

**Lewis & Clark College
Graduate School of Education and Counseling
SPSY 580 Course Syllabus
Practicum in School Psychology
Fall 2021**

Instructors:

Section 1. Heather Birch, Ed.S
Phone c) 971-998-6017
Email: hbirch@lclark.edu
Office Hours: By appointment

Section 2. Anya Kwasnik, Ed.S
Phone: c) 802-272-4421
Email: akwasnik@lclark.edu
Office Hours: By appointment

Supervision Meetings

Group Supervision Class: Both sections will meet on Wednesdays from 5:00pm - 8:15pm. Class will be held on campus unless otherwise specified by the instructors. Section 1 will meet in York 117. Section 2 will meet in York 116. If the class will be meeting online the candidates will be informed and the Zoom link to access class can be found on the course moodle site.

On-Site Supervision: Weekly appointment arranged with site supervisor

Expanded Course Description and Objectives:

This year-long integrated school-based practicum in which candidates are supervised under a practicing school psychologist in a local school district, offers opportunities for: a) development of skill competencies for school psychology practice, b) integration of skills in a problem-solving and outcomes-driven approach to service delivery, and c) increased fluency in service delivery. Candidates will work with preschool and/or K-12 school-aged children and their families with a variety of educational and behavioral difficulties, using prevention and intervention models. Candidates receive extensive formative evaluation through close college and field-based supervision.

Candidates are required to complete a minimum of 450 hours of work at the site and in practicum class. Typically, practicum candidates can expect to spend approximately 10 hours a week at the school site. During this practicum, candidates are expected to perform at increasing levels of independence and take on increasing responsibility for case management as a practicing school psychologist.

This course is designed to provide supervision to candidates in their school psychology public school practicum placements. This class provides supervisory feedback in addition to the school-based supervision each student will receive. Class activities will primarily be organized around case presentations and planning of interventions. Issues directly related to the impact of multiculturalism and diversity in school settings will be addressed throughout the year. Class discussions will provide each student with support, critical feedback and recommendations. Additionally, class discussions address topics of theory exploration, personal concerns and interpersonal communications. It is of fundamental importance that the content of group discussions be regarded as strictly confidential.

The following NASP training domains will be addressed in the SPSY 580 weekly seminars via assigned readings, class discussions and other activities. For further information on these domains and on the Practicum in general, consult the School Psychology Practicum Handbook.

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
Domain 5: School-Wide Practices to Promote Learning
Domain 6: Preventive and Responsive Services
Domain 7: Family-School Collaboration Services
Domain 8: Diversity in Development and Learning
Domain 9: Research and Program Evaluation
Domain 10: Legal, Ethical, and Professional Practice

Required Readings/Materials

1. Fisher, E. S. & Kennedy, K. S. (2017). *Counseling Special Populations in Schools*. New York: Oxford University Press.
2. The 2021-22 Lewis & Clark School Psychology Program Practicum Handbook
3. The Oregon Administrative Rules “OREGON DEPARTMENT OF EDUCATION, DIVISION 15, SPECIAL EDUCATION.”
4. Additional readings will be provided online or in class

What activities are required during Practicum (Fall Semester)?

These items are taken directly from the practicum handbook. Candidates will be under the supervision and direction of their site supervisor during these experiences:

- Observe, assist and lead in counseling sessions with individuals and groups within the school setting
- Observe, assist, and consult in a special needs classroom (or other classroom chosen by site supervisor)
- Attend, observe and contribute to regularly scheduled school-based behavioral or instructional consultation meetings (e.g. Student Study Team, Individual Education Program, Special Education Team, District-wide training opportunities)
- Observe, assist and lead in teaching and/or classroom presentations within the school setting (e.g. Social Skills or Conflict Resolution lessons)
- Observe site supervisor in assessment and consultation tasks as available
- Demonstrate appropriate ethical and professional behaviors
- Receive one hour of weekly individual supervision from site supervisor in addition to group supervision as part of the SPSY 580 class
- Keep an hourly log of all activities

Course Requirements:

1. **Attendance/Preparation/Participation:** Practicum and supervision attendance is mandatory. Candidates are responsible for notifying the instructor and appropriate school personnel in advance of an absence, and for obtaining any materials or assignments given out in class. It is also expected that candidates will be prepared for practicum activities and supervision meetings (e.g., complete assigned readings, prepare case presentations, bring case notes/materials, etc.), and will actively participate in supervision meetings. In the event that a candidate must miss a class the candidate will be given a makeup assignment. If a candidate misses more than one class during the semester the candidate will be at risk of failing the course.
2. **School-Based Practicum:** Candidates will work under the supervision of the course instructor and a site supervisor. Candidates will work with site supervisor to identify practicum activities across a range of domains of professional practice, such as data-based decision-making, consultation and collaboration, student diversity in development and learning. Specific practicum activities will be determined individually, based upon student needs, school needs, and opportunities available at each practicum site. Examples of common practicum activities include: complete student observations, conduct student file reviews, conduct a functional behavior assessment (FBA) and develop a behavior

support plan, monitor progress of a student receiving an academic intervention, participate in special education multidisciplinary team evaluations and reevaluations, assist with crisis response efforts, implement classwide or small group interventions for social and/or emotional behavior. Although site-specific activities will vary for each candidate, the following requirements apply to all Candidates:

Candidates will actively participate in the school community: Candidates will take steps to establish relationships with school staff and become members of the school community. Candidates are encouraged to attend staff meetings and actively participate on school teams/committees, as deemed appropriate by site supervisors. Candidates must carefully and respectfully choose how they present themselves in appearance, dress, and all other forms of communication. “Business casual” is therefore a good guideline.

Candidates will comply with program and professional standards: Candidates will adhere to the school psychology program policies and standards for professional behavior (see School Psychology Practicum Handbook). Under the guidance of the supervising school psychologist, candidates will be knowledgeable about and adhere to school and district policies, state and federal laws (e.g., special education law, child abuse reporting laws, safety procedures). Candidates will be knowledgeable about and adhere to ethical guidelines for school psychologists (NASP ethical codes). Candidates will work with their site supervisor to create a document outlining site-specific policies and procedures. Failure to adhere to relevant professional standards, LC Program policies, or site-specific guidelines may result in a failing grade and/or removal from the School Psychology Program.

Distribution of Case Reports and/or Assessment Results: All case reports and summaries of assessment results are reviewed, approved and co-signed by the site supervisor *prior to distribution to other school personnel or parents. Additionally, the course instructor is available to review and provide feedback on documents. Failure to adhere to these procedures may result in a failing grade and/or removal from the School Psychology Program.*

3. Practicum Supervision and Evaluation

Group Supervision by College Supervisor: Candidates will prepare for and actively participate in weekly group supervision meetings. Candidates are responsible for meeting with the instructor to obtain and complete any work missed due to absence. *More than one absence per semester may result in the student earning a failing grade for the course.*

Supervision by Field Supervisor: Field supervisors provide individualized supervision to the candidate each week, using a variety of methods. The course instructor will periodically conference with each field supervisor, and the candidate may be asked to participate in supervisory meetings with both supervisors. At the end of the semester the field supervisor will complete the *LCSP Practicum Site Supervisor Evaluation of Candidate Rubric* and submit to the course instructor. *Failure to obtain weekly field-based supervision by the field supervisor or to complete the LCSP Practicum Site Supervisor Evaluation of Candidate Rubric may result in the candidate earning a failing grade for the course.*

Candidates will submit satisfactory supervision/evaluation materials

Candidates will submit completed and signed supervision/evaluation materials (see practicum handbook for rubric) at the end of each semester. Failure to submit required evaluation materials may result in a failing grade in the course.

Self-Evaluation: Candidates will periodically complete written self-evaluations.

Course Assignments: Candidates will complete various supervision assignments assigned by the instructor. Each assignment is designed to facilitate reflective practice, understanding of educational practices across districts, and development of knowledge and skills related to professional standards for certification/licensure.

Weekly Logs

Candidates will submit a log each week. Logs should reflect on weekly activities, cultural considerations, ethical dilemmas, and next steps for the following week. Candidates will also reflect on the weekly supervision topic assigned for the given week. Candidates should come to class prepared to dialogue in supervision. See moodle for a template. Logs will be submitted electronically prior to class. Candidates in section 1 will submit logs via a running google doc shared with Heather Birch. Candidates in section 2 will submit logs via a running google doc shared with Anya Kwasnik. Details will be shared in class.

Formal Observations

Per TSPC, candidates will be observed engaging in service delivery by both their field and college supervisors on multiple occasions throughout the year. Candidates are responsible for working with their field supervisor to identify appropriate activities for observation and for scheduling the observation. Possible observations include, but are not limited to: conducting assessments, leading or co-leading a counseling group, teaching social skills, consulting with teachers, presenting evaluation results, or leading professional development/in service. When selecting an activity for observation, candidates and supervisors should consider the NASP domains of practice, the candidate's personal goals for professional development, and any areas of need.

Prior to the observation, the candidate and observing supervisor (field or college) will hold a pre-observation meeting to discuss the planned activity and identify any specific areas for feedback (e.g., standardization of test administration, fidelity of intervention implementation, accuracy and clarity when explaining evaluation results, etc.). After the observation, the candidate and supervisor will hold a post-observation meeting to debrief the observation, and the candidate will receive written and verbal feedback regarding (1) what went well, and (2) suggestions for improvement. **Both the field supervisor and college supervisor will complete two direct observations during the year. For college supervisors, the first observation should be completed before March and the second observation should be completed before May.**

It is the candidate's responsibility to work with their supervisors to schedule the direct observations. To request an observation from a college supervisor, candidates should:

1. Work with the field supervisor to identify an appropriate activity, obtain appropriate consent (e.g., parent consent to attend an evaluation meeting), and identify the date, time, and location (classroom, office, conference room, etc.).
2. Email the college supervisor a request for observation at least one week in advance, with the following information:
 - a. Date, time, and location of observation
 - b. Description of activity to be observed
 - c. Specific aspects of service delivery on which you would like feedback
3. The college supervisor will confirm whether the requested date/time is available for observation.

Getting to Know Your Placement

Using the form provided (see moodle), candidates will gather information about the school(s) where they will be completing practicum activities. Candidates will come to class prepared to share. As part of this process, candidates will review the NASP ethical principles and LC practicum handbook. With their field supervisor, candidates will discuss the site expectations for their behavior related to privacy, informed

consent, confidentiality, and record keeping. **Candidates will prepare a document that outlines site-specific expectations** for privacy, informed consent, confidentiality, and record keeping. The document may be as detailed as necessary, and should be developed in conjunction with their field supervisors. The final document should be signed by candidate and field supervisor, and will constitute a contract to follow for the duration of this year. Candidates are encouraged to address the questions below:

- What are the procedures for Child Abuse Reporting?
- What information is considered confidential?
- What types of files do you have access to? How are confidential files accessed?
- Who has access to information collected by you as a practicum student?
- What are the district's procedures for obtaining informed consent? Which activities require written and/or verbal consent?
 - Consider special education evaluations, general education assessment, implementing or monitoring interventions, consultation with teachers about a student or group, behavior support planning, observing IEP meetings, etc.
 - How will parents be informed of your role, and that you are a practicum student, when giving informed consent?
- What information can/cannot leave the building? What are the rules when confidential information leaves the building?
- Is there a confidential space where you can work to make phone calls, test students, score protocols, etc.?
- Where should you keep ongoing case information? Is a locked file cabinet available for you to use, or should you keep the case file with you until finished?
- After casework is completed, what should you do with protocols, case notes, etc.? Should they be turned in to the district, shredded, other?
- Who should you contact in the event of an emergency if your supervisor is unavailable?
- Other site-specific guidelines?

OSPA Conference (TBD)

The Oregon School Psychologist Association (OSPA) has plans to host their annual School Psychology Conference October 14-16, 2021. Candidates are strongly encouraged to attend this excellent professional development opportunity. Details coming soon.

Assignment option 1. Candidates who attend the conference will write a 1-page single-spaced reflection about the conference including specific elements the candidate found most helpful, how sessions attended align with future practice as a school psychologist, and how the candidate intends to gain additional information in the future.

Assignment option 2. Candidates who are unable to attend the conference will write a 1-page single-spaced reflection on a topic that is presented at the conference (see conference brochure for session descriptions). Candidates will include specific information regarding how they see this information relating to their future practice as a school psychologist and how they will obtain additional information in the future.

Reflection on observations of 3 team meetings

1. IEP meeting (annual review or initial IEP meeting)
2. Special Education Evaluation Results (initial or 3-year re-evaluation) meeting
3. SST/Pre-referral intervention team meeting
4. School Wide RTI/PBS team meeting
5. Staff meeting

Candidates will arrange with their supervisor to observe at least 3 different types of meetings from those listed above. Candidates will be sure they are formally invited to the meetings, if needed, following the procedures specified by site supervisors. At each meeting, consider the following:

- Purpose of the meeting
- Team members involved & roles
- Parent involvement
- Specific issues discussed
- Action plan (What will happen next? Is there a written plan? Is follow-up scheduled?)
- General observations about team functioning

As part of the weekly log on the date assigned, Candidates will turn in a 1-2 page single-space reflection paper describing their reactions to the observations. What did you learn from these observations that will help you to be successful as a practicum student in this school? Reflections will include reactions to the meetings, the role of the school psychologist, parent participation, team functioning, etc.

Settling Activity

Each candidate will lead the class in a “settling activity” that could also be used in group or individual counseling with school-aged students (K-12). The activity could be an icebreaker, mindfulness-based, hands-on, curriculum-focused, etc. Through these activities candidates will build their professional toolkit and gain resources to use at their practicum site and in the future. Limit 5 minutes.

Book Club

Each candidate will sign up to co-lead a class discussion on a chapter from the Fisher & Kennedy (2017) text. On the week of the designated chapter all candidates are expected to have read the chapter and come prepared to engage in a conversation about the text, specifically about how the topic relates to school systems and the role of the school psychologist. The lead candidates for the week will facilitate the discussion and come prepared with questions for the group and highlights from the text. The discussion should last approximately 20 minutes.

Oregon Administrative Rules Assignment

This assignment is designed to build fluency and comprehension around the Oregon Administrative Rules (OARs) Evaluations and Eligibility Determination for Special Education Services sections (OAR 581-015-2100). On the assigned weeks, the class will discuss a new eligibility category in a candidate-led discussion. **Prior to class, each candidate will have read the relevant OARs for the assigned eligibility category/categories for the week and come to class ready to discuss.** Credit will be given for the assigned presentation as well as candidate participation during each weekly discussion.

Candidates are responsible to:

1. Sign up for an eligibility category
2. Discuss the evaluation process for the given eligibility category with their field supervisor, including what this process looks like at their field site
3. Gather relevant materials (e.g., sample assessment plans, sample de-identified report, etc.)
4. Lead a discussion about eligibility requirements in class on the assigned day (see class calendar). **The in-class discussion should focus on the assessment process and eligibility considerations**, be interactive, and be approximately 15-20 minutes long.

Counseling Project (see Key Assessment 3.3 and 3.4 in Practicum Handbook)

Candidates will complete a counseling project over the course of their practicum experience. The counseling project requirements can be fulfilled by conducting group or individual counseling. The project can be time-specific (e.g., an 8-week social skills group) or ongoing (e.g., meet weekly with a student who has psychological services listed on their IEP over the course of the year). The candidate can run the sessions solo, or co-lead the sessions (e.g., with a supervisor, school counselor, another practicum student). The project should be with the same student(s) over the course of several weeks (as opposed to

drop in counseling with rotating students). The candidate will talk with their site supervisor to identify a counseling project that meets the needs of the school/students and aligns with the candidate's interests and skill development. Regardless of the configuration of the group, the candidate is responsible for the following:

- Obtain necessary consent and assent prior to the start of the counseling sessions including permission to record (audio or video) sessions
- Identify reason for referral for counseling services
- Identify relevant background information of the student(s)
- Identify/create operationally defined SMART counseling goals (Note: if the student(s) come to counseling with IEP goals, translate the IEP goals into SMART goals or create a supplemental goal that aligns with the IEP goals and purpose of counseling.)
- Identify a theoretical orientation and approach to counseling (e.g., cognitive-behavioral, solution focused, child-led, etc.)
- Select and/or develop a curriculum and structure for sessions that align with the counseling goals
- Document sessions and reflect on how the actual session was similar/different from the planned session
- Audio or video record sessions and share audio in case presentation and for supervision
- Identify data-collection methods to measure progress toward counseling goals
- Collect and interpret data that align with the counseling goals including baseline data, progress monitoring data, and post-intervention data
- Address and reflect on personal and professional boundaries related to counseling services
- Utilize site- and college-based supervision
- Identify recommendations for student(s) at the completion of the counseling project

Class Presentation. Following the completion of the counseling project, candidates will present their counseling case to a small group during class. These presentations and subsequent discussion will be recorded by the presenter and shared with the instructor. The presentation will include an overview of the case including the items bulleted above. Candidates will share sample audio recordings and de-identified materials from the counseling sessions (e.g., worksheets, activities, curriculum). The presentation should last 20-30 minutes including Q&A. See project rubric in practicum handbook for more details.

Counseling Case Report. Following the completion of the counseling project, candidates will write a summary report with the following headings: (1) reason for referral, (2) relevant background information, (3) counseling goals, (4) summary of sessions, (5) summary of data, and (6) recommendations. The report should be approximately 3-5 pages single spaced and could be a useful tool for a future counselor to understand the work that the student has already completed in counseling. See project rubric in practicum handbook for more details.

Course Grading

This is a graded course. Because this course is required to fulfill licensure and certification requirements as a school psychologist, the School Psychology program requires candidates to earn a grade of B- or better to pass the course. Please note that a grade of Incomplete will only be given in rare circumstances, according to Lewis & Clark guidelines. When a grade of Incomplete is given, the student and course instructor will develop a contract and timelines for completing any remaining requirements to earn a letter grade. The contract must be signed by the student and course instructor.

Grade Grade Explanation

- | | |
|---------|--|
| A | Excellent performance at site and on assignments |
| B | Satisfactory performance at site and on completion of assignments |
| C, D, F | Unsatisfactory performance at site an/or on assignments, no credit awarded |
| I | Incomplete |

Because this course involves providing services to children and families in school settings, any failure to adhere to professional legal and ethical standards, the LC Program policies, or school district policies may

result in the student earning a failing grade, development of an academic review plan, and/or removal from the School Psychology program. Similarly, failure to demonstrate professional behavior and personal qualities consistent with professional standards for school psychology certification/licensure may result in the student earning a failing grade, a referral to the LC Counseling Center (or other appropriate service provider), development of a remediation plan, and/or removal from the School Psychology program.

Non-Discrimination Policy and Special Assistance: Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor.

Professional Standards: Candidates are expected to follow professional standards, including adherence to legalities and ethics. In addition, candidates need to show a respectful demeanor towards students, parents, professional peers, and others. Professional dress is expected. Candidates need to be timely in completing work; they must honor class attendance and hours. Department policy is that candidates may miss one class each semester, with appropriate make-up work, but if two classes are missed, the candidate is in danger of failing the class. If candidates miss or are tardy for a class, their grade will be impacted and they need to discuss required make-up work with the campus instructor. Candidates are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Candidates are expected to be aware of and respect diversity and multicultural issues.

CTSP Departmental Attendance Policy: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Candidates are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

SPSY 580 School Psychology Practicum—Part I, Fall 2022

*note: this schedule is subject to change at the instructors' discretion

Date	Content
Week 1 9/7	<p>Supervision Topic: Introduction to practicum; Overview of course requirements and expectations</p> <p>Supervision Prompt: What are you excited about for your practicum year? What are you nervous about?</p> <p>Read: Course syllabus and practicum handbook</p> <p>Task: Sign up for Settling Activity (Birch), Settling Activity (Kwasnik), OARs, and Book Club Presentations. Write Positionality Statement. Ask your site supervisor what MDT(s) they participate in and how they view their role on the MDT(s).</p>
Week 2 9/14	<p>Supervision Topic: Multidisciplinary Teams</p> <p>Supervision Prompt: What is the school psychologist's role on the multidisciplinary teams?</p> <p>Read: article-TBD</p> <p>Task: Find what resources are available in your district that supports multilingual learners (think beyond translators) / Getting to know your practicum placement</p> <p>Due: Positionality Statements; Weekly Log; Signed Site Agreement; Self-evaluation KA3.4</p>
Week 3 9/21	<p>Supervision Topic: Supporting our Multilingual Learners & Getting to Know your Placement</p> <p>Supervision Prompt: How do school psychologists support multilingual learners?</p> <p>Read: Klingner, J. K., & Harry, B. (2006). The special education referral and decision-making process for English language learners: Child study team meetings and placement conferences. <i>Teachers College Record</i>, 108(11), 2247-2281</p> <p>Due: Weekly Log; Getting to know your practicum placement</p>
Week 4 9/28	<p>Supervision Topic: Supporting Students who are Houseless and Supporting Students Living in Foster Care</p> <p>Supervision Prompt: What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? Do you know of any resources at your school and/or district that are available for students who are in foster care or homeless?</p> <p>Read: Kennedy & Fisher (2017) Chapters 2 & 3</p> <p>Due: Weekly Log</p>

Class 5 10/5	<p>Guest Presenter: School counselor at elementary & Secondary supporting students who are LGBTQ+</p> <p>Supervision Topic: Supporting Students Involved with the Juvenile Justice System & Supporting Students who are LGBTQ+</p> <p>Supervision Prompt: What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? What liaisons, relationships, or resources does your district have for students involved with the juvenile justice system? What supports or resources do you see available for students who identify as LGBTQ+ at your school and/or district?</p> <p>Read: Kennedy & Fisher (2017) Chapters 4 & 5</p> <p>Task: Google doc of questions and or case/scenarios regarding student with escalations that impact themselves and/or others in the school setting.</p> <p>Due: Weekly Log</p>
Week 6 10/12	<p>No Class—Attend OSPA Conference</p> <p>Due: Weekly Log</p>
Week 7 10/19	<p>Supervision Topic: Supporting students with escalations that impact themselves and/or others in the school setting.</p> <p>Supervision Prompt: What have you observed and experienced at your school site that supports students whose escalations impact themselves and/or others?</p> <p>OAR Presentations: EBD, OHI, ASD</p> <p>Read: Excerpt from Troublemakers</p> <p>Due: Weekly Log with conference or alternative assignment reflection</p>
Week 8 10/26	<p>Supervision Topic: Supporting students with access and inclusion in the general education setting</p> <p>Supervision Prompt: What have you observed and experienced at your school site that promotes inclusion for students in special education?</p> <p>Read: Article - TBD</p> <p>OAR Presentations: SLD, ID, TBI, DD</p> <p>Task: Check-out KABC-II NU. Read manual, review assessment protocols & stimulus booklets. SMART goal for counseling assignment</p> <p>Due: Weekly Log</p>
Week 9 11/2	<p>Supervision Topic: Supporting Students who are Pregnant or Parenting & Supporting Students Who are Gifted</p> <p>Supervision Prompt: What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? What liaisons,</p>

	<p>relationships, or resources does your district have for students who are pregnant/parenting and who are gifted?</p> <p>Read: Fisher & Kennedy (2017) Chapters 6 & 7</p> <p>Task: Prepare for KABC-II NU review next week</p> <p>Due: Weekly Log; Identify Plan for Counseling Assignment including SMART Goal (include in log)</p>
Week 10 11/9	<p>Supervision Topic: Kaufman Assessment Battery for Children, Second Edition (KABC-II NU)</p> <p>Supervision Prompt: Why do practitioners prefer this assessment when evaluating multilingual students?</p> <p>Task: Bring cognitive and academic scores from school site of a student from a culturally and linguistically diverse background</p> <p>Due: Weekly Log</p>
Week 11 11/16	<p>Supervision Topic: Culture Language Interpretive Matrix (CLIM) Workshop</p> <p>Supervision Prompt: How can the CLIM inform practitioners when making eligibility determination decisions and educational planning purposes for students being evaluated for special education?</p> <p>Due: Weekly Log</p>
Week 12 11/23	No Class - Thanksgiving Break
Week 13 11/30	<p>Supervision Topic: Supporting Students with Incarcerated Parent & Supporting Students in Military Families</p> <p>Supervision Prompt: What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? What liaisons, relationships, or resources does your school and/or district have for students with incarcerated parents & military families?</p> <p>Read: Fisher & Kennedy (2017) Chapters 8 & 9</p> <p>Due: Weekly Log</p>
Week 14 12/7	<p>Supervision Topic: Fall Wrap Up</p> <p>Supervision Prompt: What has been the hardest thing about practicum so far? What has surprised you the most? What are three goals that you have for the remainder of your practicum experience?</p> <p>Task: Schedule individual check-in meetings</p> <p>Due: Weekly Log; Resume and/or cover letter (optional)</p>

Week 15	No Class—Individual Meetings (schedule with instructor) Due: <ul style="list-style-type: none">● <u> </u> Weekly Log● <u> </u> Practicum Hours Summary● <u> </u> LCSP Practicum Site Supervisor Evaluation of Candidate Rubric
Enjoy Winter Break! You earned it!	