

**UH Ph.D. in School Psychology Program**  
**School Psychology Practicum Letter of Agreement**

By signing below, the student, site supervisor, and the faculty supervisor agree to the following goals and content, and expectations for the quantity and quality of the work anticipated from the School Psychology (SP) Practicum Student.

Objectives for the SP student: (may add additional as deemed appropriate by field supervisor, student, and practicum coordinator)

1. Demonstrate entry-level competency in the assessment and identification of special education eligibilities.
2. Demonstrate an understanding of the interplay of biological and ecological/contextual factors (family, school, peers, cultural, societal, etc.) which impact children and adolescents function and the importance of assessing within each of these areas.
3. Engage in a data-based, problem-solving model with regard to assigned cases.
4. Demonstrate report writing skills with regard to integration of assessment data as part of a multi-informant, multi-modal, multi-faceted assessment. including but not limited to developmental history/family contextual factors, cognitive functioning, academic achievement, adaptive behaviors, behavior/personality, motor integration, direct behavioral observations, assistive technology, and language proficiency while developing appropriate evidence-based recommendations for intervention.
5. Demonstrate an understanding of cultural, linguistic, and individual differences as they pertain to assessment of school-aged children and adolescents.
6. Recognize and follow legal and ethical considerations pertinent to the delivery of psychological services in a school setting.

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Expectations for the quality and quantity of the SP student's presentation and work:

1. Complete a GPISD background check
2. Comply with District policies and procedures for practicum students  
(see attached District policies and procedures)
3. Provide schedule of availability for each week no later than Friday of the previous week
4. Schedule weekly individual supervision no later than Friday of the previous week
5. Come to weekly individual supervision sessions with two copies of a written agenda  
(see attached template)
6. Come to weekly individual supervision with test protocols scored and ready for supervisor's review
7. Come to weekly individual supervision with progress notes written and ready for supervisor's signature

The following is a list of expected cases to be completed by the SP student:

<b>Fall Class Expectations</b>	<b>Spring Class Expectations</b>
Re-eval Psychological (Emotional Disturbance, AU, etc.)	Initial Psychological (Emotional Disturbance, AU, etc.)
Re-eval Specific Learning Disability or Intellectual Deficiency	Initial Specific Learning Disability or Intellectual Deficiency
Functional Behavior Assessment and Behavior Intervention Plan (Elementary)	Functional Behavior Assessment and Behavior Intervention Plan (Secondary)
Academic Consultation and Intervention (may be linked to your SLD eval)	Behavior Consultation and Intervention (may be linked to your FBA or Psychological eval)
Participation in District Problem-Solving/ Pre-Referral/RTI team meeting	Participation in District Problem-Solving/ Pre-Referral/RTI team meeting
Counseling Case – Individual or Group (manualized/evidence-based, with 5 minimum sessions, pre- and post-data collection)	Counseling Case – Individual or Group (manualized/evidence-based, with 5 minimum sessions, pre- and post-data collection)
Supervision of one hour/week (or two hours every other week) on site with University-based supervision three hours every two weeks	Supervision of one hour/week (or two hours every other week) on site with University-based supervision three hours every two weeks

**\*Should you have difficulty completing all case expectations, please contact Dr. Keller-Margulis as soon as possible. It is expected you will do all assessments and provide the interpretation under supervision.**

Expectations for additional experiences offered in Galena Park ISD:

1. Complete Texas Behavioral Support Initiative Training and Crisis Prevention Intervention Training
2. Assist GPISD in establishing a youth mentoring program

It is the student's responsibility to ensure that they have graduate student professional practice liability insurance throughout the duration of the practicum, regardless of any coverage that may be provided by the site. This insurance is available from the APA Insurance Trust for APAGS members or through the National Association of School Psychologists, and a copy of the cover page must be submitted to the Practicum Coordinator before you begin your practicum.

All Field Supervisors will be required to provide (at minimum) 1 hour of face-to-face supervision per week to the SP Practicum Student. Field supervisors will alert the UH Practicum Coordinator of any difficulties encountered during the placement by the SP Practicum Student in a timely fashion. The Field Supervisor has ultimate authority on all services provided to clients by the SP Practicum Student under his or her supervision.

The UH Practicum Coordinator will ensure that the SP Practicum Student have met the program pre-requisites for placement at the practicum site. The UH Practicum Coordinator will also ensure the SP Practicum Student documents professional liability insurance for the duration of the practicum placement (typically Fall and Spring).

By signing below, we certify that we agree to the terms listed in this document.

\_\_\_\_\_  
School Psychology Practicum Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Psychology Field Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
UH School Psychology Practicum Coordinator

\_\_\_\_\_  
Date

**Galena Park Independent School District  
Policies and Procedures  
Student Teachers and Practicum Students**

**CELL PHONE USE:** Use of personal cell phones should not constitute a disruption of the learning environment of the classroom or the work environment of the campus or other District worksite.

**DRESS AND GROOMING:** A professional standard of dress requires that student teachers and practicum students (or “trainees”) should be readily distinguishable from students on their assigned campus or campuses. Role modeling is a part of a trainee’s professional responsibilities. Supervising employees shall be authorized to inform trainees of the standard of dress and grooming required by the District and to appraise any fashion or fad to determine if it is appropriate in the trainee’s setting. The supervising employee shall advise trainees needing to modify their dress and/or grooming to achieve high standards of neatness, appropriateness, and good taste. Trainees must be appropriately dressed, well groomed, and meet an acceptable level of personal hygiene while on duty, or when representing the District. Trainees dress and grooming are expected to be in line with those standards specified for students outlined in the student handbook (**e.g. visible tattoos or visible piercings are prohibited.**).

**SPECIFIC STANDARDS:** Male student teachers and practicum students shall wear dress shirts and slacks anytime they are on duty. Dress shirts are considered those having buttons down the front and a collar that would accommodate the wearing of a necktie. Neckties should be worn as appropriate for public meetings, special events, and as appropriate to the work situation as determined by the supervising employee. Golf and pullover type (polo or athletic) shirts and denim slacks may also be considered appropriate. Male student teachers and practicum students may wear a well trimmed mustache and beard. Female student teachers and practicum students shall wear suits, pantsuits, dresses, dress slacks, shirts, blouses, and skirts.

Western wear may be worn on designated days. Only physical education personnel may wear athletic shoes and shorts, and only in the performance of physical education/coaching responsibilities. **Flip flops or other potentially hazardous footwear are prohibited.** Dress requirements may be relaxed by the supervising employee on special designated days (i.e., casual Fridays) or based on extenuating circumstances.

**IDENTIFICATION CARDS (I.D.):** All student teachers and practicum students will be issued an official district identification card. This identification card must be worn in a visible fashion on, or above, the waist. Student teachers and practicum students are required to have visible identification at all times while on district property, to include after hours, weekends and holidays.

## **Supervision Agenda**

Date:

Time:

Psychological Evaluation:

Psycho-educational Evaluation:

Functional Behavioral Assessment/Behavior Intervention Plan:

Consultation/Intervention:

District Problem Solving/Preferral/RTI Meetings:

Counseling Cases:

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School Psychology Practicum Student

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School Psychology Field Supervisor