

**Nova Southeastern University
Center for Psychological Studies**

Specialist Program in School Psychology

**STUDENT GUIDE
TO THE
FLORIDA EDUCATOR
ACCOMPLISHED
PRACTICES**

Revised July 2006

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INTRODUCTION TO FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Florida Educator Accomplished Practices (Accomplished Practices) were adopted by the State of Florida Department of Education to delineate the knowledge base and skills required of educators in the public school system. Articulation of the Accomplished Practices in this guide capture the content required by the Florida Department of Education, and reflects the commitment of the Center for Psychological Studies (CPS) to a performance-based assessment of these essential competencies.

The *Student Guide to the Florida Educator Accomplished Practices* was designed to assist students in developing a thorough understanding of the practices in light of the role of the practicing school psychologist. For each of the twelve Accomplished Practices, definitions, key courses in which the Accomplished Practices are evaluated, and key indicators or behaviors that demonstrate skills in the Accomplished Practice are provided. It is important to note that skills and competencies are emphasized throughout the curriculum of the program. However, evaluation of proficiency, remediation, and monitoring of the Accomplished Practices are conducted only in selected “benchmark” courses where the emphasis of the skills are deemed so essential that success in the course cannot occur without demonstration of proficiency in those Accomplished Practices. Pre-professional mastery of Accomplished Practices is achieved only if a grade of 80% or greater is obtained in the course. In the event a student obtains a 79% or below in a course where an Accomplished Practice is formally evaluated, an individual remediation plan will be devised in collaboration with the instructor, program administrator, and student to provide appropriate opportunities for the development of a skill. Students will have 30 days from the time the remediation plan has been developed to complete the assigned tasks.

Each year at Annual Review, students are required to reflect upon the Accomplished Practices in “benchmark” courses by describing their performance (see attached forms in Appendices). During the capstone experience of training, the 1200 clock hour school psychology internship evaluates mastery of all twelve Accomplished Practices. Hence, 80% mastery in the internship course is required in order to be recommended for degree conferral.

Development of competency in the Accomplished Practices is a process that will continue throughout one’s educational and professional career. Specific tasks have been carefully designed and implemented by the faculty of the school psychology program to ensure adequate opportunities to learn, practice, and achieve pre-professional mastery of competencies in each of the Accomplished Practices.

We hope this *Student Guide to the Florida Educator Accomplished Practices* serves as a reference throughout your training to assist you in your professional development. As always, if you have any questions, please contact the Specialist in School Psychology Program Office at (954)262-5826 or (800) 541-6682, ext. 5826.

INDEX TO FLORIDA EDUCATOR ACCOMPLISHED PRACTICES AND FIELD EXPERIENCES

ACCOMPLISHED PRACTICE	NUMBER & TITLE OF BENCHMARK COURSE	MARKER TASKS	LEVEL B=Basic I=Intermediate A=Advanced
1. Assessment	PSY 782 – Assessment: Intelligence Testing I with Lab	<ul style="list-style-type: none"> • Check-Out Child and Adult • Administration WISC & WAIS • Administration of WISC on Videotape • Report Writing 	B
	PSY 765 – Applied Behavior Assessment	<ul style="list-style-type: none"> • Functional Behavioral Assessment 	I
	PSY 792 – Integrated Report	<ul style="list-style-type: none"> • Integrate Report 	A
2. Communication	PSY 750 – Counseling Theories and Techniques	<ul style="list-style-type: none"> • Counseling Skills & Techniques Video 	B
	PSY 755 – School Consultation Skills	<ul style="list-style-type: none"> • Practice Interview and Peer Evaluation • Problem Identification Interview • Audiotapes 	I
	PSY 805 – Practicum in School Psychology: Applied Skills	<ul style="list-style-type: none"> • Group Supervision • Case Presentations • Report Writing Tasks • Summary Record • Student Evaluation Forms 	A
3. Continuous Improvement	PSY 750 – Counseling Theories and Techniques	<ul style="list-style-type: none"> • Continuous Professional Improvement Plan 	B
	PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists	<ul style="list-style-type: none"> • Student Self-Improvement Plan 	I
	PSY 792 – Integrated Report	<ul style="list-style-type: none"> • Student Self-Improvement Plan 	A

ACCOMPLISHED PRACTICE	NUMBER & TITLE OF BENCHMARK COURSE	MARKER TASKS	LEVEL B=Basic I=Intermediate A=Advanced
4. Critical Thinking	PSY 745 – Research Design	<ul style="list-style-type: none"> • Critical Review • Research Proposal 	B
	PSY 765 – Applied Behavior Assessment	<ul style="list-style-type: none"> • Functional Behavioral Assessment 	I
	PSY 775 – Theories and Research on Reading Instruction, Assessment, and Intervention	<ul style="list-style-type: none"> • Case Study • Literature Review 	A
5. Diversity	PSY 710 – Psychology of Exceptional and At-Risk Children	<ul style="list-style-type: none"> • Exceptionality Project 	B
	PSY 784 – Assessment: Intelligence Testing II	<ul style="list-style-type: none"> • Selection of Assessment Based on “Individual Need” • Selection of Assessment based on “Fairness” 	I
	PSY 705 – Social and Cultural Bases of Assessment and Counseling	<ul style="list-style-type: none"> • Who am I Paper • Research Paper • Assessment Case Vignettes 	A
6. Ethics	PSY 710 – Psychology of Exceptional and At-Risk Children	<ul style="list-style-type: none"> • IDEA • Section 504 	B
	PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists	<ul style="list-style-type: none"> • Court Case Ethical Analysis • Midterm Examination • Final Examination 	I
	PSY 805 – Practicum in School Psychology: Applied Skills	<ul style="list-style-type: none"> • Group Supervision • Case Presentations • Summary Record • Student Evaluation Forms 	A

ACCOMPLISHED PRACTICE	NUMBER & TITLE OF BENCHMARK COURSE	MARKER TASKS	LEVEL B=Basic I=Intermediate A=Advanced
7. Human Development & Learning	PSY 700 – Learning and Human Development	<ul style="list-style-type: none"> • Developmental Level Comparison: <ul style="list-style-type: none"> a) Observation / Interview b) Comparison Paper • Developmental History Formulation • Midterm Examination • Group Case Presentation • Final Examination 	B
	PSY 730 – Instructional Strategies for Students with Diverse Needs	<ul style="list-style-type: none"> • Making Appropriate Recommendations 	I
	PSY 790 – Assessment of Young Children: Birth to 5 Yrs.	<ul style="list-style-type: none"> • Parent Interview & Child Observation 	A
8. Knowledge of Subject Matter	PSY 715 – Child and Adolescent Psychopathology	<ul style="list-style-type: none"> • Psychological Report • Case Vignettes • Midterm Examination • Final Examination 	B
	PSY 720 – Biological Bases of Behavior	<ul style="list-style-type: none"> • Midterm Examination • Final Examination 	I
	PSY 760 – Contemporary Clinical Interventions for School Psychologists	<ul style="list-style-type: none"> • Talking with Parents About their Children • Using Group Counseling as a Clinical Intervention • Crisis Management • Midterm Examination • Final Examination • Educational/Training for Parents 	A

ACCOMPLISHED PRACTICE	NUMBER & TITLE OF BENCHMARK COURSE	MARKER TASKS	LEVEL B=Basic I=Intermediate A=Advanced
9. Learning Environments	PSY 735 – Organization and Operation of Schools	<ul style="list-style-type: none"> • Highly Effective Schools 	B
	PSY 800 – Practicum in School Psychology: School Based	<ul style="list-style-type: none"> • Classroom Environment Project 	I
	PSY 775 – Theories & Research in Reading Instruction, Assessment and Intervention	<ul style="list-style-type: none"> • Case Study 	A
10. Planning	PSY 780 – Psychoeducational Assessment	<ul style="list-style-type: none"> • Individualized Psychoeducational Battery Planning 	B
	PSY 755 – School Consultation Skills	<ul style="list-style-type: none"> • Intervention Planning 	I
	PSY 775 – Theories and Research on Reading Instruction, Assessment, and Intervention	<ul style="list-style-type: none"> • Case Study 	A
11. Role of the School Psychologist	PSY 735 – Organization and Operation of Schools	<ul style="list-style-type: none"> • School Psychologist within the • Quizzes 	B
	PSY 800 – Practicum in School Psychology: School Based	<ul style="list-style-type: none"> • Shadowing Activity • Student Evaluation Form 	I
	PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists	<ul style="list-style-type: none"> • Court Case Ethical Analysis 	A
12. Technology	Technology and Library Seminars		
	PSY 710 – Psychology of Exceptional and At-Risk Children	<ul style="list-style-type: none"> • Library/Technology Training/Presentation • WebCT Discussion Board Postings 	B
	PSY 786 – Projective/Objective Personality Assessment	<ul style="list-style-type: none"> • Test Scoring Software for Projective/Objective Tests 	I
	PSY 805 – Practicum in School Psychology: Applied Skills	<ul style="list-style-type: none"> • Group Supervision • Case Presentation • Report Writing • Summary Record • Student Evaluation Forms 	A

**Florida Educator Accomplished Practice #1:
ASSESSMENT**

DEFINITION AND CONTEXT

School psychologists have knowledge of varied models and methods of assessment. This includes observing, interviewing, and collecting data from a variety of sources for decision-making. These sources will include both traditional and alternative assessment strategies. School psychologists are well versed in a variety of psychological and educational assessment methods validated for the problem area under consideration, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and ecological/environmental assessment.

**Florida Educator Accomplished Practice #2:
COMMUNICATION**

DEFINITION AND CONTEXT

School psychologists recognize the need for effective communication. They have the knowledge and skills necessary to facilitate communication and collaboration with children/adolescents and among teams of school personnel, families, community professionals, and others. School psychologists have positive interpersonal skills, listen, adapt, address ambiguity, and are patient in difficult situations. They have knowledge of the important features of collaboration and use effective consultation skills with everyone, including individuals of diverse backgrounds and characteristics. In addition to their knowledge and skills in communication and collaboration, school psychologists clearly present and disseminate information, verbally and in written documents, to diverse audiences, such as parents, teachers, school boards, policy makers, community leaders, colleagues, and others in a variety of contexts.

**Florida Educator Accomplished Practice #3:
CONTINUOUS IMPROVEMENT**

DEFINITION AND CONTEXT

School psychologists recognize that their own learning and development is a continuous process. They routinely evaluate their own knowledge, professional competencies, and outcomes of their services. They use their evaluation and self-reflection to determine specific needs for continuing professional development and they acquire training and attend continuing professional development activities in order to strengthen weaknesses and to remain current in meeting the needs of all stakeholders.

**Florida Educator Accomplished Practice #4:
CRITICAL THINKING**

DEFINITION AND CONTEXT

The school psychologist has knowledge of research, statistics, and evaluation methods. This knowledge guides them in conducting their own investigations, being good consumers of research, and effectively evaluating programs. School psychologists have knowledge of measurement principles and psychometric standards. They review and evaluate validity research and psychometric properties when selecting the best assessment methods to use in data-based decision making. School psychologists base their practice on sound research and translate new research findings into service delivery improvements.

**Florida Educator Accomplished Practice #5:
DIVERSITY**

DEFINITION AND CONTEXT

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development and learning. This knowledge is utilized in the selection of assessment devices and in developing academic and social/behavioral interventions for children.

School psychologists establish an environment that accepts and fosters diversity. They demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. They create a climate and foster in others a spirit of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

**Florida Educator Accomplished Practice #6:
ETHICS**

DEFINITION AND CONTEXT

School psychologists adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida as well as the Principles for Professional Ethics (PPE) set forth by the National Association of School Psychologists (NASP). They have knowledge of all appropriate ethical, professional, and legal standards; and they practice in schools in ways to enhance quality of services and protect the rights of all parties. School psychologists promote due process guidelines in all decisions affecting students; maintain accepted standards in assessment, consultation, intervention, and general professional practice; and fulfill all legal requirements in response to law and court decisions. They use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and to promote public policies and practices in schools and other settings. They recognize their own limitations and biases, as well as those areas in which they have training and expertise.

**Florida Educator Accomplished Practice #7:
HUMAN DEVELOPMENT AND LEARNING**

DEFINITION AND CONTEXT

School psychologists have knowledge of human developmental processes, methods to assess these processes, and intervention techniques and accommodations necessary for the development of behavioral, affective, adaptive, and social skills. They also have knowledge of learning theories and concepts, principles of developmental neuropsychology, disorders of development and disturbances of processing functions. They apply this knowledge in formal and informal assessment activities, and in the development of effective instructional and behavioral strategies to promote student progress. They also utilize this knowledge in consulting with and supporting school personnel in providing a positive learning environment, making appropriate accommodations, and developing instructional curriculum for students of varying levels of development.

**Florida Educator Accomplished Practice #8:
KNOWLEDGE OF SUBJECT MATTER**

DEFINITION AND CONTEXT

School psychologists have knowledge of current theory and research in the areas of child and adolescent development and learning theory, psychopathology, human diversity, and biological, cultural, and social influences on behavior. They apply their knowledge of these factors to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.). They have knowledge of the cognitive, academic, social-emotional, and behavioral profiles of students with different abilities, disabilities, strengths, and needs.

**Florida Educator Accomplished Practice #9:
LEARNING ENVIRONMENTS**

DEFINITION AND CONTEXT

School psychologists have knowledge of and facilitate the development and implementation of strategies that result in optimal instructional environments with maximum opportunities for learning and appropriate behavior. They evaluate the components of environments that facilitate or impede behavioral changes for children and identify how environmental factors and children's characteristics interact to affect academic and social/behavioral outcomes. School psychologists have knowledge of research on classroom climate and ecological and behavioral approaches to classroom management and apply this knowledge in assisting teachers and other school personnel in creating safe environments where opportunities for learning are maximized.

**Florida Educator Accomplished Practice #10:
PLANNING**

DEFINITION AND CONTEXT

School psychologists work collaboratively with other school personnel to develop student specific cognitive, academic, and behavioral goals for the students they serve. They are knowledgeable about curriculum and instruction, effective consultation approaches, and formal and informal assessment devices. They utilize this information in determining appropriate assessment measures and planning an individualized test battery, and in developing instructional and behavioral intervention strategies based upon students' cultural, linguistic, cognitive, academic, and behavioral needs. School psychologists apply techniques to evaluate the extent to which intervention strategies are implemented with integrity and result in positive outcomes.

**Florida Educator Accomplished Practice #11:
ROLE OF THE SCHOOL PSYCHOLOGIST**

DEFINITION AND CONTEXT

Given the vast needs of students, families, schools, and communities, the role of the school psychologist is varied and extensive. In addition to individual evaluation and intervention activities aimed at assisting students with difficulties, school psychologists regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services to benefit all children, youth, and families. They promote mental health in schools and other agencies and collaborate with other professionals in providing safe and violence free schools and communities. School psychologists use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and promote practices that help children and families of all backgrounds feel welcome in the school community. School psychologists provide leadership in schools and other agencies in understanding and using research and evaluation data and clearly present and disseminate information to diverse audiences to promote improvement in instruction and student achievement.

**Florida Educator Accomplished Practice #12:
TECHNOLOGY**

DEFINITION AND CONTEXT

School psychologists recognize that the use of technology positively impacts the dissemination of information, professional practice, and services for children. They are responsible for using technology in ways that safeguard or enhance the quality of their services.

School psychologists use information resources such as the World Wide Web, email, interactive television, and distance learning technology to acquire information and current research findings, and to continue their professional development. They have knowledge and skills in using word processing programs, spread sheets, test scoring software, and other computer resources to function more effectively and efficiently. They also have current knowledge about technology resources for children such as instructional software and adaptive technology for individuals with disabilities. School psychologists use these resources when designing, implementing, and evaluating instructional programs or interventions for children.

**Specialist Program in School Psychology
Accomplished Practices: Individual Remediation Plan (IRP)**

Student Name: _____ I.D. #: _____

Site: _____ Course Name and #: _____

Instructor: _____ Date of Remediation: _____

Accomplished Practices

- | | |
|---------------------------------|--------------------------------------|
| _____ 1. Assessment | _____ 7. Human Development |
| _____ 2. Communication | _____ 8. Knowledge of Subject Matter |
| _____ 3. Continuous Improvement | _____ 9. Learning Environment |
| _____ 4. Critical Thinking | _____ 10. Planning |
| _____ 5. Diversity | _____ 11. Role of the Teacher |
| _____ 6. Ethics | _____ 12. Technology |

1. Task: _____

2. Identified Problem: _____

3. Remediation Objective: _____

4. Assignment for Student: _____

5. Date Assignment Due: _____

(30 days from signature below)

Student Signature Date Faculty Signature Date

**Specialist Program in School Psychology
Accomplished Practices: Individual Remediation Plan (IRP)**

Student Name: _____ I.D. #: _____

Site: _____ Course Name and #: _____

Instructor: _____ Date of Remediation: _____

Accomplished Practices

- | | |
|---------------------------------|--------------------------------------|
| _____ 1. Assessment | _____ 7. Human Development |
| _____ 2. Communication | _____ 8. Knowledge of Subject Matter |
| _____ 3. Continuous Improvement | _____ 9. Learning Environment |
| _____ 4. Critical Thinking | _____ 10. Planning |
| _____ 5. Diversity | _____ 11. Role of the Teacher |
| _____ 6. Ethics | _____ 12. Technology |

Date Remediation Completed: _____

Faculty Signature

Date

Program Administrator Signature

Date

**Specialist Program in School Psychology
Accomplished Practices: Individual Evidence Reflection Form – Year 1**

Bring this completed document to annual review.

Student Name: _____ **I.D. #:** _____

Site: _____ **Date:** _____

Accomplished Practices	Benchmark Courses
1. Assessment	PSY 782 – Assessment: Intelligence Testing I with Lab
2. Communication	PSY 750 – Counseling Theories and Techniques
3. Continuous Improvement	PSY 750 – Counseling Theories and Techniques
4. Critical Thinking	PSY 745 – Research Design
5. Diversity	PSY 710 – Psychology of Exceptional & At-Risk Children
6. Ethics	PSY 710 – Psychology of Exceptional & At-Risk Children
7. Human Development	PSY 700 – Learning and Human Development
8. Knowledge of Subject Matter	PSY 715 – Child and Adolescent Psychopathology
9. Learning Environment	PSY 735 – Organization and Operation of Schools
10. Planning	PSY 780 – Psychoeducational Assessment
11. Role of the School Psychologist	PSY 735 – Organization of Operation of Schools
12. Technology	PSY 710 – Psychology of Exceptional & At-Risk Children

1. Growth of Knowledge and Professional Competence:

2. Areas of Improvement:

3. Reflective Essay on Relationship between Accomplished Practices and the Role of the School Psychologist:

4. Faculty Feedback:

Student Signature

Faculty Signature

Date

Date

**Specialist Program in School Psychology
Accomplished Practices: Individual Evidence Reflection Form – Year 2**

Bring this completed document to annual review.

Student Name: _____ **I.D. #:** _____

Site: _____ **Date:** _____

Accomplished Practices	Benchmark Courses
1. Assessment	PSY 765 – Applied Behavioral Assessment
2. Communication	PSY 755 – School Consultation Skills
3. Continuous Improvement	PSY 770 – Ethical, Legal, and Professional Issues for School Psychologist
4. Critical Thinking	PSY 765 – Applied Behavioral Assessment
5. Diversity	PSY 784 – Assessment: Intelligence Testing II
6. Ethics	PSY 770 – Ethical, Legal, and Professional Issues for School Psychologist
7. Human Development	PSY 730 – Instructional Strategies for Students with Diverse Needs
8. Knowledge of Subject Matter	PSY 720 – Biological Bases of Behavior
9. Learning Environment	PSY 800 – Practicum in School Psychology: School-Based
10. Planning	PSY 755 – School Consultation Skills
11. Role of the School Psychologist	PSY 800 – Practicum in School Psychology: School-Based
12. Technology	PSY 786 – Projective/Objective Personality Assessment

1. Growth of Knowledge and Professional Competence:

2. Areas of Improvement:

3. Reflective Essay on Relationship between Accomplished Practices and the Role of the School Psychologist:

4. Faculty Feedback:

Student Signature

Date

Faculty Signature

Date

**Specialist Program in School Psychology
Accomplished Practices: Individual Evidence Reflection Form – Year 3**

Bring this completed document to annual review.

Student Name: _____ **I.D. #:** _____

Site: _____ **Date:** _____

Accomplished Practices	Benchmark Courses
1. Assessment	PSY 792 – Integrated Report
2. Communication	PSY 805 – Practicum in School Psychology: Applied Skills
3. Continuous Improvement	PSY 792 – Integrated Report
4. Critical Thinking	PSY 775 – Theories and Research in Reading Instruction, Assessment, and Intervention
5. Diversity	PSY 705 – Social and Cultural Bases of Assessment and Counseling
6. Ethics	PSY 805 – Practicum in School Psychology: Applied Skills
7. Human Development	PSY 790 – Assessment of Young Children: Birth to 5 Yrs.
8. Knowledge of Subject Matter	PSY 760 – Contemporary Clinical Interventions for School Psychologists
9. Learning Environment	PSY 775 – Theories and Research in Reading Instruction, Assessment, and Intervention
10. Planning	PSY 775 – Theories and Research in Reading Instruction, Assessment, and Intervention
11. Role of the School Psychologist	PSY 775 – Ethical, Legal, and Professional Issues for School Psychologists
12. Technology	PSY 805 – Practicum in School Psychology: Applied Skills

1. Growth of Knowledge and Professional Competence:

2. Areas of Improvement:

3. Reflective Essay on Relationship between Accomplished Practices and the Role of the School Psychologist:

4. Faculty Feedback:

Student Signature

Faculty Signature

Date

Date

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY
Annual Review of Student Progress

Student: _____ **Year:** _____

Faculty: _____ **Date:** _____

Please provide a brief description of your educational activities during the past 12 months. Use additional sheets if necessary.

- I. **Coursework:** List all courses you have taken, noting grades, incompletes, and significant learning experiences or products resulting from courses. Please attach a copy of your unofficial transcript printed from WebStar.

- II. **Accomplished Practices:** Reflect on Accomplished Practices emphasized in curriculum and its relationship to the role of school psychology. Note areas of strength and weakness. Indicate courses, accomplished practices, and goals for upcoming year.

- III. **Practicum:** Describe significant learning experiences during course specific-applied tasks and field-based training.

- IV. **Professional Development Outside of University Coursework**
 - a) **Conferences and Workshops Attended:** List all local, state, and national association meetings you have attended and specify the title and presenter of any workshops/presentations you attended.

 - b) **Presentations:** Reference the topic and date of any presentations at professional meetings or teacher/parent in-services you have provided.

c) **Other Professional Activities:** List any significant educational activities such as professional association involvement, committee work, teaching assistant positions, advocacy efforts, or service efforts that have not been covered in the previous categories.

V. **Center for Psychological Studies Professional Behavior / NASP Professional Work Characteristics:** Delineate strengths, weaknesses, and describe areas for improvement.

VI. **Other Relevant Activities:**

VII. **Continuous Professional Development:** Goals for next 12 months

1.

a.

b.

c.

2.

a.

b.

c.

3.

a.

b.

c.

Student Signature

Date

Faculty Signature

Date

