improvement or unacceptable) in any of the criteria, the student's advisor and student, in consultation with the Educational Psychology Chair, will develop a Professional Growth Plan (PGP) to remediate the weakness. The advisor will evaluate and report to the Chair and/or Program Committee successful completion of the PGP by the student. If the Advisor and the Chair and/or Program Committee determine that the student has met the objectives, activities, and timelines of the PGP, he or she can continue in the program. If the student has not met completed the PGP successfully, the advisor reports to the Chair and the Program Committee who will then make the determination that the student has not met the objectives, activities, and timelines of the PGP. If it is determined that the student has not met the objectives, and timelines of the PGP, he or she will be denied continuance in the program. More details on grievance procedures and appeals are available at www.coe.nau.edu/academics/eps.

Student: _____ **Year in Program:** _____

Program: ☐ M.A. Counseling ☐ M.Ed. School Counseling ☐ Ed.S. School Psychology ☐ M.Ed. Student Affairs
☐ Ph.D. Counseling Psychology ☐ Ph.D. School Psychology

Advisor: _____ **Evaluation Date:** _____
Cumulative GPA: _____ **Cumulative Hours:** _____

Will student be rated this semester?: ☐ **YES** ☐ **NO**
If NO, please state reason: _____

Please rate this student on the following dimensions

A. Academic Aptitude

	Presently Unacceptable	**Needs Improvement**	**Competent**	**Excellent**	**Outstanding**	**Ha Observed**
1. Writing Skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	☐
2. Speaking Ability	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	☐
3. Research Skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	☐
4. Assessment Skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	☐
5. Quantitative Skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	☐

Professionally & Personally						
4. Ability to Work Cooperatively with Others	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	☐
5. Ability to Work with Individuals from Diverse Backgrounds	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	☐
6. Professional & Ethical Behaviors	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	☐
7. Displays Interpersonal Behavior that is not Disruptful/Injurious to Students, Faculty, Classes & Program	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	☐

Overall Strengths: _____

Overall Weaknesses: _____

Cumulative GPA: _____ Acceptable for program continuation? Choose an item.

NAU School Psychology Year 1 Exam: Choose an item.

NAU Pre-Internship Competency Exam: Choose an item.

Current Funding: Choose an item.

Advisor's Name: _____ Evaluation Date: Click here to enter a date.

Will student be rated this semester? Choose an item.

If NO, please state reason: _____

PART 2: Program Activities to be completed by student

List Courses completed and grades obtained this year:

Summer		Fall _____		Spring_____	
_____ Course	Grade	Course	Grade	Course	Grade
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Field-Based Experiences during this evaluation period (leave blank if no field experiences):

School-Based Practicum Site #1 District: _____ Name of School_____
Course_____ Grade Level: Choose an item.
School-Based Supervisor:____
Semester/Year Started and Ended:____
Number of Hours Completed (to date):___

School-Based Practicum Site #2 District: _____ Name of School_____
Course_____ Grade Level: Choose an item.
School-Based Supervisor:____

Semester/Year Started and Ended:
Number of Hours Completed (to date):

Internship Site

Data-based decision making (NASP 2.1)

Student self – rating (completed prior to practicum year)		Faculty Rating
Not Applic-able	**Needs**	

Academic interventions & instruction (NASP 2.3)

Preventive & Responsive Services (NASP 2.6)

	Student self – rating (completed prior to practicum year)	Faculty Rating

Family-School Collaboration (NASP 2.7)

	Student self – rating (completed prior to practicum year)					Faculty Rating				
	Not Applic-able	**Needs Further Develop-ment (1)**	**Emerging (2)**	**Acceptable/ Competent (3)**	**Exemplary (4)**	**Not Applic-able**	**Needs Further Develop-ment (1)**	**Emerging (2)**	**Acceptable/ Competent (3)**	**Exemplary (4)**
Understands how characteristics of families and family-school interaction can impact children's develop. (EPS 604, 607, 738, 675)	☐	☐	☐	☐	☐	☐	☐			

Student diversity in developm

Describes issues related to dimensio
diversity (EPS 601, 604, 580, 591, 605,
660, 673, 674, 738, 607, 675; ESE 548)

Complete the appropriate conclusion that reflects the result of the evaluation:

1) Results of this evaluation, completed on Click here to enter a date., suggest that the Candidate is on track with the competencies/skills/activities at this point in the training program. The committee recommends continuation for the Candidate at this time.
2) Results of this evaluation, completed on Click here to enter a date., suggest that the Candidate is not satisfactorily on track with the competencies/skills/activities at this point in the training program. The committee recommends a *Professional Growth Plan* at this time.

Professional Growth Plan developed: Choose an item.

If Yes, Please attach the Professional Growth Plan.

Form Submitted to EPS Department: Choose an item.

School Psychology Candidate Signature	Date	Faculty Advisor Signature	Date
Faculty Reviewer	Date	Faculty Reviewer	Date
Faculty Reviewer	Date	Faculty Reviewer	Date

NORTHERN ARIZONA UNIVERSITY
COLLEGE OF EDUCATION
EDUCATIONAL PSYCHOLOGY

(This is placed in the student's file in the EPS Office)

I, _____(student name), have received and read the Student Handbook from the Northern Arizona University Educational Psychology Department.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I further agree that the Faculty in the Educational Psychology Department at Northern Arizona University has the right and responsibility to monitor my academic progress, professional skill development, professional goals and objectives, and personal characteristics relevant to training.

I understand that there may be policies against receiving counseling certifications from state credentialing offices if I was convicted of certain criminal offenses.

_____
Student Signature

_____
Date

Please have your faculty advisor sign it. Your advisor will sign the form and turn it into the EPS office where it will be placed in your student file.

_____
Faculty Signature

_____
Date