Number and Name of Standard:  ARM 10.58.707 School Psychologists

Individual(s) Completing Report:  Greg Machek

Date Submitted: 4/11/13

Purpose: The answers below are responses to questions posed in the School Psychologists Institutional Report.

1. Syllabi in the School Psychology Institutional Report have been linked (refer also to Montana – NCATE/CAEP Accreditation website/Overview and Conceptual Framework/Exhibit B “Education Courses and Syllabi”).


3. Is there an assessment of individual understanding and ability to apply SP Handbook and Dept. Policies and Procedures Manual info such as reflection papers? Is this done before practicums begin to ensure guiding philosophy is understood and carried out?
   a. Adherence to policies outlined in relevant program and departmental resources (handbooks) is addressed formatively as students progress through the program. It should be noted that program manuals offer a rather general, overarching vision for professional conduct and that more pertinent and specific standards are taught in many other classes and formatively addressed in an ongoing fashion during classes and practica experiences. Semesterly evaluations, supervisor evaluation, consumer evaluations, comprehensive exam questions, and NCSP scores all address many of these. For very specific procedural issues, students have opportunities to address these during regular advisor-advisee meetings.

4. C&IS14 Education Across Cultures Creating a link to this would be helpful.
   a. This course syllabi has been linked in the Institutional Report for School Psychology (refer also to Montana – NCATE/CAEP Accreditation website/Overview and Conceptual Framework/Exhibit B “Education Courses and Syllabi”).
5. Review of the Psycx580 syllabi didn’t seem to cover the cultural aspects of the Native American social, and emotional development and academic skills. Access to the C&I514 syllabi would have likely been helpful.
   a. The PSYC580: Principles and Practices of professional School Psychology syllabus is specific in the content that is covered regarding IEA, and it is taken from reputable sources, including OPI’s own document.
   b. The C&I514: Education Across Cultures syllabus has been linked in the Institutional Report for School Psychology (refer also to Montana – NCATE/CAEP Accreditation website/Overview and Conceptual Framework/Exhibit B “Education Courses and Syllabi”).

6. Are student’s skill in administering standardized testing evaluated through direct observation of test administration, videoing test administration, and protocol review?
   a. Yes, student’s skill in administering standardized testing are evaluated through direct observation of test administration, videoing test administration, and protocol review.

7. Is there an assessment of one’s ability to adequately completed a Functional Behavioral Assessment and corresponding Behavior Plan? It is difficult to determine this without looking at the course syllabi.
   a. Yes, a student’s ability to adequately complete a Functional Behavioral Assessment and corresponding Behavior Plan is covered in multiple assignments.
   b. PSYC525: Psychological Evaluation syllabus has been linked in the Institutional Report for School Psychology (refer also to Montana – NCATE/CAEP Accreditation website/Overview and Conceptual Framework/Exhibit B “Education Courses and Syllabi”).

8. Are there evaluations completed by the on-site licensed school psychologist or others working with the intern?
   a. Yes, there are semesterly, comprehensive evaluations completed by the licensed, onsite supervisor. Refer to Key Assessment #8 in E-PAS for School Psychology.

9. Is there a verification process for the supervision school psychologist to ensure adequate credentials?
   a. No. We do not call state departments of education for verification. This is done orally as well as through a contract that states the needed credentials.