**Millersville University
School Psychology Student Portfolio**

Portfolio Process

The School Psychology Certification Program consists of a comprehensive sequence of experiences and courses, organized around the School of Education's *Conceptual Framework,* various *Objectives*, and the development of *Professional Dispositions*, designed to enable you to meet several *Student Competencies* critical to becoming an effective school psychologist. The Portfolio showcases the development of the *Objectives,* NASP domains, and *Student Competencies* through work samples and activities, and helps you form a professional identity as a school psychologist.

Portfolio Reviews

Your *Portfolio* documents must be submitted to your academic advisor by the 5th Tuesday of the Fall and the Spring semesters each semester you are enrolled in the Program until your internship year (Psychology 686: Internship in School Psychology). Portfolio documents are submitted online via the School Psychology Graduate Program "course" in the Millersville learning management system (e.g., D2L).

Components

Advisement. Your *Portfolio* will include materials to assist you and your advisor in planning your program, course sequences and registrations. Current information forms must be maintained.

Work Samples. Selected graded work samples from specified courses must be included in your *Portfolio*.

Pre-Practicum Activities. Several activities designed to familiarize you to the culture of schools and communities, the roles that school personnel assume, and the context in which school psychologists function must be completed prior to enrolling in Practicum (Psyc 685). You must write a 2-page description of your experiences and reflection, and relate the Student Competencies to these activities. These Pre-Practicum entries will be reviewed by your advisor during the 5th week of each semester when *Portfolio* documents must be submitted.

Portfolio Document Submission Checklist

Evaluation Forms
- ☐ Student Portfolio Evaluation
- ☐ Professional Dispositions Checklist
    - ○ PSYC 600
    - ○ PSYC 685

Matrices
- ☐ Self-Evaluation: Competencies

Pre-Practicum Activities
- ☐ Board Meeting
- ☐ Shadowing a School Psychologist
- ☐ Observing a Special Classroom
- ☐ Full Day Workshop
- ☐ Diversity Lecture

Advising Forms
- ☐ Advisor Record
- ☐ Student Program Plan Flow Chart
- ☐ Respecialization Documentation (*if applicable, e.g. students entering program with an approved M.S.*)
- ☐ Graduation Applications
    - ○ M.S. (submit the semester completing M.S. course sequence)
    - ○ Ed.S. (submit the semester completing Ed.S. course sequence)

Work Samples
- ☐ PSYC 600 - Role & Function Paper/Presentation
- ☐ PSYC 540 – Case Paper/Presentation
- ☐ PSYC 646 – Consultation Case Paper/Presentation
- ☐ PSYC 671 – Case Report
- ☐ PSYC 672 – Case Report
- ☐ PSYC 675 – Case Report
- ☐ PSYC 674 – Case Report
- ☐ PSYC 634- Class paper/project
- ☐ PSYC 685 – Case Study
- ☐ PSYC 686 – Tiered Projects

Millersville School Psychology Objectives and Competencies linked to NASP Domains

The Program faculty has adopted eight objectives that are articulated and reiterated throughout various courses and Program activities. It is our belief that through repeated exposure to these objectives the student begins to think and act like a school psychologist and professional growth is enhanced. Students should become thoroughly familiar with these objectives until they become automatic and be applied to various courses, contexts and field experiences. The Program seeks for students to demonstrate the listed objectives.

Twenty-two competencies must be mastered before students can exit from the Program. These will be taught, supervised and evaluated as part of various course work and experiences.

The Millersville University School Psychology Program follows NASP Standards for Training and Field Experience. The following table illustrates the connection between the NASP Domains, the Program's Objectives and Courses. The following table illustrates the connection between the NASP Domains, the Program's Objectives and Courses. Table 1 shows the connection between NASP domain , program objectives and courses, and Table 2 shows the connection between the NASP 2010 domain and the competencies.

Table 1
NASP 2020 Domains Linked to Program Objectives and Courses

NASP 2020 Domains	Courses
Domain 1: Data-Based Decision Making	PSYC 540: Applied Behavior Analysis in an MTSS Framework PSYC 671: Cognitive, Achievement, and Adaptive Assessment PSYC 672: Academic Assessment and Intervention in an MTSS PSYC 675: Behavioral Assessment of Children and Youth PSYC 685: Practicum PSYC 686: Internship
Domain 2: Consultation and Collaboration	PSYC 600: Seminar in School Psychology PSYC 540: Applied Behavior Analysis in an MTSS Framework PSYC 646: Consultation PSYC 685: Practicum PSYC 686: Internship
Domain 3: Academic Interventions and Supports	PSYC 530: Child Development PSYC 540: Applied Behavior Analysis in an MTSS Framework PSYC 646: Consultation PSYC 672: Academic Assessment and Intervention in an MTSS PSYC 674: Assessment of English Language Learners PSYC 685: Practicum PSYC 686: Internship RDED 621: Foundations of Reading and Writing EDUC 671: Curriculum Development
Domain 4: Mental and Behavioral Health Services	PSYC 530: Child Development PSYC 540: Applied Behavior Analysis in an MTSS Framework PSYC 631: Psychotherapy and Intervention PSYC 634: Child Psychopathology PSYC 675: Behavioral Assessment of Children and Youth PSYC 685: Practicum PSYC 686: Internship
Domain 5: School-Wide Practices to Promote Learning	PSYC 600: Seminar in School Psychology PSYC 685: Practicum PSYC 686: Internship EDUC 671: Curriculum Development RDED 621: Foundations of Reading and Writing RDED 623: Diagnosis of Reading Disabilities (under review) SPED 600: Orientation to Special Education

NASP 2020 Domains	Courses
	SPED 601: Psychological Aspects of Students with Disabilities
Domain 6: Services to Promote Safe and Supportive Schools	PSYC 530: Child Development PSYC 540: Applied Behavior Analysis in an MTSS Framework PSYC 630: Group Process and Personality PSYC 631: Psychotherapy and Intervention PSYC 634: Child Psychopathology PSYC 675: Behavioral Assessment of Children and Youth PSYC 685: Practicum PSYC 686: Internship
Domain 7: Family, School, and Community Collaboration	PSYC 530: Child Development PSYC 646: Consultation PSYC 672: Academic Assessment and Intervention in an MTSS PSYC 674: Assessment of English Language Learners PSYC 685: Practicum PSYC 686: Internship
Domain 8: Equitable Practices for Diverse Populations	PSYC 600: Seminar in School Psychology PSYC 536 Applications of Biopsychology PSYC 547: Social Psychology PSYC 674: Assessment of English Language Learners PSYC 685: Practicum PSYC 686: Internship SPED 600: Orientation to Special Education SPED 601: Psychological Aspects of Students with Disabilities
Domain 9: Research and Evidence Based Practice	PSYC 540: Applied Behavior Analysis in an MTSS Framework PSYC 612: Research Design and Statistics PSYC 685: Practicum PSYC 686: Internship
Domain 10: Legal, Ethical, and Professional Practice	PSYC 600: School Psychology Seminar PSYC 685: Practicum PSYC 686: Internship SPED 600: Orientation to Special Education

Table 2

Millersville University School Psychology Competencies Linked to NASP 2020 Domains and Related Program Objectives

Domain 1: Data-Based Decision Making	**Student Learning Outcome 1:** Candidates will engage in accurate data-based decision making.	1. Demonstrates knowledge of a variety of models and methods of assessment and data collection. 2. Appropriately selects assessment methods based on individual cases. 3. Accurately administers and scores traditional norm-referenced tests. (See Appendix A). 4. Uses obtained data to recommend evidence-based and practical interventions for the individual (or program) that are based on strengths and needs identified through the assessment process.

Domain	Student Learning Outcome	
Domain 2: Consultation and Collaboration	**Student Learning Outcome 2:** Candidates will engage in effective consultation and collaboration with our educational partners.	1. Demonstrates knowledge of varied models and strategies of consultation. 2. Engages in consultative problem solving (i.e., problem identification, problem analysis, plan implementation, plan evaluation) with teachers and other school personnel in planning strategies to facilitate the learning of individual students and/or classes of students. 3. Demonstrates ability to effectively communicate in collaborative relationships with families.
Domain 3: Academic Interventions and Supports	**Student Learning Outcome 3:** Candidates create and implement effective interventions and instructional support to develop academic skills.	1. Identifies appropriate evidence-based curricula across tier I, tier II, and tier III. 2. Recognizes the impact of biological, cultural, and social influences on students' academic and developmental progress 3. Recommends instructional strategies and academic interventions that are evidence based and developmentally appropriate.
Domain 4: Mental and Behavioral Health Services	**Student Learning Outcome 4:** Candidates create and implement effective interventions and mental health service to develop social and life skills.	1. Recognizes the impact of biological, cultural, and social influences on students' behavior and mental health. 2. Identifies appropriate evidence-based strategies to promote social-emotional functioning across tier I, tier II, and tier III. 3. Recommends behavioral and social-emotional interventions that are evidenced based and promote mental health and learning. 4. Recognizes the interplay between behavioral and emotional function and student learning.
Domain 5: School-Wide Practices to Promote Learning	**Student Learning Outcome 5:** Candidates engage in school-wide practices (primary intervention) to promote learning.	1. Demonstrates knowledge of school organization and administrative structure and follows organizational protocol. 2. Uses appropriate technology resources (AIMSweb, DIBELS, SWIS) to assist in assessment and other decision making processes. 3. Utilizes the variety of programs, services, and related resources available within the greater school system to promote learning and mental health.

Domain 6: Services to Promote Safe and Supportive Schools	**Student Learning Outcome 6:** Candidates engage in the development and implementation of preventive and responsive services.	1. Recognizes and considers the impact of protective and risk factors found within the school, community, family and child, that impact learning and mental health. 2. Recognizes and implements evidence-based interventions to promote wellness and appropriate student behavior. 3. Identifies the core elements of academic and behavioral multi-tiered models and practices to promote wellness and prevent problem behaviors. 4. Knows evidence-based strategies and district protocols for responding to crisis (e.g., suicide, death, natural disaster, violence, sexual harassment).
Domain 7: Family, School, and Community Collaboration	**Student Learning Outcome 7:** Candidates promote effective family-school collaboration.	1. Establishes rapport and effectively communicates with families of diverse backgrounds (culture, language, SES). 2. Is sensitive to home variables and integrates evidence-based strategies for the home that support child functioning. 3. Promotes and seeks collaboration and participation between the home and the school. 4. Demonstrates knowledge of research related to family variables and subsequent influence on children's learning and mental health.
Domain 8: Equitable Practices for Diverse Populations	**Student Learning Outcome 8:** Candidates consider the impacts of diversity in development and learning.	1. Recognizes individual differences, abilities, disabilities and other diverse student characteristics and their impact on student success. 2. Demonstrates knowledge of research related to diversity factors for children, families, and schools. 3. Applies evidence-based strategies to enhance services and address potential influences related to diversity. 4. Establishes rapport and demonstrates cultural competence in their interactions with parents, children, and youth of diverse backgrounds (i.e., modifies behavior and/or comments to facilitate communication).

Domain 9: Research and Evidence-Based Practice	**Student Learning Outcome 9:** Candidates engage in school-related research and program evaluation.	1. Provides support for classroom teachers in collecting and analyzing progress monitoring data. 2. Collaborates with others to collect, analyze, and interpret systems-level program evaluation data in applied settings. 3. Evaluates a cumulative body of research and applies it to practice for effective service delivery. 4. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels. 5. Uses technology to gather, evaluate, and enhance progress monitoring and communication of information.
Domain 10: Legal, Ethical, and Professional Practice	**Student Learning Outcome 10:** Candidates engage in legal, ethical, and professional practice.	1. Practice is ways that are consistent with existing ethical and professional codes of conduct. 2. Adheres to legislation and regulations relevant to general and special education. 3. Actively seeks out mentoring and supervision to inform effective practice. 4. Formulates a personal plan for professional growth and participates in activities throughout the year. 5. Demonstrates sound and professional judgment.

Professional Dispositions

School Psychology Program
Millersville University

Students will be evaluated on the following Professional Dispositions throughout the School Psychology program.

1. Follows appropriate channels of communication

2. Abides by FERPA (Family Educational Rights and Privacy Act)

3. Writes and speaks to easily understood by multiple audiences

4. Conveys professional tone

5. Listen carefully and actively

6. Exhibits enthusiasm about the profession

7. Self-regulates and modifies professional behavior based upon feedback

8. Is aware and involved with professional organizations, publications, and activities

9. Participates consistently and appropriately

10. Understands and respects diversity

11. Is respectful during interactions with school students, educational personnel, and families

12. Works collaboratively with other colleagues, university, and field supervisors

13. Completes high quality products in a timely manner

14. Adapts and is flexible to change

15. Displays excellent interpersonal skills

16. Maintains professional appearance

17. Displays initiative and reflective judgment

18. Provides leadership and problem solving

19. Adheres Professional Codes of Ethics of MU, NASP, and APA

20. Presents data honestly

21. Follows organizational protocol

Student Portfolio Evaluation

EVALUATION SCALE
1 = Not Acceptable
Portfolio exhibits inadequate organization
Revisions are required on the documents/Portfolio
Portfolio reflects work with only part of the range for which the student will be certified
2 = Acceptable
Portfolio has an overall professional appearance
Portfolio contains all the required documents
Portfolio reflects the entire range for which the student will be certified
3 = Exceptional
Portfolio contains all the required documents
Portfolio makes a visual impact
Self-reflection is evident in the documents

Evaluation – 1st year

Completed

Advising record _____

Flow chart _____

# of Pre-practicum activities completed _____

Credits completed _____

Credits in progress _____

CCEs _____

Advisor's Overall Rating _____

Evaluation – 2nd year

Completed

Advising record _____

Flow chart _____

# of Pre-practicum activities completed _____

Credits completed _____

Credits in progress _____

CCEs _____

Advisor's Overall Rating _____

Evaluation – 3rd year

Completed

Advising record _____

Flow chart _____

# of Pre-practicum activities completed _____

Credits completed _____

Credits in progress _____

CCEs _____

Advisor's Overall Rating _____

Work Samples

Course	Date Completed	Assignment Grade
PSYC 600	_____	_____
PSYC 540	_____	_____
PSYC 671	_____	_____
PSYC 672	_____	_____
PSYC 675	_____	_____
PSYC 674	_____	_____
PSYC 646	_____	_____
PSYC 634	_____	_____
PSYC 685	_____	_____
PSYC 686	_____	_____

School Psychology Certification Program
Millersville University of Pennsylvania

PROFESSIONAL DISPOSITIONS CHECKLIST

Candidate_____   Date_____

Key
1 = Does not meet proficiency
2 = Partially proficient
3 = Proficient
4 = Exemplary
N/O = Not observed

Communicates Professionally	1	2	3	4	N/O
Follows appropriate channels of communication……………………………					
Abides by FERPA (Family Educational Rights and Privacy Act)………….					
Writes and speaks to easily understood by multiple audiences……………..					
Conveys professional tone………………………………………………...					
Listen carefully and actively……………………………………………					

Demonstrates Professional Growth	1	2	3	4	N/O
Exhibits enthusiasm about the profession…………………………………					
Self-regulates and modifies professional behavior based upon feedback….					
Is aware and involved with professional organizations, publications, and activities……………………………………………………………………					
Participates consistently and appropriately………………………………					

Demonstrates Professional Relationships	1	2	3	4	N/O
Understands and respects diversity………………………………………					
Respectful during interactions with school students, educational personnel, and families……………………………………………………………					
Works collaboratively with other colleagues, university, and field supervisors…………………………………………………………………..					
Completes high quality products in a timely manner………………………					

Exhibits Attitudes Suitable to the Profession	1	2	3	4	N/O
Adapts and is flexible to change…………………………………………..					
Displays excellent interpersonal skills……………………………………					
Maintains professional appearance………………………………………					
Displays initiative and reflective judgment………………………………					
Provides leadership and problem solving…………………………………					

Displays Responsible and Ethical Behavior	1	2	3	4	N/O
Adheres Professional Codes of Ethics of MU, NASP, and APA……………					
Presents data honestly……………………………………………………..					
Follows organizational protocol…………………………………………					

_____   _____   **Overall Rating _____**

_____   _____

       School Psychology Faculty Signatures

School Psychology Self-Evaluation
Millersville University
Department of Psychology

Name: _____   **Date of Evaluation**: ___/____/____

Field Supervisor: _____   **School District**: _____

Instructions:
Please evaluate your performance using the scale provided. If you feel it would be helpful to provide a context in which to consider your ratings, please feel free to do so below.

_____
_____
_____

Answer Code for Evaluation Items:

N/O = not observed

1 = does not meet proficiency

  Candidate demonstrates little or none of the basic behaviors or steps associated with the   skill of a skill level that is ineffective for the student.

2 = partially proficient

  Candidate demonstrates most aspects of the skill; Supervision is required for the candidate to achieve effective and independent demonstration of the skill.

3 = proficient

  Candidate effectively demonstrates all aspects of the skill at the novice level.

4 = exemplary

  Candidate demonstrates skills which exceed expectations.

Domain 1: Data-Based Decision Making	1	2	3	4	N/O
1. Demonstrates knowledge of a variety of models and methods of assessment and data collection.					
2. Appropriately selects assessment methods based on individual cases.					
3. Accurately administers and scores traditional norm-referenced tests. (See Appendix A).					
4. Uses obtained data to recommend evidence-based and practical interventions for the individual and program that are based on strengths and needs identified through the assessment process.					

Overall Rating for Domain 1 = _____

Domain 2: Consultation and Collaboration	1	2	3	4	N/O
1. Demonstrates knowledge of varied models and strategies of consultation.					
2. Engages in consultative problem solving (i.e., problem identification, problem analysis, plan implementation, plan evaluation) with teachers and other school personnel in planning strategies to facilitate the learning of individual students and/or classes of students.					
3. Demonstrates ability to effectively communicate in collaborative relationships with families.					

Overall Rating for Domain 2 = _____

Domain 3: Academic Interventions & Instructional Supports	1	2	3	4	N/O

	1	2	3	4	N/O
1. Identifies appropriate evidence-based curricula across tier I, tier II, and tier III.					
2. Recognizes the impact of biological, cultural, and social influences on students' academic and developmental progress.					
3. Recommends instructional strategies and academic interventions that are evidence based and developmentally appropriate.					

Overall Rating for Domain 3 = _____

Domain 4: Mental and Behavioral Health Services and Interventions	1	2	3	4	N/O
1. Recognizes the impact of biological, cultural, and social influences on students' behavior and mental health.					
2. Identifies appropriate evidence-based strategies to promote social-emotional functioning across tier I, tier II, and tier III.					
3. Recommends behavioral and social-emotional interventions that are evidenced based and promote mental health and learning.					
4. Recognizes the interplay between behavioral and emotional function and student learning.					

Overall Rating for Domain 4 = _____

Domain 5: School-Wide Practices to Promote Learning	1	2	3	4	N/O
1. Demonstrates knowledge of school organization and administrative structure and follows organizational protocol.					
2. Uses appropriate technology resources (AIMSweb, DIBELS, SWIS) to assist in assessment and other decision making processes.					
3. Utilizes the variety of programs, services, and related resources available within the greater school system to promote learning and mental health.					

Overall Rating for Domain 5 = _____

Domain 6: Services to Promote Safe and Supportive Schools	1	2	3	4	N/O
1. Recognizes and considers the impact of protective and risk factors found within the school, community, family and child, that impact learning and mental health.					
2. Recognizes and implements evidence-based interventions to promote wellness and appropriate student behavior.					
3. Identifies the core elements of academic and behavioral multi-tiered models and practices to promote wellness and prevent problem behaviors.					
4. Knows evidence-based strategies and district protocols for responding to crisis (e.g., suicide, death, natural disaster, violence, sexual harassment).					

Overall Rating for Domain 6 = _____

Domain 7: Family, School, Community Collaboration	1	2	3	4	N/O
1. Establishes rapport and effectively communicates with families of diverse backgrounds (culture, language, SES).					
2. Is sensitive to home variables and integrates evidence-based strategies for the home that support child functioning.					
3. Promotes and seeks collaboration and participation between the home and the school.					
4. Demonstrates knowledge of research related to family variables and					

subsequent influence on children's learning and mental health.					

Overall Rating for Domain 7 = _____

Domain 8: Equitable Practices for Diverse Populations	1	2	3	4	N/O
1. Recognizes individual differences, abilities, disabilities and other diverse student characteristics and their impact on student success.					
2. Demonstrates knowledge of research related to diversity factors for children, families and schools.					
3. Applies evidence-based strategies to enhance services and address potential influences related to diversity.					
4. Establishes rapport and demonstrates cultural competence in their interactions with parents, children, and youth of diverse backgrounds (i.e., modifies behavior and/or comments to facilitate communication).					

Overall Rating for Domain 8 = _____

Domain 9: Research and Evidence-Based Practice	1	2	3	4	N/O
1. Provides support for classroom teachers in collecting and analyzing progress monitoring data.					
2. Collaborates with others to collect, analyze, and interpret systems-level program evaluation data in applied settings.					
3. Evaluates a cumulative body of research and applies it to practice for effective service delivery.					
4. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels.					
5. Uses technology to gather, evaluate, and enhance progress monitoring and communication of information.					

Overall Rating for Domain 9 = _____

Domain 10: Legal, Ethical, and Professional Practice	1	2	3	4	N/O
1. Practice is ways that are consistent with existing ethical and professional codes of conduct.					
2. Adheres to legislation and regulations relevant to general and special education.					
3. Actively seeks out mentoring and supervision to inform effective practice.					
4. Formulates a personal plan for professional growth and participates in activities throughout the year.					
5. Demonstrates sound and professional judgment.					

Overall Rating for Domain 10 = _____

What would you identify as areas in which you should improve?

_____
_____
_____
_____
_____

PRE-PRACTICUM IN SCHOOL PSYCHOLOGY

Millersville University

Conceptual Framework

The underline cumulative knowledge content of the Pre-Practicum experiences and Practicum in School Psychology (Psychology 685) are in accordance with two important documents; the *NASP Standards for Graduate Preparation of School Psychologists (2020)* the NASP *Model for Comprehensive and Integrated School Psychological Services* (2020).

The following NASP *Practice Model* and *Standards for Graduate Preparation of School Psychologists* domains are addressed:

Domain 1: Data-Based Decision Making
Domain 2: Consultation and Collaboration
Domain 3: Academic Interventions and Instructional Supports
Domain 4: Mental and Behavioral Health Services and Interventions
Domain 5: School-Wide Practices to Promote Learning
Domain 6: Services to Promote Safe and Supportive Schools
Domain 7: Family, School, and Community Collaboration
Domain 8: Equitable Practices for Diverse Student Populations
Domain 9: Research and Evidence-Based Practice
Domain 10: Legal, Ethical, and Professional Practice

I. Pre-Practicum Description

A planned sequence of supervised experiences in varied field settings which work with children of pre-school and school age. Course activities begin when the student enters the program and continues throughout all phases of the Program. Students are encouraged to develop a perspective on school psychology as an activity requiring reflective decision-making which takes place within a societal context, serves a diversity of publics, complements the services of other individuals and agencies, and assists in the process of integrating/coordinating resources on behalf of children and their families from within the school context.

II. Pre-Practicum Objectives/Competencies

A. Develop an awareness of, and an appreciation for, cultural diversity.

B. Develop an understanding of the organization and operation of schools.

C. Develop knowledge of the roles and responsibilities of the school psychologist.

D. Develop awareness of class learning experience geared towards professional development.

E. Integrate technology and technological resources to enhance knowledge on current issues.

III. Pre-Practicum Schedule

Pre-Practicum activities must be completed and reviewed by your Advisor prior to the first day of class in Psychology 685 (Practicum in School Psychology).

IV. Text

No text or readings are assigned for the pre-practicum component of your program. However, students are encouraged to read widely in the professional literature and to evaluate their readings critically.

V. Pre-Practicum Requirements

<u>Activities</u>:

1. *Attend a board meeting* and discuss the issues presented.

2. Spend *one full day* with a *school psychologist* to observe her/his daily activities. Hold and in-depth discussion of how the nature of the psychologist's work environment affects his/her role in terms of assessment, consultation, and intervention.

3. *Visit* a Special Classroom (e.g. EL, Life Skills, Emotional Support, Autistic Support, etc.).

4. *Attend* a regional, state, local, or national full-day (6 hours) workshop relevant to the field of school psychology. (Examples: PPA, ASPP, NASP, IU 13 Training)

5. *Attend* a lecture on diversity.

VI. Evaluation

Your academic advisor will review your *Pre-Practicum Activities Checklist* and *Student Portfolio* according to the *Student Portfolio Evaluation Criteria.* Below satisfactory ratings will result in rewriting or redoing specified documents in your *Student Portfolio*. You must clearly state the date, person or event visited, and your observations in a concise but thorough written statement. Your statements should indicate not only what you observed, but also include your commentary, reflection, and opinions about what you observed. Whenever possible, solicit the perspectives about school psychologists of those you visit.

Pre-Practicum Activities Checklist
School Psychology Program

I.

Activities	Date	Supervisor's Comments/Initials
Attend a board meeting.		
Spend day with school psychologist. *		
Visit a Special Classroom (ELL, Learning Support, Autism, Life Skills, etc.)		
Attend a full-day workshop.		
Attend a lecture on diversity.		

II. Summary of Activities

For each Pre-Practicum activity, you need to write a **2 page** summary which includes:
- A description of the activity

- Your personal reflection of the activity (for example, was it a positive experience, did it meet your expectations, where there any surprises, etc.)

- Specific NASP 2020 Practice Model domains or competencies that apply to the activity and how the activity has helped you develop that competency

In your papers, feel free to use the subheadings "Description," "Reflection," and "Competencies" to help organize your activity summary.

*For the school psychologist activity, interview the psychologist and include their responses in a brief "Interview" section.

Advisor Record
School Psychology Program
Millersville University
(64 s.h.)

Name _____   **Advisor** _____
Address _____   **M #** _____
_____   **Phone (s)** _____
_____   **E-mail:** _____

Date of Admission: _____

Deficiencies: No _____ Yes _____   **Statistics:**   Yes _____ No _____

Courses Needed: _____
_____
_____
_____
_____
_____

	Credits	**Grade**	**Date Completed**
Core (9) *Qualifying Exam; M.S.*			
PSYC 530: Child Development w/in Fam. System (M.S.)	(3)	___	_____
PSYC 612: Research Design and Statistics (M.S.)	(3)	___	_____
PSYC 600: Seminar in School Psychology (M.S.)	(3)	___	_____
Skills II: Assessment (12) *Degree Candidacy*			
PSYC 671: Cognitive, Achievement, and Adaptive Assessment	(3)	_____	_____
PSYC 672: Academic Assessment and Intervention in a MTSS*	(3)	_____	_____
PSYC 675: Behavioral Assessment of Children and Youth*	(3)	_____	_____
PSYC 674: Assessment of English Language Learners*	(3)	_____	_____
Skills III: Interventions (12)			
PSYC 540: Applied Behavior Analysis in a MTSS (M.S.)	(3)	_____	_____
PSYC 631: Psychotherapy/Intervention (M.S.)	(3)	_____	_____
PSYC 634: Child Psychopathology/Therapy*	(4)	_____	_____
PSYC 646: Consultation*	(3)	_____	_____
Educational Foundations (3)	(3)	_____	_____
Select one:			
SPED 600: Orientation to Special Education (M.S.)	(3)	_____	_____
SPED 601: Psychological Aspects of Individuals	(3)	_____	_____
with Disabilities (M.S.)			
Related Courses (12)			
PSYC 536: Applied Biopsychology	(3)	_____	_____
PSYC 547: Applied Social	(3)	_____	_____
RDED 621: Foundations of Reading/Writing	(3)	_____	_____
EDUC 671: Curriculum Development	(3)	_____	_____

	Credits	**Grade**	**Date Completed**

Electives (3)
Select one:

ECHD 611 Affective and Psychomotor Emphasis	(3)	_____	_____
EDUC 561 Second Language Acquisition	(3)	_____	_____
EDFN 545 Advanced Educational Psychology	(3)	_____	_____
EDFN 590 Social Foundations of Education	(3)	_____	_____
EDFN 604 Education and Public Policy	(3)	_____	_____
GFED 670 Psychology of the Gifted	(3)	_____	_____
PSYC 517 Tests and Measurements	(3)	_____	_____
PSYC 527 Childhood Disorders	(3)	_____	_____
PSYC 537 Ethics & Professional Practice	(3)	_____	_____
PSYC 630 Group Processes	(3)	_____	_____
PSYC 633 Systems of Psychotherapy	(3)	_____	_____
PSYC 635 Psychopathology	(3)	_____	_____
PSYC 637: Family Therapy	(3)	_____	_____
PSYC 638 Cognitive Behavioral Therapies	(3)	_____	_____
PSYC 699 Thesis Credits	(3)	_____	_____
SCCN 630: Multicultural Counseling	(3)	_____	_____
SCCN 657: Brief Counseling	(3)	_____	_____
SPED 580 Diagnostic & Assessment Strategies	(3)	_____	_____
Summer Institutes, with advisor approval (e.g. ESL, Trauma, ABA)	(3)	_____	_____
Approved Course: _____	(3)	_____	_____

Field Experiences (12)

PSYC 685: Practicum in School Psychology	(3)	_____	_____
PSYC 686: Internship in School Psychology	(9)	_____	_____

*Students are required to take and pass the three core cores (Psyc 530, 612, 600) with a B or better, as well as pass all three CCEs before enrolling in these courses.

M.S. Degree   _____Awarded   _____Not Awarded

   State reason if not awarded_____
   _____
   _____

Field Placements

   Practicum   _____   _____
                        (placement)   (date)

   Internship   _____   _____
                        (placement)   (date)

   State reason if not completed_____
   _____
   _____

Ed.S. Degree   _____Awarded   _____Not Awarded

   State reason if not awarded_____
   _____
   _____

Certification   _____Recommended   _____ Not Recommended

State reason if not recommended_____
_____
_____

ATTENTION

Students must pass the **Core Competency Exam** based on the three Core Courses in order to be eligible for Degree Candidacy and to progress to Skills II and Skills III courses.

A **passing grade** must be earned in Skills I courses in order to progress to Skills II and Skills III courses.

Students <u>must</u> be admitted to **Degree Candidacy** prior to enrolling in Skills II courses and before they may progress beyond 18 semester hours of course work in psychology.

Specified courses and a total of 30 s.h. must be completed to earn an M.S. degree in psychology (School Psychology Program requirements).

FLOW CHART
STUDENT PROGRAM PLAN

Educational Specialist Program in School Psychology

Name_____ **M#** _____ **Adviser**_____

YEAR 1   **Fall** ____   **Winter** ____   **Spring** ____   **Summer** ____

YEAR 2   **Fall** ____   **Winter** ____   **Spring** ____   **Summer** ____

YEAR 3   **Fall** ____   **Winter** ____   **Spring** ____   **Summer** ____

YEAR 4   **Fall** ____   **Winter** ____   **Spring** ____   **Summer** ____

YEAR 5   **Fall** ____   **Winter** ____   **Spring** ____   **Summer** ____

Documentation for the Education Specialist Degree
School Psychology Program
Millersville University

Name: _____

Total Education Specialist Program Credits: 64 hours
Total Masters Degree Credits: 30
Total Post-Master's Ed.S. Credits: 34

Master's Degree Coursework   Credits

   ☐ PSYC 530: Child Development w/in Family System   (3)
   ☐ PSYC 612: Research Design and Statistics   (3)
   ☐ PSYC 600: Seminar in School Psychology   (3)
   ☐ PSYC 631: Psychotherapy and Intervention Skills   (3)
   ☐ PSYC 536: Applied Biopsychology   (3)
   ☐ PSYC 547: Applied Social Psychology   (3)
   ☐ PSYC 540: Applied Behavior Analysis in an MTSS Framework (3)
   ☐ SPED 600: Orientation to Special Education   (3)

   ☐ RDED 621: Foundations of Reading and Writing   (3)
   ☐ EDUC 671: Curriculum Development in the Schools   (3)

Total   **30 credits**

Education Specialist Degree Post-Master's Coursework   Credits

   ☐ PSYC 671   Cognitive, Achievement, and Adaptive Assessment   (3)
   ☐ PSYC 672   Academic Assessment and Intervention in a MTSS   (3)
   ☐ PSYC 674   Assessment of English Language Learners   (3)
   ☐ PSYC 675   Behavioral Assessment   (3)
   ☐ PSYC 646   Consultation   (3)
   ☐ PSYC 634   Child Psychopathology/Therapy   (4)
   ☐ Elective (Determined with consultation of Advisor)   (3)
   ☐ PSYC 685: Practicum   (3)
   ☐ PSYC 686: Internship   (9)

Total   **34 credits**

_____   _____
Signature Required   Date
Program Coordinator, School Psychology Program

<div align="center">

SCHOOL PSYCHOLOGY
COURSE TRANSFER/NEGOTIATION/ SUBSTITUTION FORM

</div>

Student Name: _____   Previous Institution(s): _____

TRANSFERED COURSES: Only courses taken in another institution that cover the same content as an MU course may be transferred and credited in the School Psychology Educational Specialist Program. Documentation of course content is necessary through submission of course syllabi, course descriptions in graduate catalogs or communications from professors.

<div align="center">

MU Course(s)   Transfer Course(s)

</div>

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

SUBSTITUTED COURSES: In the event the student has a wealth of *current* experience which can be substantiated (by a supervisor/professor and/or transcripts, etc.), and has a degree or extensive coursework in a related field to school psychology, the Director of the School Psychology Educational Specialist Program *may* permit a substitute course to be taken at her/his discretion. For example, an individual with an undergraduate major in reading may ask to substitute a different graduate course in an area of interest or weakness for the graduate course in reading.

<div align="center">

MU Course(s)   Substitute Course(s)

</div>

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

NEGOTIATED COURSES: In the event the student has a wealth of experience which can be substantiated (by a supervisor/professor, transcripts, etc.), and has completed a similar graduate course but has some gaps or needs updating in some specific competencies, the Director of the School Psychology Educational Specialist Program *may* permit the course to be counted towards the Program but require a plan to acquire specified competencies.

<div align="center">

MU Course(s)   Negotiated Course(s)/Plan

</div>

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

_____   _____
Director of Program Signature/Date   Student Signature/Date

Re-specialization Documentation
For School Psychology Education Specialist (Ed.S.) Degree or Program
(For students transferring credits from another university)

Student Name: _____   Date: _____

The graduate courses below represent the school psychology Education Specialist (Ed.S.) program courses the student has completed at Millersville University or another university. Upon *syllabi and competency review and discussion between the student and Program Coordinator,* graduate courses as specified below, will be counted towards completion of the program as being consistent with the most current training standards set forth by NASP.

Waived courses are defined as the courses the student has taken at another university, as part of a previously attained Master's degree that meet our Master's level course requirements and NASP graduate training standards.

Transfer courses are courses the student has taken at another university that meet our Education Specialist level course requirements and NASP graduate training standards. Note: As per the Graduate Student Catalog, Transfer credit may amount to a maximum of *nine credit hours* from other *accredited* institutions. Students must complete a minimum of two-thirds of their graduate degree at Millersville. Except in the most extenuating circumstances, no transfer credit will be allowed for work completed more than five years prior to admission to Millersville University and credits used for degree completion at another institution may not be transferred to a Millersville degree program. Once approved, to transfer or waive credits, the student will need to complete the *Transcript Review of Graduate Courses Completed at Another Institution Form*

MU Curriculum	Completed at MU	Waived Courses	Transfer Courses	Institution
Master's Level				
PSYC 530: Child Dev in the Family System				
PSYC 612: Research Design and Statistics				
PSYC 600: Seminar in School Psychology				
PSYC 536: Applied Biopsychology				
PSYC 547: Applied Social Psychology				
PSYC 540: Applied Behavior Analysis in a MTSS				
PSYC 631:Psychotherapy & Intervention				
SPED 600: Orientation to Special Education				
RDED 621: Foundations of Reading and Writing				
EDUC 671: Curriculum Dev in the Schools				

MU Curriculum	Completed at MU	Waived Courses	Transfer Courses	Institution
Education Specialist Level				
PSYC 671 Cognitive, Achievement, and Adaptive Assessment				
PSYC 672 Academic Assessment and Intervention in an MTSS Framework				
PSYC 674 Assessment of ELL				
PSYC 675 Behavioral Assessment				
PSYC 646 Consultation				
PSYC 634 Child Psychopathology/Therapy				
Elective –				
PSYC 685 Practicum				
PSYC 686: Internship				

_____   _____

Signature Required   Date
Program Coordinator, School Psychology Graduate Program

_____   _____

Signature Required   Date
Graduate Dean
CGSAL transcript review/audit update

WORK SAMPLES

PSYC 600   Paper on the Role/Competencies of the School Psychologist

PSYC 540   Summary of Intervention Project

PSYC 671   Comprehensive Evaluation of a Child/Youth

PSYC 672   CBA Evaluation of a Child/Youth
            Ecological Evaluation of a Child/Youth
            Comprehensive Evaluation of a Child/Youth

PSYC 675   Comprehensive Evaluation of a Child/Youth

PSYC 674   Comprehensive Evaluation of Child/Youth

PSYC 646   Summary of Consultation with a Teacher

PSYC 634   Summary of Therapy with a Child/Youth

PSYC 685   Case Study

PSYC 686   Case Study Interventions