

Millersville University School Psychology Handbook

This handbook is intended to provide information that will assist students as they progress through the School Psychology Certification Program at Millersville University (to be referred to as the “Program” in the rest of this document). The student should use the handbook as a companion document to the policies and procedures presented in the Millersville University *College of Graduate & Professional Studies Catalog* and found on the School Psychology Program [website](#). The handbook provides policies and guidelines on a range of subjects for the school psychology student as well as descriptions of various activities and requirements. It is hoped that use of this document will inform the student of the scope of the program, important transition points, and responsibilities towards satisfactory completion of the program requirements.

The handbook is divided into the following sections: Program Overview, Advancement through the Program, Portfolio Process, Pre-Practicum, Practicum, Internship, Recommendation for Certification, Student Assessment, Department of Psychology Ethics and Remediation Policies, and Contact Information.

***This document reflects the most current program information and policies effective to date. Please regularly visit our website and other related links for information that pertains to you.**

LAST UPDATED: 4/4/2019

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Program Overview

The purpose of this overview is to describe the School Psychology Certification program, to present student outcomes and to identify associated competencies students are expected to acquire through the successful completion of the Program requirements. The specific program curriculum and curricular plans are also included.

Mission Statement

The purpose of the Millersville University School Psychology Certification Program is to prepare highly effective school psychologists who as data-based decision makers and problem solvers support the educational success of all children.

Program Philosophy

The Millersville University School Psychology Certification Program ascribes to a practical ecological model and asserts that students are best served when various support systems, e.g., school, family and community, are considered. Candidates learn the importance of partnering with stakeholders in data-based decision-making and problem solving. Close supervision of our candidates in authentic course activities and field experiences is critical in fostering skill development in the development and evaluation of academic and behavioral interventions. The Program prepares candidates to consider the impact of racial, ethnic, socioeconomic, cultural, disability and other demographic factors on educational success. Candidates are prepared to be life-long learners and critical consumers in the ever-evolving fields of education and applied psychology.

Program Description

The Program has received Full Approval status by the National Association of School Psychologists (NASP). It is a 64-semester hour, post- baccalaureate course of study leading to Certification in School Psychology in the Commonwealth of Pennsylvania. Students are provided with a competency-based program which moves sequentially from a strong knowledge base to acquisition of applied skills, and then, to the supervised practicum and internship experiences. Upon successful completion of a specified 43-semester hours of coursework (see *Program Curriculum*) a Master of Science in Psychology is awarded. Following successful completion of the remaining 21 semester hours that includes a practicum and a 1200 hours, full-year internship, candidates are recommended to the Pennsylvania Department of Education (PDE) for certification as *Educational Specialist I School Psychologist*.

Students may transfer into the program after earning a master's degree in Psychology or a related field elsewhere. The Program attempts to accommodate working adults who may desire to complete the bulk of their program on a part-time, evening basis with the exception of several summer courses and the practicum and internship experiences (see "Re-specialization, p. 18).

The Program is one of three graduate programs in the Department of Psychology at Millersville University. The other programs are the Clinical Psychology and School Counseling

Programs. The Department of Psychology is housed within the College of Education and Human Services.

The program faculty members are committed to preparing students to serve a diverse community of learners and systems. The curricular experiences meet and exceed the requirements of the Pennsylvania School Code Chapter 49-2 Accommodations & Adaptations for Diverse Learners and English Language Learners as specified in the School Psychology Guidelines developed by PDE in collaboration with school psychology training programs in Pennsylvania.

Student Learning Outcomes, Competencies and Courses with NASP Domains

The Program has 10 student learning outcomes that are derived from the NASP domains. Over the course of the Program, through coursework, field experiences and on-going supervision, students meet these outcomes and the corresponding competencies. Students engage in Portfolio tasks (see *Portfolio Process*) that require them to associate the outcomes and competencies with various course requirements and activities.

The expectation is that students will achieve sufficient mastery of the outcomes and competencies to enter the field as competent, yet novice, school psychologists. Students should have the expectation that ongoing professional development is necessary to continue to develop their skills.

The Millersville University School Psychology Program follows NASP Standards for Training and Field Experience. Table 1.1 illustrates the connection between the Program's Objectives, the NASP 2010 Domains, and student learning outcomes. Table 1.2 illustrates the connection between the Program courses and NASP 2010 domains, and Table 1.3 shows the connection between the NASP 2010 Domains and the student learning outcomes.

Table 1.1
Millersville University School Psychology Student Learning Outcomes and Competencies
Linked to NASP 2010 Domains

<p>Domain 1: Data-Based Decision Making and Accountability</p>	<p>Student Learning Outcome 1: Candidates will engage in accurate data-based decision making.</p>	<ol style="list-style-type: none"> 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.
<p>Domain 2: Consultation and Collaboration</p>	<p>Student Learning Outcome 2: Candidates will engage in effective consultation and collaboration with our educational partners.</p>	<ol style="list-style-type: none"> 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.
<p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p>	<p>Student Learning Outcome 3: Candidates create and implement effective interventions and instructional support to develop academic skills.</p>	<ol style="list-style-type: none"> 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.
<p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p>	<p>Student Learning Outcome 4: Candidates create and implement effective interventions and mental health service to develop social and life skills.</p>	<ol style="list-style-type: none"> 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

		<p>based and promote mental health and learning.</p> <p>4. Recognizes the interplay between behavioral and emotional function and student learning.</p>
<p>Domain 5: School-Wide Practices to Promote Learning</p>	<p>Student Learning Outcome 5: Candidates engage in school-wide practices (primary intervention) to promote learning.</p>	<ol style="list-style-type: none"> 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.
<p>Domain 6: Preventive and Responsive Services</p>	<p>Student Learning Outcome 6: Candidates engage in the development and implementation of preventive and responsive services.</p>	<ol style="list-style-type: none"> 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).
<p>Domain 7: Family–School Collaboration Services</p>	<p>Student Learning Outcome 7: Candidates promote effective family-school collaboration.</p>	<ol style="list-style-type: none"> 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.

<p>Domain 8: Diversity in Development and Learning</p>	<p>Student Learning Outcome 8: Candidates consider the impacts of diversity in development and learning.</p>	<ol style="list-style-type: none"> 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).
<p>Domain 9: Research and Program Evaluation</p>	<p>Student Learning Outcome 9: Candidates engage in school-related research and program evaluation.</p>	<ol style="list-style-type: none"> 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.
<p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>Student Learning Outcome 10: Candidates engage in legal, ethical, and professional practice.</p>	<ol style="list-style-type: none"> 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.

Table 1.2
NASP 2010 Domains Linked to Courses

NASP 2010 Domains	Courses
Domain 1: Data-Based Decision Making and Accountability	PSYC 540: Classroom Discipline PSYC 671: Psychological Assessment I PSYC 672: Psychological Assessment II 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: Classroom Discipline PSYC 646: Consultation PSYC 685: Practicum PSYC 686: Internship
Domain 3: Interventions and Instructional Support to Develop Academic Skills	PSYC 530: Child Development PSYC 540: Classroom Discipline and Modification of Problem Behavior PSYC 646: Consultation PSYC 672: Psychological Assessment II 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: Interventions and Mental Health Services to Develop Social and Life Skills	PSYC 530: Child Development PSYC 540: Classroom Discipline 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 SPED 601: Psychological Aspects of Students with Disabilities
Domain 6: Preventive and Responsive Services	PSYC 530: Child Development PSYC 540: Classroom Discipline 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 Collaboration Services	PSYC 530: Child Development PSYC 646: Consultation PSYC 672: Psychological Assessment II PSYC 674: Assessment of English Language Learners PSYC 685: Practicum PSYC 686: Internship
Domain 8: Diversity in Development and Learning	PSYC 600: Seminar in School Psychology PSYC 536 Applications of Biopsychology PSYC 547: Social Psychology PSYC 674: Assessment of English Language Learners

NASP 2010 Domains	Courses
	PSYC 685: Practicum PSYC 686: Internship SPED 600: Orientation to Special Education SPED 601: Psychological Aspects of Students with Disabilities
Domain 9: Research and Program Evaluation	PSYC 540: Classroom Discipline 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

Conceptual Framework

The Program is a part of the Professional Education Unit (PEU) at Millersville University whose members include all faculty preparing professional educators, as well as graduate and undergraduate students seeking certification in the professional education areas. A conceptual framework has been adopted by the PEU that has as its vision that all participants will create learning communities of inquiry and action, focus on students and demonstrate exemplary professional practices. Students in the Program are expected to articulate this framework and recognize its relationship to their coursework, activities and development as school psychologists. Table 1.4 links the Program Objectives with the conceptual framework outcomes. Reference to the conceptual framework is made in the Program syllabi.

Table 1.3
Student Learning Outcomes by Conceptual Framework Outcomes Matrix

Student Learning Outcomes	Conceptual Framework Outcomes						
	Knowledge of Content	Application To Practice	Pedagogical Knowledge	Understanding Students	Assessment of Student Learning	Professional Personal Dispositions	Learning Communities Inquiry/
Student Learning Outcome 1: Candidates will engage in accurate data-based decision making.	X			X	X		
Student Learning Outcome 2: Candidates will engage in effective consultation and collaboration with our educational partners.				X			X
Student Learning Outcome 3: Candidates create and implement effective interventions and instructional support to develop academic skills.	X		X	X	X		
Student Learning Outcome 4: Candidates create and implement effective interventions and mental health service to develop social and life skills.	X		X	X	X		
Student Learning Outcome 5: Candidates engage in school-wide practices (primary intervention) to promote learning.	X			X			X
Student Learning Outcome 6: Candidates engage in the development and implementation of preventive and responsive services.	X			X			X
Student Learning Outcome 7: Candidates promote effective family-school collaboration.		X		X			
Student Learning Outcome 8: Candidates consider the impacts of diversity in development and learning.				X			
Student Learning Outcome 9: Candidates engage in school-related research and program evaluation.					X		
Student Learning Outcome 10: Candidates engage in legal, ethical, and professional practice.						X	

Program Curriculum

The 64 semester-hour program is made up of 17 content courses, a three-credit Practicum and nine-credit Internship. Students also participate in non-credit Pre-Practicum activities beginning the first semester. Program coursework begins with introductory courses and builds to the full-year internship where students integrate previously learned competencies and knowledge bases to serve children and youth in the schools. The following list includes the coursework grouped by type but not necessarily in chronological order. Students must complete the Core, PSYC 530, 612, and 600, with a grade of “B-” or better in order to take the Core Competency Exam (See *Advancement through the Program: Core Competency Exam*). Courses designated with a (*) may not be scheduled until the student has passed this exam. Courses designated with (M.S.) must be included in the 43 credit hours that comprise the Master’s Degree.

Course List

School Psychology Certification in School Psychology

Core (9 credits)		Credits	
PSYC 530	Child Development in the Family System	3	M.S.
PSYC 612	Research Design and Statistics	3	M.S.
PSYC 600	Seminar in School Psychology	3	M.S.
Skills (6 credits)			
▲ PSYC 630	Group Processes/Personality	3	M.S.
PSYC 631	Psychotherapy/Intervention	3	M.S.
Skills: Assessment (12 credits)			
PSYC 671*	Psychological Assessment I	3	M.S.
PSYC 672*	Psychological Assessment II	3	
PSYC 675*	Behavioral Assessment of Children and Youth	3	M.S.
PSYC 674 *	Assessment of English Language Learners	3	
Skills: Intervention (9 credits)			
PSYC 540	Classroom Discipline and Modification of Problem Behavior	3	
PSYC 634*	Child Psychopathology and Intervention	4	M.S.
PSYC 646*	Consultation	3	
Educational Foundations (3 credits) select one:			
SPED 600	Orientation to Special Education	3	or
SPED 601	Psychological Aspects of Students with Disabilities	3	
Related Courses (12 credits)			
PSYC 536	Applications of Biopsychology	3	
PSYC 547	Applied Social Psychology	3	
RDED 621	Foundations of Reading and Writing	3	or
RDED 623	Diagnosis of Reading Disabilities	3	
EDUC 671	Curriculum Development	3	
Field Experiences (12 credits)			
PSYC 685	Practicum in School Psychology	3	
PSYC 686	Internship in School Psychology	9	

* In order to register for these courses, students must successfully pass the core courses with a “B-“or better and pass the CCEs.

▲ Beginning with 2018-2019 academic year this course is replaced with an elective chosen in consultation with your advisor.

The Program is designed to allow students to progress full-time (three courses per semester including summer) or part-time (minimum of two courses per semester recommended). Full-time students can complete the program in three years, inclusive of the full-year internship. Part-time students may take four years to complete the program, depending on their course load each semester. Some courses are offered several times a year (e.g., PSYC 530, PSYC 671, etc.) while others only once a year. Courses listed in bold are only offered once a year in the semester designated. Using the Advisor Record and schedules (samples listed below), students meet with their advisors at the outset of the Program and develop a plan (Student Flow Chart) that will allow timely completion. The Advisor Record and Student Flow Chart are found in the School Psychology Student Portfolio found on the Program website under “Portfolio.”

The schedules listed below are samples of how to complete the Program on a full-time or part-time basis. Flexibility in scheduling the remaining courses depends on course schedules and meeting of prerequisites. The advisor assists the student in making those scheduling decisions.

Sample Full-Time Schedule *
(Three courses per semester)

	Fall	Spring	Summer (Preferred)	Summer (Alternate)
Year 1:	PSYC 530 PSYC 612 PSYC 600	PSYC 671 PSYC 631 PSYC 536	PSYC 547 RDED 621/623 SPED 600/601	PSYC 634 EDUC 671 SPED 600/601
Year 2:	Elective PSYC 540 PSYC 646	PSYC 672 PSYC 675 PSYC 685	PSYC 674 PSYC 634 EDUC 671	PSYC 674 PSYC 547 RDED 621/623
Year 3:	PSYC 686	PSYC 686		

Sample Part-Time *
(Two courses per semester)

	Fall	Spring	Summer (Preferred)	Summer (Alternate)
Year 1:	PSYC 530 PSYC 600	PSYC 612 Elective	PSYC 631 SPED 601	
Year 2:	PSYC 671 PSYC 540	PSYC 536 PSYC 672	PSYC 634 PSYC 547	
Year 3:	PSYC 646 RDED 623/621	PSYC 675 PSYC 685	EDUC 671 PSYC 674	
Year 4:	PSYC 686	PSYC 686		

*Variations of schedules are possible with consultation with advisor

Professional Dispositions

Successful practice as a school psychologist requires not only the demonstration of knowledge and skills, but also values, beliefs and attitudes, i.e., dispositions, which supports effective delivery of services. Through the *Professional Disposition Checklist*, Program faculty members regularly evaluate and provide feedback to students on the following:

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. Shows involvement with professional organizations, publications, and activities
9. Participates consistently and appropriately
10. Understands and respects diversity
11. Respectfully interacts 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 to Professional Codes of Ethics of MU, NASP, and APA
20. Presents data honestly
21. Follows organizational protocol

In the following sections, students will be guided through program requirements, timelines, and contact information. The section, *Advancement through the Program*, provides an overview and timeline of the activities and requirements that students need to engage in to make satisfactory progress towards certification. In the section entitled, *Portfolio Process*, students are instructed in development of the portfolio that will help them integrate program experiences. Field experiences are detailed in the *Pre-Practicum, Practicum, and Internship* sections. While enrolled in the Program, students are engaged in formative and summative assessments as described in *Student Assessment*. During the last phase of the program, students apply for certification that is detailed in *Recommendation for Certification*. The handbook continues with information concerning the department's ethics policy and procedures for remediation planning. The handbook concludes with a listing of important contact information.

Advancement through the Program

Successful navigation towards the goal of certification requires the student to be mindful of course sequence, required activities and other program characteristics designed to provide the students with a carefully designed set of learning experiences. This section of handbook focuses on important activities that students must engage in before embarking on the culminating experience of the full-year internship. It begins with an overview of admission requirements, a discussion of the role of advisement, reviews required meetings, introduces the Portfolio process and reviews other important transition points. Relevant documents for each activity will be highlighted.

Admission Requirements

Entrance into the Program is guided by the policies of the Millersville University's Graduate College and Professional Studies but also includes additional requirements. The Graduate Catalog governing all the graduate programs at the university states the following:

Admission to a graduate program is granted without regard to race, color, national origin, gender, ancestry, age, handicap, marital status, lifestyle or religious creed. Admission decisions are based on the applicant's academic abilities and professional disposition reflected in a record sufficiently strong to support confidence that the applicant can participate effectively in the graduate community. (p12).

Applicants must also have earned a bachelor's degree from a regionally accredited four-year college or university and must have achieved at least a 2.75 undergraduate grade point average in all course work attempted. The university also requires official copies of undergraduate and if relevant, graduate transcripts, three letters of recommendations written by professors or others capable of assessing the applicants potential for success, a written statement of academic and professional goals, and an official score report from the appropriate standardized test.

The Department of Psychology and the Program further expands upon these requirements. Applicants to the Program must have 18 undergraduate semester hours in psychology. Applicants with undergraduate GPAs below 3.00 and no related advanced degree must take the general Graduate Record Examination scoring 148, 147 and 3.5 on the verbal, quantitative, and analytical writing components, respectively. Applicants who earn below the minimum GREs or the undergraduate grade point average are required to write a letter of explanation to the Psychology Department Graduate Program Coordinator. The Program faculty members interview all eligible applicants in both a group and individual format. The interviews are considered an essential component to the decision –making process as it gives the program faculty an opportunity to delve deeper into the information contained in the application packet and to observe skills that are essential for students to successfully complete the Program.

Decisions about admission are made based on how well a candidate meets the admission requirements. The Program does not have a cap for enrollment; however, cohorts average around fifteen to twenty students.

Advisement

The advisor/advisee relationship is an important and valuable aspect of graduate training. Course selection, possible deficiencies in preparation, adjustment to graduate life, clinical competency, administrative paperwork and red tape, personal issues that impact progress, etc. are all concerns with which the advisor can be helpful.

Upon notification of admission to the program, the student will be asked to return a form indicating his or her acceptance of our offer of admission. Before registering for courses, the student must contact his or her advisor, the name of whom appears in the letter of acceptance. In consultation with the advisor, the student plans a first semester course schedule and a tentative plan for the entire program. Students may take up to three courses each semester; the three Core courses (see *Course List*) should be scheduled at the beginning of the Program as they lay the foundation for later coursework. One of these courses, PSYC 600, *Seminar in School Psychology*, should be taken during the first Fall semester in which the student is enrolled.

Re-specialization

Students enter our program with various levels of relevant graduate coursework. Students who have completed previous graduate coursework are encouraged to refer to the *Re-Specialization Documentation Form* (found on the School Psychology website under “Portfolio” and make a preliminary match between course work completed and courses in the Program. Upon this preliminary review, the prospective candidate should contact the School Psychology Program Coordinator and present documentation (e.g., syllabi, course projects, texts) of the types of competencies covered in the coursework and a determination will be made whether substitutions can be made. Students should be mindful of the Graduate Studies policy that students must complete a minimum of two-thirds of their graduate degree or certification program at Millersville University in order to meet residency requirements (*College of Graduate & Professional Studies Catalog*, p.14).

New Graduate Student Orientation

An orientation for new students across the graduate programs in Psychology is held annually in September. New and prospective students meet the graduate faculty and a specific period is devoted to the School Psychology program. Enrolled students are informed of the meeting by mail.

Registration

Students should enroll in classes as determined through consultation with their advisor. Students access the graduate schedule of classes online through the Registrar’s Office webpage. Students use MAX, an online registration system, to register for classes. When registering, students should attend to possible enrollment restrictions as listed in a specific course as found in the schedule of classes and *Graduate Student Catalog*.

ACT 34, ACT 151, FBI Clearances, Tuberculosis (TB) Test

The federal government requires all individuals who come in contact with agencies that serve children to have both a criminal record check and child abuse history check. Students are required to request an Act 34, *Request for Criminal Record Check* and *Act 151 Child Abuse History Clearance* yearly, and **prior to the start of their first semester**. These clearances take

three to four weeks once the application is received by the regulating body. (See *Criminal Record Check-Child Abuse History Checklist* handout for contact information.) Students are required to register clearances with the Field Services Office in Stayer Hall. A TB test can be obtained through the University Health Center or the student's private physician. New students are required take a TB test upon entering the program and before the start of the first semester. This test is required yearly before the start of the fall semester.

Criminal Record Check-Child Abuse History Checklist

Professional Associations

Important information and services are provided by several school psychology associations at both the national and state level. Students are required to belong to one or more associations. The National Association of School Psychologists (NASP) and the Division of School Psychology in the American Psychological Association (Division 16) are national organizations that provide relevant information and advocate for school psychology at the national level. At the state level, important advocacy work and professional development opportunities are provided by the Pennsylvania Psychological Association and the Association of School Psychologists of Pennsylvania. Students are eligible for discounted memberships.

Liability Insurance

Students are required to obtain liability insurance when they are enrolled in the program, **prior to the start of the first semester**. Insurance is purchased once an academic year and covers the student for that period. For example, insurance purchased in the Fall semester, considered the first semester of the academic year, would cover the student for all skills courses taken that semester, and the subsequent Spring and Summers semesters. Students typically purchase liability insurance through:

American Professional Agency, Inc.
95 Broadway
Amityville, NY 11701, (800) 421-6694
<http://www.americanprofessional.com/index.html>

Prior to Field Experience

Portfolio Process

Progress towards Certification in School Psychology involves completing coursework and relevant experiences. In order to organize the breadth of activities in the context of the goals of the Program and to provide feedback to students and program faculty, students engage in a completion of the School Psychology Student Portfolio through the internship year. Students are directly taught this process during their first semester in PSYC 600, *Seminar in School Psychology*.

Portfolio Review Meeting

All students turn in their Portfolios to their academic advisor, on the 5th Tuesday of each semester. Students attend a meeting on the 6th Tuesday each semester where their portfolios are returned following evaluation by a Program faculty member.

Pre-Practicum Activities

Beginning with the first semester, students are expected to engage in out-of-classroom activities that are intended to broaden their knowledge of school systems, education personnel, community resources and additional information relevant for work in the schools.

Core Competency Exams

Students will be required to pass the Core Competency Examination (CCE). Students who have completed graduate coursework at another institution must take the CCE for core courses completed at Millersville University; however, for core courses that were accepted for transfer credit at program admission, the corresponding CCE need not be taken. Passing the exam is required prior to registering for any assessment or selected advanced therapy courses and is a necessary component of advancement to degree candidacy.

1a. Each student must take the relevant CCE at the end of the semester following the successful completion of each appropriate core course (i.e., January, May and August) with specific dates posted in the building. The core courses are PSYC 530 *Child Development Within the Family System*; PSYC 612 *Research Design and Statistical Analysis*; and PSYC 600 *Professional Seminar in School Psychology*.

1b. If a student fails one or more sections of the CCE, they must retake the failed section(s). Normally, this occurs at the end of the following semester; however, students can petition, in consultation with their advisor and the appropriate graduate coordinator, to delay retesting if remedial work is deemed necessary or advisable.

2. If all components of the Core Competency Examination are not passed the second time, the graduate committee will decide on the disposition of the student's case. Students should be aware that one option is dismissal from the program. A third and final attempt may be allowed but only after an appropriate remedial plan has been developed and fully executed. This may involve retaking of the relevant core course.

3. Students are limited to no more than 27 completed credits without passing all of the CCEs. Furthermore, certain courses require successful completion of the CCEs. Students who do not pass the CCEs are expected to drop themselves from these courses, even if they are already enrolled

The exams reflect content specific to the course. Students in the School Psychology program who have completed graduate coursework at another institution will take the CCE for Core courses completed at Millersville University. The tests are given on the first Saturday on or after January 4th, Saturday after spring commencement, and mid-August. Two hours are given for each question. This assessment provides feedback to the individual and faculty about the student's ability to integrate information from the foundation courses. The student's responses to three essay questions, one for each Core course, are evaluated by two faculty members who are blind to the identity of the student. Each question is evaluated as Honors, Pass or Fail. Students may register in advanced courses during the semester in which they are taking their final core course(s). If a failure occurs, the student must dis-enroll from any course that is restricted to students who have passed the CCE.

Students are limited to no more than 27 completed credits without passing all of the CCEs. Also, students may not take therapy or assessment courses.

In the event of a failure of one or more CCE sections, students must retake the failed section(s) immediately during the next administration of the CCE. For the first retake (second attempt), the student will meet with both faculty member scorers to gather information about deficiencies in the response. The student will compose a letter describing plans for mastering the material and address it to the Program Director. Subsequent failures will be addressed on a case by-case basis. Significant remediation may be required and may include: retaking a course, not registering for a semester to allow for preparation, or sitting in the course. A second retake (third attempt) is not guaranteed, and if taken, will be the student's final opportunity.

Advancement to Degree Candidacy

Students who enter the program without a Master's Degree in Psychology or a related field must be advanced to degree candidacy after completion of required coursework, passing of the CCE and review by the Department Graduate Committee. Students must meet the following requirements:

1. Pass all with a "B-" or better.
2. Pass the Core Competency Exams.
3. Receive a satisfactory evaluation from the Department Graduate Committee.

The School Psychology Program Coordinator informs the office of the College of Graduate & Professional Studies when students successfully meet these requirements.

Application for the Master of Science Degree

For students to earn a Master's Degree in Psychology, they must have been advanced to degree candidacy and have completed 43-semester hours of required graduate classes that include the following eight psychology courses: 530, 612, 600, 630*, 631, 634, 671, and 675. Students complete an Application for Graduation form available in the Department office or from the College of Graduate & Professional Studies, obtain the signatures of their advisor and School Psychology Program Coordinator, and submit the completed form to the Graduate Studies Office. Forms must be submitted by the deadline listed on the Registrar's webpage during the semester in which the degree is to be conferred.

*Or advisor approved substitute

Field Experiences

Practicum

In anticipation of the year-long internship, students must complete a 120-hour practicum in the schools. Typically, students enroll in PSYC 685, *Practicum in School Psychology*, during the Spring semester that immediately precedes the internship year. See "Practicum Overview" on page 28.

Internship

Students are required to complete a 1200 (minimum) hour internship in a school setting as the capstone experience. Typically students complete this experience serving as a full-time intern for the entire school district year. Many but not all of the internships are paid, with stipends typically ranging from \$5,000 to \$15,000. See "Internship Overview" on page 30.

FORMS AND DOCUMENTS

Advancement through the Program

Criminal Record Check, Child Abuse History Checklist, Fingerprinting

Students are required to obtain clearances immediately upon entrance into the program. Validated copies of these clearances are required to be in your School Psychology Portfolio at the time of your Portfolio Review, the fifth week of the semester. You must give copies of your FBI, Child Abuse, Criminal Record Check, and TB test clearances to the Field Services office in Stayer Hall within your first semester of entering the program.

Act 34, Request for Criminal Record Check (Form SP4-164), State Police

Apply online at <https://epatch.state.pa.us> (Credit card required). Please remember your log in information. If forgotten please call 1-888-783-7972.

When completed, click on the “Certification Form” button and **print the results page with the state seal watermark (this is your official clearance)**.

It sometimes can take up to 2 weeks before your clearance is available.

Act 151, Child Abuse History Clearance (Form CY-113), PA Department of Public Welfare

Apply online at <https://www.compass.state.pa.us/CWIS>

Set up an account to apply for your ACT 151 online.

Check your account daily to see if your clearance is available (It could take up to 2 weeks before your clearance is available).

For immediate processing of the ACT 151, apply in person. Take a \$13 check or money order and a government issued ID to:

Child Abuse Registry
Department of Human Services
5 Magnolia Drive (Hillcrest Building #53)
Harrisburg, PA 17110

FBI Fingerprinting

Apply online at <https://uenroll.identogo.com>.

Enter the Service Code: **1KG6RT**. This should take you to the “Pennsylvania PDE-Colleges/Universities Teacher Education Program” page.

Select “Schedule or Manage Appointment” and fill out the information appropriately.

Print your receipt that has your **UE ID** number on it.

After registering, get fingerprinted at an “**Official Identogo Enrollment Center**” (locations can be found on the link in step 1). You will pay at the location, not online.

Submit (upload) your receipt with the UE ID number after you have been fingerprinted. You do not need to wait for the unofficial result to show in your account. (You will need to unofficial results when you go out in the field.*)

TB Test

Obtain a TB test through the University Health Center or your private physician. New students are required take a TB test upon entering the program and before the start of the first semester. This test is required yearly before the start of the fall semester.

The School Psychology Student Portfolio

The School Psychology Certification Program consists of a comprehensive sequence of experiences and courses designed to develop the knowledge base, student competencies and professional dispositions needed to become an effective school psychologist. The candidate completes a *School Psychology Student Portfolio* that involves the collection of materials, reflections, and evaluations to document the acquisition of these competencies and dispositions as well as serve as an aid in advisement and feedback to the student. Students engage in this process beginning with entrance into the program until they are ready to enter their final field experience, internship. The Portfolio with associated forms is available on the School Psychology website under [Portfolio](#).

Understanding the Portfolio

The Portfolio serves several purposes: (1) helping students understand how student activities are linked to the NASP domains and competencies, (2) assisting student advisement, (3) monitoring student acquisition of skills and competencies and (4) illustrating professional growth and accomplishments to prospective employers.

Getting the Big Picture

It is the hope of the Program Faculty that as students emerge through the Program they develop “big pictures” that will guide their behaviors and activities as school psychologists. Through repeated exposure in various formats to the concepts found in the *Student Learning Outcomes, Competencies, Conceptual Framework* and *Professional Dispositions*, it is believed that the student will integrate experiences and form a professional identity as a school psychologist. The Portfolio requires students to match their specific work samples and reflections of activities to the student learning outcomes and competencies, assisting them in the integration of these guiding principles.

Assisting in Student Advisement

Careful record keeping and ongoing review of plans allows the student to make sound educational decisions concerning their progress through the program. The Portfolio contains sections key to advisement.

Monitoring Skill Acquisition

The Program Faculty believes that careful monitoring of the development of student competencies and dispositions and acquisition of knowledge of the objectives and a conceptual framework is beneficial to student personal and professional growth. Towards the goal of monitoring skill development, students will include examples of evaluations:

Types

Grades/Ratings

Reflection and application

Examples

Grades for courses; graded work samples;
Graded case studies; Portfolio evaluation.

Pre-practicum entries; completion of
Objectives and Student
Competencies Matrices

Demonstrating Accomplishment to Prospective Employers

The Portfolio includes valuable information that will be of interest to prospective employers of school psychologists. In addition to seeing the objectives and competencies emphasized by the program, the Portfolio contains actual work samples that are relevant to the performance as a school psychologist. A well-organized document professional in appearance may also convey positive work habits.

Components

The following areas are addressed by the Portfolio:

Advisement. The Portfolio includes materials to assist the student and the advisor in planning the program, course sequences and registrations. Current information forms must be maintained (addresses, phone numbers, e-mails addresses, grades, program modifications, placements, etc.).

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

Pre-Practicum Activities. Several activities, known as the Pre-Practicum are designed to familiarize the student with the culture of schools and communities, the roles that school personnel assume, and the context in which school psychologists function. The Pre-practicum must be completed prior to enrolling in Practicum (Psychology 685). Students write a short description of the experiences and include reflection and critical commentary for each of the specified activities. These Pre-Practicum entries are reviewed by the student's advisor during the 5th week of each semester when Portfolios are submitted.

Portfolio Review

Students submit the portfolio to their academic advisor on the 5th Tuesday of the Fall and the Spring semesters each semester of enrollment in the Program until the internship year (Psychology 686: Internship in School Psychology). Students attend the Portfolio Review meeting on the 6th week of the Fall and the Spring semesters during which the graded Portfolio will be returned and students meet with the School Psychology Faculty and Internship students.

Establishing the Portfolio

This section will instruct students on how to assemble the Portfolio. Each section will be described along with the appropriate forms and materials that will be placed in each section.

Students need to purchase a large, hard cover three-ring binder and several file dividers. Using the handouts and file dividers, students should organize the Portfolio as follows:

Student Information Page
Table of Contents and Checklist

DIVIDER 1: Portfolio Process

Process Description
Student Learning Outcomes, Competencies, Domains Table
Professional Dispositions
Clearances

DIVIDER 2: Evaluation Forms

Student Portfolio Evaluation
Professional Dispositions Checklist

DIVIDER 3: Matrices

Self-Evaluation: Objectives
Self-Evaluation: Competencies

DIVIDER 4: Pre-Practicum

Syllabus
Activities Checklist
 Commentary/Summary of Activities
 Day with School Psychologist
 Board Meeting
 Full Day Workshop
 Technology Application
 Diversity Lecture

DIVIDER 5: Advisement

Advisor Record
Student Program Plan Flow Chart
Documentation for Master's Degree Plus
Course Transfer/Negotiation/Substitution Form
Respecialization Documentation

DIVIDER 6: Work Samples

List of Work Samples /Actual Work Samples/Reports/etc.

Psyc 600
Psyc 540
Psyc 671
Psyc 672
Psyc 675
Psyc 674
Psyc 646
Psyc 634
Psyc 685
Psyc 686

Maintaining the Portfolio

Once the student has set up the Portfolio binder with the appropriate dividers, he or she may begin to complete and place relevant materials into the appropriate sections. The following section provides specific information to guide students about the inclusion of appropriate information and completion of the necessary matrices.

Collecting Forms and Documents

Students access Portfolio forms and documents in PSYC 600, *Seminar in School Psychology*. These forms and documents are also found on the School Psychology website. Other documents to be placed in the binder are generated as part of course work (work samples) or are associated with pre-practicum (logs and commentaries). Work samples placed in the Portfolio should be the originals with evaluator comments.

Pre-Practicum Overview

Beginning with their first semester in the Program, students are expected to engage in out-of-classroom activities that are intended to broaden their knowledge of educational systems, community resources and additional information relevant for work in the schools. Students do not register for a specific course to begin these activities but use the relevant documents contained in the portfolio to guide them in successful completion and documentation of guidelines. Information and forms are available under Portfolio on the School Psychology website.

The Pre-Practicum is comprised of five activities including shadowing of school psychologists in different settings and attending professional conferences and lectures. In a concise but thorough manner, students document each activity in a type-written commentary that includes the date, event or person visited, and observations. The statement should indicate not only what the student observes, but also include a critical analysis, i.e., opinions and reflections about what was observed. Students should relate their reflections as well as the perspectives of individuals interviewed about the role of the school psychologist. These activities are especially geared towards the development of Program competencies “nine” (understanding how systems work which the students learn) and “14” (practicing ethically as school psychologists).

Students place the typed-written commentaries in the appropriate section of their Portfolio along with the *Pre-Practicum Activities Checklist* which is updated after each activity. When students turn in their Portfolios each semester, their advisor will review the commentaries and initial the checklist. These commentaries will serve as one of the bases for evaluating the Portfolio.

Important!

Pre-Practicum activities must be completed and initialed by the advisor prior to the first day of class in PSYC 685, *Practicum in School Psychology*.

Practicum Overview

The Practicum is a 120-hour, 3-semester hour field experience in the schools where students begin to engage in the activities of school psychologist under the supervision of both university and field supervisors just prior to beginning the internship. Information and forms are available on the School Psychology website.

Students need to apply for Practicum by the 3rd week of the Fall semester prior to Practicum to alert the faculty of their intention to engage in this activity (*Application for Practicum Field Experience*). For a Practicum application to be considered complete, students must have submitted all clearances to the Field Services office. The Field Services Office will assign Practicum placements to all students. Following a satisfactory review (all pre-practicum activities completed, no course incompletes, and no dispositional issues), students may register for PSYC 685, *Practicum in School Psychology*.

Once a practicum setting is determined, the student presents the Field Supervisor with the *Agreement for Practicum*. These forms are signed by both the student and the field supervisor and handed in during the first university supervision class. Guidelines for Practicum supervisors and the Practicum Agreement are sent by the School of Education Field Services Coordinator to the districts upon their agreement to take a practicum student.

The syllabus for PSYC 685, *Practicum in School Psychology*, provides a detailed account of the objectives and requirements of this experience. Students are required to perform a case study to be reviewed by the University Supervisor. The documents *Case Study Guidelines* and *Case Study Grading Rubric* support the completion of this activity.

Students are also expected to keep a binder known as the Practicum Resource Binder which contains a quantitative account of their practicum activities as well as a collection of sample of student work, and resources obtained in Practicum. Following the guidelines set out in the syllabus students record the number of hours they spend in the various Practicum activities using the *Activity Log for Practicum*.

Several evaluation measures provide feedback about the Practicum performance. The University Supervisor provides specific feedback to the student about the case study (*Case Study Grading Rubric*) and the quality of the Practicum Resource Binder, (*Evaluation Criteria for Practicum Resource Binder*). The Field Supervisor evaluates the student on dispositions and competencies twice during the practicum (*Evaluation of Practicum Student by Field Supervisor*). Students complete a self-assessment of their acquisition of skills and knowledge base to have met the Program's Objectives and Student Competencies (*Self-Evaluation by Practicum Student*). These assessments are used to help students determine a plan for internship which specifically targets the competencies and objectives that need further development (*Internship Student Plan*). The completed plan is signed by the student, University Supervisor, and eventual internship Field Supervisor.

Prior to Practicum, students must have completed or currently be enrolled in the following seven psychology courses: PSYC 540, 631, 646, 671, 672 & 675. Students are asked to complete a Practicum Application which is due the 3rd week of the semester prior to going on

practicum. Practicum placements are arranged by the Field Services Office in the College of Education and Human Services. **Students are not to seek their own placements.** Students will be informed of their placements by the Field Services Office. Students are required to attend a practicum class bi-monthly at the University during the semester in which they are enrolled in PSYC 685. Further information is found in the PSYC 685 syllabus and related documents. In order to ensure that students have the requisite skills and dispositions to engage in the practicum field experience, the School Psychology faculty and Graduate Committee meet monthly in order to review student progress and readiness for practicum experience. Students deemed not recommended for practicum may be required to engage in a remediation program to ready them for the practicum experience.

Internship Overview

The Internship is a 1200 (minimum) hour, nine-semester-hour field experience that is completed on a full-time basis over one year or on a half-time basis over two consecutive years. A minimum of 600 hours of the internship must be completed in a school setting. The internship is the culminating experience for students in the Program. This section reviews the procedures for securing an internship, lists the forms and documents needed to complete the Internship experience, and describes other activities that students complete while in their internship year. Information and forms are available on the School Psychology website.

Working anywhere from a semester to a full year ahead with the University Supervisor for Field Experiences, students arrange an internship placement. Placement sites are posted on the School Psychology Bulletin Board (second floor of Luek Hall) and on the School Psychology website. Internships in addition to these will require approval from the department. Students should be aware that the certification application process and certification requirements may vary with out-of-state internships. Following a satisfactory review by Program faculty, students are permitted to register for PSYC 686, *Internship Seminar in School Psychology*. Students are required to have professional liability insurance throughout their internship placement. Various scheduling options are possible which may be considered for financial or other personal reasons.

Option 1: Students may enroll for nine credits in the Fall semester and be given a grade of “Incomplete” until the internship is completed at the conclusion of the Spring semester. At that time the grade of “Incomplete” will be changed to the appropriate letter grade.

Option 2: Students may split the 9 credits into any workable combination (e.g., Fall-5 credits, Spring-4 credits; Fall-3 credits, Spring-6 credits, etc.). A grade is earned for each semester enrolled.

Option 3: Instead of serving a year-long, full-time internship, students may opt to serve a half-time internship over the course of two consecutive years.

Once the internship placement is determined, the student presents the Field Supervisor with the *Agreement for Internship (Part I: General Conditions, and Part II: Activities Checklist)*. These forms are signed by both the student and the Field Supervisor and handed in during the first university supervision class. Field Supervisors are provided with *Guidelines for Internship Field Supervisors*.

The syllabus for the Internship, *Psychology 686: Internship Seminar in School Psychology*, provides a detailed account of the objectives and requirements of this experience. Students are required to attend a bi-monthly meeting at Millersville University with their fellow interns and University Supervisor. Students meet with the Field Supervisor for a minimum of two hours weekly (*School Psychology Internship Agreement*). Students complete multi-tiered intervention projects, including a case study to be reviewed by the University Supervisor, using available guidelines and rubrics for Tier I, Tier 2 and Tier 3 intervention projects.

Students are also expected to keep a binder known as the *Internship Journal* which contains a quantitative account of their field experience activities. Students record the number of hours they spend in the various Internship activities using the Excel Internship Log. Contained within the journal are also samples of student products, internship plans, and field and university evaluations.

Several evaluation measures provide feedback about the Internship experience. The University Supervisor provides specific feedback to the student about the course projects (Tier I, II, III Grading rubrics) and the quality of the Internship Log (*Evaluation Criteria for Internship Journal*). The Field Supervisor evaluates the student on dispositions and competencies twice during the internship (*School Psychology Internship Evaluation*). Students also complete an evaluation of the field supervision experience which is turned into the University Supervisor (*Student Evaluation of Supervisor*).

In addition to activities directly related to their internship, students must have completed other activities during their internship year in order to be recommended for certification to the Pennsylvania Department of Education (PDE). These include:

1. Taking the School Psychology Praxis Exam (required by PDE and the National Association of School Psychologist for NCSP, national certification).
2. Completing the online Certification application available through PDE website in the TIMs (Teacher Information Management System) <http://www.pa-tims.com/>
3. Scheduling Exit Assessment Interview with the University Supervisor.
4. Completing the Exit Survey.

As most students begin their internship in late August (corresponding to the school district calendar), their pursuit of an internship placement begins no later than the beginning of the preceding Spring semester. Students should first consider the approved recommended internship sites as found in the Approved Directory of Internships posted online and check the School Psychology bulletin board for updates. Students wishing to contact an internship site that is either: non-local, unpaid, or not included in the directory or on the bulletin board, **MUST** first consult with the school psychology faculty member(s) in charge of internships before entering into contract with that site. Internships that are unpaid and/or not local will only be considered for approval under extenuating circumstances. Extenuating circumstances include situations that are out of one's own control and do not include reasons such as wishing to explore a new geographic area. The internships are competitive and students are interviewed at the field sites during the Spring semester.

In choosing an internship site, students should keep in mind the requirement of university-based supervision that occurs bi-monthly. Students who choose internship sites that preclude making these meetings due to distance must arrange alternate university supervision. This may require students to register at that university for the Internship course. Transfer of these credits back to Millersville University will require approval from the department and the Graduate Dean. Students may need to register for credits at both universities. Any obstacles that are presented regarding completion of these projects will result in immediate termination of the internship, or an extended semester at another school district.

Students register for PSYC 686, Internship in School Psychology, during the Spring semester prior to the full year internship. Nine credits are assigned to PSYC 686 and students

register for a portion of that credit amount in the Fall ranging from 3 credits to 9 credits with the remainder taken in the Spring semester. Those students who enroll for the full 9 credits in Fall earn an Incomplete for that semester until all the requirements of the course are completed through the Spring semester.)

Student Assessment

The Millersville University graduate faculty members have an ethical obligation to monitor the skills and competencies of future mental health professionals both on an objective as well as a subjective level. The School Psychology Program has an ethical responsibility to the society at large to protect the public welfare by graduating competent students qualified to assume the roles and functions of entry-level school psychologists. The Program faculty members are committed to developing competent school psychologists who will possess the technical and interpersonal skills to be an asset in their work settings.

Student progress in the Program is carefully monitored with multiple points of assessment including both internal and external reviews. At designated points in the Program, the competence levels of students are reviewed and decisions are made about the readiness of the student to proceed to the next level of training.

The following section reviews specific information about grading policies, Program examinations and reviews and external evaluations. Student and faculty responsibilities are described.

Internal Performance Review

Course Grades

The first method of evaluation is the course grade. In content courses, grades are determined by the student's ability to demonstrate to the instructor's satisfaction that the subject has been mastered. In addition, several courses are skill-oriented; grades are based not only on mastery of academic content, but also on the instructor's evaluation of the student's demonstration of appropriate clinical skills and professional dispositions. Satisfactory grades fall within the range of A to B-; specific details for requirements to earn the grades are outlined in each course syllabus. Students are required to maintain a GPA of 3.0. The reader is referred to the Graduate Studies Catalog for university policies concerning grades.

In order to identify students who may be experiencing academic difficulties, the Department of Psychology Graduate Committee convenes monthly to discuss student concerns. The committee is composed of Program faculty and other department faculty members who teach students in the psychology graduate programs. For students identified as experiencing academic difficulties, a plan is developed, and the student's advisor and other faculty members as appropriate are assigned to work with the student.

Grades of C. If a student receives a grade of "C+" or below, that student is automatically placed on departmental probation, and the student's overall performance is reviewed by the graduate faculty. A student receiving a grade of "C" should first have a conference with the instructor who gave the grade. The purpose of this conference is to reach an understanding of the reasons behind the "C" grade. Additionally, the student is required to write a letter to the School Psychology Program Coordinator indicating (a) the student's perception of the problems (s) that led to his/her poor grade, and (b) what he/she intends to do to correct those problems and prevent recurrence. A remediation plan will then be developed by the Graduate Committee. If the grade of C+ or below is received in one of the Core Courses (PSYC 530, 600, 612) or skills courses

(PSYC 540, 634, 646, 671, 672, and 675) the course must be retaken with an earned grade of “B-” or better. If the student receives a second “C,” the student is subject to dismissal from the Department following review by the Graduate Committee. (Please refer to *Ethical Guidelines* for more information.)

Grades of Incomplete. A grade of “incomplete” will only be given to provide the student with the opportunity to complete unfinished work. Students will be informed in advance, if at all possible, about the pending grade of “incomplete.” A mutually acceptable written agreement between the instructor and the student receiving the grade must be created to specify the deadline to complete the requirements, content of the requirements and default grade in the event that requirements are not met by deadline.

Grades of “F.” A grade of “F” will be given to any student found guilty of plagiarism or other academic dishonesty. Students who receive an “F” in any course in the Program may be dismissed from the Department. Additionally, an incomplete (I) grade when not completed within the prescribed time period also reverts to a grade of “F.” Students who earn an “F” in any course must contact their advisor immediately to determine future action.

Core Competency Exam

Students sit for the Core Competency Exam (CCE) in all three Core Courses, PSYC 530, 612, and 600. Each student must take the relevant CCE at the end of the semester following the successful completion of each appropriate core course. See “Core Competency Exam” on page 20.

Professional Dispositions Review

In addition to technical skills, students need to demonstrate the necessary professional dispositions, i.e., attitudes and behaviors, to perform satisfactorily in the Program and ultimately as school psychologists. The following dispositions correspond to those identified in the National Certification of School Psychologist process and include those found in the College of Education and Human Services Conceptual Framework: good communication skills, effective interpersonal relationships, ethical responsibility, respect for human diversity, flexibility, initiative and dependability, and personal stability. Throughout the Program, students demonstrate these dispositions through specific course activities as well as interactions with fellow students, faculty, and the community in which the student engages in professional activities. Individual faculty members provide formal and informal feedback to students within the context of a course or other interactions. The monthly Graduate Committee Meeting provides a forum for faculty to report concerns about specific students whose dispositions are not commensurate with the expectations of the Program. Students’ dispositions are evaluated at different points in their program in several courses: PSYC 600, PSYC 685 and PSYC 686. When a student’s professional dispositions are inadequate, faculty members (often including the advisor) meet with the student to discuss the deficiency. Based on this discussion the student submits a letter to the School Psychology Graduate Coordinator. A remediation plan is then developed by the graduate faculty and the student’s advisor and/or other faculty members as appropriate are assigned to work with the student.

The Professional Education Unit (PEU) of the university has a disposition accounting system for all students enrolled in teacher or advanced professional programs. All students are given a default rating of “3” signifying “proficient” in terms of dispositions. Guidelines describe

the criteria and procedures for a program to alter the rating for a particular student to “1” Does not meet proficiency, “2” Partially meets proficiency, or “4” “Exemplary.”

Advancement to Degree Candidacy

Students who have all the requirements for advancement to degree candidacy are identified each semester and their names are forwarded to the College of Graduate & Professional Studies. (See Section *Advancing through the Program* for further information about requirements for advancing to degree candidacy.)

Portfolio Review

Students submit their portfolio binder to their advisor by the 5th Tuesday of each semester. The advisor will review the entries of the Portfolio using the *Portfolio Evaluation* form (See *Portfolio* section) with ratings of 3 (Exceptional), 2 (Acceptable), or (1) (Not Acceptable). Students attend a mandatory Portfolio Review meeting scheduled for the 6th Tuesday of the semester where the Portfolios are returned and feedback is provided by the faculty reviewer. Portfolios rated as not acceptable must be revised and resubmitted.

Advancement to Practicum Review

By the 3rd week of the semester preceding the student’s anticipated practicum, the student is required to submit an *Application for Practicum Field Experience* (available on School Psychology website). Program faculty members review each application and determine the readiness of the student to advance to Practicum, based on course grades, professional dispositions and skills. On the basis of the review, students will be designated as Approved, or Not Approved. Student contact is initiated as needed.

Advancement to Internship Review

A similar review is conducted before students may proceed to internship. Program faculty members will review students going on internship and determine the readiness of the student to advance to Internship, based on course grades, professional dispositions and skills. Students are contacted by faculty as needed for feedback.

Exit Assessment

A direct assessment process, the *Exit Assessment*, was developed to provide a snapshot of the student’s culminating Program experience, i.e., the internship. It is intended to demonstrate the student’s ability to integrate the Program objectives (formally known as program themes) when performing a comprehensive student assessment. The purpose of this assessment is two-fold. Students are given feedback about areas that still need to be developed and if necessary remediation of deficiencies may need to occur for the student before he or she can be recommended for certification. A second function is to provide feedback to the Program about how the interns perform as a group in understanding and applying the objectives (themes).

In the *Exit Assessment* the student orally presents to the Program faculty a Case Study Intervention Report he or she has completed while on internship. Students present a Power Point presentation that includes a review of relevant information about the referred student, referral questions, and results of the intervention. The students are then asked to describe how their Case Study addressed the Program objectives (themes). Briefly, students describe how they use data to make decisions about the referred student, develop appropriate referral questions, collect information across sources and methods, recognize relevant multicultural issues, link all forms of

assessment to effective interventions, and use a consultation model as part of the intervention process. The assessment also requires that students demonstrate how their work and interventions benefit children and schools. Students are rated on each objective on the following scale: 3-Superior, 2-Adequate, and 1-Poor and are provided feedback about their performance. This assessment occurs during the second semester of internship.

External Performance Review

Field Supervisor Evaluations

In addition to evaluations by the university field supervisor, practicum and internship students are evaluated by field supervisors. These supervisors provide regular feedback to the student according to the conditions of the practicum and internship agreements as well as completing rating forms to provide both the student and the Program faculty information concerning student performance. (See *Practicum* and *Internship* sections about specific forms and procedures).

Required Examinations

Students who seek an education certification are required to take the Praxis exam. Students are required to check the PDE website for updates and changes. www.education.state.pa.us

School Psychologist Praxis Exam

Students typically take the *School Psychologist Praxis Exam* during their internship year. This multiple choice exam yields a total score as well as a breakdown of raw scores for each of the following areas: Professional Practice; Direct and Indirect Service; Systems-Level Service; Foundations. The student receives information concerning his or her score relative to the average total score range and the average ranges for each of the areas. Students are required to forward results of performance on the praxis exams to the Program Director.

A passing score on the specialty exam is required by the Commonwealth and also for students seeking to qualify for the designation as a Nationally Certified School Psychologist (NCSP). The cut-off scores differ. In Pennsylvania, the minimum score established by the Pennsylvania Department of Education ranges from 146 to 150, depending on the student's GPA. Students should visit the PDE website before exam to determine individual minimum passing scores. The cut-off score set for the NCSP is 147.

Students may go to the ETS website www.ETS.org in order to obtain registration information and practice materials. Practice materials are also available at this site. Students are to indicate that results of their Praxis exams be reported to Millersville University.

Program Evaluation

In order to monitor the ability of the Program to develop the skills and professional dispositions of our students, formal and informal data collection methods are in place. When doing whole Program evaluation, assessments that provide specific information about student performance are aggregated to see how well our students do as a group and to provide input for program improvement.

Sources of data for aggregation begin with course grades. Additional indicators include the Praxis exams, both subject and area, as they provide a relative comparison to national norms for students in certification programs. Summative evaluations of Program effectiveness are provided by the *Exit Assessment* where students present an internship case study and describe how the program objectives were related. Not only are students given individual feedback, but this information is aggregated across students to yield a group score for each program objective. In Program faculty meetings, the implications of these ratings are discussed and program changes are made, as appropriate. The *Program Survey* is another summative Program evaluation where students rate the program on how well they feel prepared in terms of Student Learning Outcomes and Program Competencies.

Assessments of internship and practicum placement performance and satisfaction also provide information that drives program modifications to benefit students. Students rate their supervisors in their ability to provide opportunities to develop skills and provide necessary supervision. The field and university supervisor ratings for internship and practicum provide additional information about the Program's ability to prepare entry level school psychologists.

The Pennsylvania Department of Education conducts a periodic review of all education programs leading to certification. The Program successfully completed the *Major Review* most recently in 2016. was last completed in 2016. The School Psychologist Certification Program is fully approved by the National Association of School Psychologists and has enjoyed this status since 1990.

Application for Certification in School Psychology

The goal of the Program is to have students earn the recommendation to the Pennsylvania Department of Education (PDE) certification as *Educational Specialist I School Psychologist*. The Program provides coursework and planned experiences that meet or exceed the Commonwealth's requirements as specified by the Pennsylvania Department of Education (PDE). Once the student has completed all the requirements, the Program recommends the student to PDE through the Certification Office at Millersville University. Once PDE receives the recommendation from the Certification Office, they award the certificate, usually within one month of receiving the recommendation. The certificate granted is valid for three years at which time the school psychologist applies for a permanent certificate through the local education agency in which he or she is employed. In order to keep the permanent certification active, the school psychologist must earn 180 Act 48 credits every five years.

In order for the Program to recommend a student for the school psychology certificate, the following conditions must be met:

1. All coursework must be completed and grades awarded (including successful completion of the internship intervention projects).
2. Apply for educator certification through the Teacher Information Management System (TIMS). <http://www.pa-tims.com/>
3. The following completed forms and test results must be submitted to the Program University Supervisor:
 - a. Results from School Psychology Praxis exams
 - b. Internship logs showing documentation of 1200 hours
 - c. *Program Survey*
 - d. Two (2) supervisor evaluations
 - e. Complete Tier Projects
4. *Exit Assessment* where the student selects and presents a case to the Program faculty that demonstrates how acquisition of student learning outcomes were evidenced in the case study.

Ethical Guidelines

Certification in School Psychology Program

The Department of Psychology endorses and agrees to abide by the American Psychological Association (APA) and American Counseling Association (ACA) codes of ethics. In addition, the Certification Program in School Psychology abides by the National Association of School Psychologists Ethical Code.

Students are expected to demonstrate ethical behavior in all facets of their work as students in the graduate programs including coursework and work with clients. Students are expected to refer to the relevant codes of ethics when appropriate to guide behavior and to consult with faculty member when unsure of the appropriate course of action in any given situation. Students who are found to engage in unethical behaviors will be subject to a review by the department Graduate Committee with sanctions ranging from engaging in a remediation plan to dismissal from the program.

Sanctions

As discussed in the beginning of *Student Assessment*, the faculty has an “ethical responsibility for the society at large to protect the public welfare by graduating competent students qualified to do work of psychological nature.” If through the student assessment process it is determined that the student demonstrates behaviors that are incompetent or lacking dispositions that are not in the best interest of the public it is our responsibility to intervene with the student through use of sanctions. The following lists the events that could result in sanctions and their possible outcomes (for more information on any sanctions, please see the Graduate Catalog):

1. Grade of “C+” or below. A grade of “C” (includes C+) indicates below satisfactory levels of skill acquisition and such levels need to be addressed through a remediation plan. Two or more C’s may result in dismissal from the Program. (Please refer to *Student Assessment: Internal Performance Review* for more information about required student action when earning a “C” in any course).
2. Failure to develop appropriate dispositions. The work of a school psychologist requires consistent application of appropriate interpersonal skills when dealing with fellow educators, children, their families, and member of the community. In addition, students are expected to demonstrate appropriate work habits. Occasionally students fail to demonstrate the appropriate professional dispositions and this will be directly addressed with the student by his instructor, advisor, and/or graduate program coordinator and a remediation plan may be developed. In the event that the student does not develop the appropriate dispositions, he or she may be dismissed from the program. (Please refer to *Student Assessment: Internal Performance Review* for more information on dispositions).
3. Failure of Core Competency Exam (CCE). Students who fail any portion of the Core Competency Exam are required to follow a remediation plan and to take the failed portions before advancing to skills and therapy courses as well as enrolling in more than 27 credits in the

program. (Students are referred to page 20 for more information about the CCE and course restrictions when failed).

4. Academic Honesty. The Program abides by the Millersville University Code of Conduct Acts that violate academic honesty include plagiarism, cheating, fabrication, and academic misconduct. More information on the Academic Honesty Policy can be found in *the Graduate Catalog*.

Remediation Plan

It is the belief of the Program faculty that many students who encounter difficulties in attaining skills or dispositions have the potential to be competent school psychologists given additional guidance and a plan that allows them to develop the necessary competencies. The object of the remediation plan is to identify activities that will help students remediate deficiencies and demonstrate the necessary behaviors important to the profession of school psychology. The remediation plan involves input from the student but is ultimately guided by decisions made by Program faculty and other members of the department's Graduate Committee. Elements of a remediation plan may include but are not limited to retaking or auditing courses, receiving tutoring, writing assistance, and/or counseling.

Students who encounter academic difficulties as signaled by grades of "C+" or below, failure of the CCE, or weak demonstration of dispositions are required to complete a remediation plan. In each case, the student is required to write a letter to a designated program faculty member (see *Internal Performance Review* for contents of letter). The following are actions required of students when in situations requiring a remediation plan:

Grade of C+ or below.

1. Conference with instructor.
2. Write letter to the School Psychology Program Coordinator.
3. Dis-enroll from restricted classes.
4. Retake course at next opportunity.

Failure to develop dispositions.

1. Meet with faculty members and advisor to discuss disposition concerns.
2. Submit letter to the School Psychology Program Coordinator.
3. Follow remediation plan developed by Graduate Committee.
4. Schedule appointment (s) with Program Faculty to discuss progress towards development of dispositions.

Failure of Core Competency Exam.

1. Meet with each reviewer or CCE exam to determine performance deficiencies and complete a remediation plan.
2. Follow remediation plan developed by Graduate Committee.
3. Retake the failed portions of the CCE the next time the test is given.

It is the expectation of the Program Faculty that students will view the remediation plan as an opportunity to improve their performance to an acceptable level. Failure to follow the remediation plan and to develop the necessary skills and dispositions will result in dismissal from the Program.

Grievance Procedures

Procedures have been developed that allow students to grieve a grade or sanction. Students who wish to challenge a course grade should first meet with the instructor. If the student wishes to proceed, he or she should meet with the Program Director. The next step is meeting with the Department Chair if necessary. Students who feel at this point that their concerns have not been satisfactorily addressed are referred to the *Graduate Catalog* for further information.

Contact Information

Department of Psychology (Area Code 717)

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University Offices

College of Graduate & Professional Studies	871-4723
Registrar, 1st Floor, Lyle Hall	871-5005

Office of Student Accounts, 1st Floor, Dilworth	871-5101
Financial Aid, 1st Floor, Lyle Hall	871-7980
Student Payroll, 1st Floor, Dilworth-Joy Simpson	871-4238
Francine G. McNairy Library, http://www.library.millersville.edu/home	871-7111
Computer Help Desk, Boyer Hall	871-7777
Student ID Office	871-7008
Learning Services, 3rd Floor Lyle Hall	871-5554
University Health Services	871-5250
Counseling Center, 3 rd Floor, Lyle Hall	871-7821
Graduate Student Organization https://involved.millersville.edu/organization/GSO	
University Store, Student Memorial Center	871-7610
Copy Shop, Student Memorial Center	871-5532
Fitness Center, Student Memorial Center	871-7690
Student Memorial Center, Front Desk	871-4636
University Police, Lebanon House	871-4357
Dean, College of Education and Human Services, 1 st Floor, Stayer	871-7334

Appendix A

PSYCHOLOGY 685: Practicum in School Psychology 3 credits

Millersville University
Professional Education Unit
Conceptual Framework Abstract
(CF abstract & Disposition statement to be included in all PEU syllabi – table available)

COMMUNITIES OF LEARNERS

All members of the Millersville University’s Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.

Learning Communities of Inquiry and Action	We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.
Focus on Students	We will balance knowledge and the principles and standards delineated in professional and state standards with an appreciation of all students’ individuality, diversity, and cultures.
Exemplary Professional Practices	We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct; will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.

To view the full text of the conceptual framework, visit the School of Education web page linked to Millersville University web page.

Dispositions Statement:

Faculty in the Professional Education Unit evaluate professional dispositions for all undergraduate and graduate students. Students are expected to: (1) Communicate Professionally, (2) Demonstrate Professional Growth, (3) Demonstrate Professional Relationships, (4) Exhibit Attributes Suitable to the Profession, and (5) Display Responsible & Ethical Behavior. Students are referred to the evaluation criteria and the administrative policy on-line at: <http://muweb.millersville.edu/~deaneduc/>

To view the full text of the Conceptual Framework, visit the School of Education web page linked to Millersville University’s web page.

Course Plan

Conceptual Framework: The 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 School Psychology Training Programs (2010) and the School Psychology; A Blueprint Training and Practice III (2006).

I. Course 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, services a diversity of publics, compliments 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.

Students must have completed or currently be enrolled in the following psychology courses: 540, 631, 646, 671, 672 & 675. Students enroll in Psychology 685 after successful completion of all pre-practicum activities and close to, or the semester prior to, enrolling in Psychology 686 (Internship in School Psychology). All practicum requirements and a passing grade must be met before the student can enroll in Psychology 686.

The Practicum placement is designed to familiarize the student with the education system through 120 hours of supervised experience in appropriate school settings and/or non-school settings that serve children. This is the equivalent of one day per week during the semester spent in case activities. Through these experiences the student will demonstrate the integration of skills acquired during their program by managing a case through the initial (or re-evaluation) referral process to its conclusion under the supervision of both their University and Field Supervisors.

Students will meet as a class with their University Supervisor every two weeks as scheduled. The purpose of these seminars is to review the referral process, standards and regulations, and case management procedures. Seminar discussions concern ongoing field experiences **and** provide group supervision. The course instructor or the student may request individual supervision with the course instructor as warranted. Students may be asked to submit audio or videotapes or certain activities or to present specific information about cases. All discussions will be confidential and NASP/APA ethics will adhere to at all times.

This course is intended to meet NASP Domains for Training and Practice. The course addresses the following domains:

- 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

II. Course Objectives/Competencies

- A. Develop an awareness of and an appreciation for the cultural diversity of the public school population.
- B. Develop an understanding of responsiveness to the special needs of exceptional persons.
- C. Develop knowledge of the available school and community resources for those school aged persons who have needs
- D. Develop knowledge of the roles, responsibilities and functions of various pupil personnel.
- E. Develop knowledge and appreciation for the roles and the functions of school psychologist.
- F. To begin performing some of the functions of school psychologist through management of a referral from it's beginning to its conclusion with supervision by a qualified school psychologist.

G. To integrate skills acquire through course work and training.

III. Course schedule (Note: This is a sample schedule. Specific schedule to be distributed in class.)

<u>Sessions</u>	<u>Topics</u>	<u>Assignments/ Resources</u> (Items in Bold must be completed prior to class, resources will be reviewed in class as time permits)
1	Introduction to Practicum	
2	Agreements, District Info. Schedule/ Preparing for Internship (as needed) Getting to know the District: Role of the Psyc.	
3	Getting to know the District: Gifted Sharing of Experiences/Case reviews	
4	Getting to know the District: LD Sharing of Experiences/Case reviews	
5	Getting to know the District: ED Case reviews Binder with Logs, Supervisor evaluation and completed "Getting to know District" Documents	
6	Getting to know the District: OHI Case reviews	
7	Report Recommendations	
8	Internship Plan, self-evaluation Reporting Results (parents, teachers) Processing of Practicum Experience (small groups: Things that were positive, Things I plan to do Differently) Case Study, Supervisor Evaluations, Practicum binder, Internship Plan	

IV. Course Requirements and Assignments:

The student must:

1. **Practicum Agreement.** Present a completed and signed School Practicum Agreement by the second week of the course in order to remain enroll in the course.
2. **Professional Liability.** Students must purchase and present verification of coverage of liability insurance for the internship period.
3. **Complete 120 hours of field experience** becoming familiar with the school system and performing the roles and functions of school Psychologists under the supervision of a certified school psychologist. Students must complete one full day in the school district and follow the calendar of the School District.
4. **Attend University Group Supervision.** Students are required to attend group meetings with the University supervisor and bring discussion material appropriate for group discussion. Examples include: case reviews, supervision issues, ethical concerns and others. (See Group Supervision Evaluation Form)
5. Submit two evaluations completed by their Field Supervisor.

Note: Scores on Evaluations reflect grades as follows:

3s and 4s = A

3s and 2s = B

2s and below = Remediation Required

Note: Students who receive a rating of a 1 or 2 in any specific area will be required to participate in faculty review and receive remediation

6. **Case Study.** Students must present a completed evaluation of a child referred for learning or behavior problems and complete the **Practicum Activities Checklist associated.** This evaluation is presented in two sections: Part a) assessment report; Part b) strategies, interventions, and modifications as determined by your evaluation. See attachment: **Case Study Evaluation Criteria** for additional information.

Note: Scores on “Case Study Grading Rubric” reflect grades as follows:

3.35 – 4.00 = A

3.00 – 3.34 = B

2.99 and below = Remediation Required

Note: Students who receive a rating of a 1 or 2 in any specific area will be required to participate in faculty review and receive remediation

7. **Practicum Resource Log /binder.** Students must maintain a **Practicum Resource Log/binder** of practicum activities where you: (See Resource binder evaluation form).
 - a) Complete a weekly Quantitative Log where you record your practicum activities and time spent in each activity
 - b) Keep your Practicum log current and available for critical review as requested
 - c) Include your Student Internship Plan, Pre-Internship self-evaluation, Case study.
 - d) Develop a Student Internship Plan
 - e) Complete a Self Evaluation form
 - f) Complete an evaluation of your Field Supervisor
 - g) Complete “Getting to know your District” information. Collect needed information, forms, protocols and others.
8. **Internship Plan.** Students must develop a detailed internship plan. Using the student “self-evaluation” and the Practicum Supervisor Evaluation, students identify competencies in need further development. This may also be an area that you would like to strengthen. The internship plan must include: 1) a clear definition of the competency, 2) detailed steps that you will like to take to strengthen this competency, 3) specific goal that you will like to achieve 4) a timeframe for achieving this goal, and 5) information regarding how you will determine that you have attained this goal.

V. Practicum Activities: Students must turn in a one-page summary/reflection for each Practicum Activity.

1. Spend one full day with a school psychologist within a setting which is multicultural in character to observe his/her daily activities. Hold an in-depth discussion of how the nature of the psychologist's work environment affects his/her role in terms of assessment, consultation, and intervention
2. By prior appointment, visit two of the following kinds of classes to observe the type of children it serves, the class size, the nature of the curriculum, special materials or equipment used, methods of instruction used by the teacher, and the like.

Types of Classes (visit four and write about your experiences)

Academic Support	Gifted Support
Learning Support	Life Skills Support
Emotional Support	Sensory and Communications Support
Deaf/Hearing Impaired Support	Blind/Visually Impaired Support
Speech and Language Support	Physical Support
Autistic Support	Multi-handicapped Support

3. Choose one of the following, and interview an administrator from a mental health agency to:
 - a) determine the nature and scope of services,
 - b) determine how the agency/team is involved in coordinating services with the public schools,
 - c) how the school psychologist contacts the agency/team for assistance and/or to make a referral,
 - d) the nature of the problems typically seen by the agency/team
 - e) the nature of the relationship between the school psychologist, the agency/team, and the schools
4. By appointment, interview a school principal to determine:
 - a) the activities that require their attention
 - b) the proportion of time spent in those activities
 - c) the principal's beliefs concerning the role of the school psychologist within their respective schools
5. By appointment, visit two of the following specialists to determine:
 - a) the nature of their role,
 - b) how they function in relationship to school psychologists
 - Guidance Counselor
 - Speech Therapist
 - Resource Room Teacher
 - School Nurse
 - Reading Specialist
 - School Social Worker

VI. Evaluation

Grades are based upon:

- (1) The two evaluations by your Field Supervisor (See section IV for grading standards)
- (2) The evaluation of Practicum Binder with all course requirements and assignments
- (3) Evaluation of your case study (See section IV for grading standards)
- (4) Group supervision evaluation
- (5) Getting to Know Your District resource binder with completed sections
- (6) Professional Behavior Checklist

Grades: A = all As in requirements/assignments
A- = mostly As in requirements/assignments
B+ = some As and Bs in requirements/assignments
B = mostly Bs in requirements/assignments

Please note:

- (1) A passing grade will not be earned if the Field Supervisor and/or University supervisor report problems with the quality of the work with clients and /or colleagues or if the student has not conducted self in accordance with accepted legal and ethical standards of the profession

- (2) It is the responsibility of the University Supervisor to assure quality experiences with both field placement and field supervision. If problems or concerns arise it is the responsibility of the student to inform the University supervisor immediately so that a successful resolution can be achieved.

Appendix A

AGREEMENT FOR PRACTICUM

PART I: General Conditions of Practicum Placement

**Psychology 685: Practicum in School Psychology
Millersville University
Department of Psychology**

I (We) herby *agree* to provide a *Practicum Experience in School Psychology* for _____ during the periods of _____ to _____. It is understood that this placement requires a *minimum of 120 hours* of supervised service consistent with the activities and requirements delineated below.

During the Practicum the assigned Field Supervisor(s) will be a *certified school psychologist* who has *either* a doctoral degree OR three (3) years of experience as a school psychologist. He/she will provide a minimum of one hour face-to-face supervision per each 40 hours of service to the practicum student. In the instance of *non-school placements*, those persons serving as field supervisors shall be *licensed* psychologists. The *Field Supervisor* will evaluate the practicum student twice during the placement using forms provided by the Certification in School Psychology Program. These evaluations will be submitted to the *University Supervisor*.

The Practicum placement is designed to familiarize students with the education system by serving the *equivalent of one day per week during the semester* spent in case activities. Students will demonstrate the integration of skills acquired during the Program by managing a case through the initial referral process (or re-evaluation process) to its conclusion under the supervision of both their University and Field Supervisors. Additional activities may be included as part of this Practicum based on consideration of the student's academic background, work experiences, and ability to handle those activities.

Practicum activities may be accomplished independently OR in conjunction with the Field Supervisor (e.g., the student alone; the supervisor observes the student; the student observes the supervisor). The goal of the practicum experience is for students to achieve the greatest degree of independence possible in preparation for their internship year. Field Supervisors will need to consider the professional growth and comfort level of the student to make that determination.

It is understood that the practicum student will purchase *professional liability insurance* through Millersville University to cover the period of the practicum placement.

During the Practicum the student will also be supervised by a *University Supervisor* who will meet a minimum of twice a month Practicum students.

Should concerns arise regarding the practicum student's competence or performance the University Supervisor must be notified immediately.

Practicum Student Signature/Date Field Supervisor Signature/Date University Supervisor Signature/Date

Practicum Site/Address/Phone Numbers

10/03

AGREEMENT FOR PRACTICUM

PART II: Activities Checklist General Conditions of Practicum Placement

Psychology 685
Millersville University

The Practicum placement is designed to familiarize students with the education system through *120 hours of supervised experience* in appropriate school settings and/or non-school settings that serve children. This is the *equivalent of one day per week during the semester* spent in case activities. Students will demonstrate the integration of skill acquired during the Program by managing a case through the initial referral process (or re-evaluation process) to its conclusion under the supervision of both their University and Field Supervisors.

Completion of the following activities must be verified by the signatures of the student, the Field Supervisor, and the University Supervisor at the bottom of this document. At the discretion of the student and Field Supervisor, additional activities may or may not be included as part of this Practicum based on consideration of the student’s academic background, work experiences, and ability to handle those activities.

Practicum activities may be accomplished independently OR in conjunction with the Field Supervisor (e.g., the student alone; the supervisor observes the student; the student observes the supervisor). The goal of the practicum experience is for students to achieve the greatest degree of independence possible in preparation for their internship year. Field Supervisors will need to consider the professional growth and comfort level of the student to make that determination.

This course is intended to meet NASP Domains for Training and Practice. The course addresses the following domains:

- 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

I (the undersigned) agree to engage in/supervise the activities delineated on the following page.

Practicum Student _____ Date _____

Field Supervisor(s) _____ Date _____
_____ Date _____

University Supervisor _____ Date _____

Instructions: The student should initial and date each activity as it occurs in the spaces provided below. At the conclusion of the field placement the Field Supervisor should sign and date this form in the section provided below to verify the completion of the activities.

Practicum Activities:

- _____ Spend one full day with a school psychologist within a setting which is diverse
- _____ Visit two kinds of classes (i.e.: Life Skills, Multi-handicapped, Gifted, Speech and Language)
- _____ Interview an administrator from a mental health agency (ex: MH/MR, TW Ponessa)
- _____ Interview a school principal
- _____ Visit two specialists (i.e.: Guidance Counselor, Speech Therapist, Resource Room Teacher)
- _____ Attend an IST or pre-referral meeting (may be combined with case study)
- _____ Attend an MDE meeting (may be combined with case study)

Case Study:

- _____ Review pertinent folders
- _____ Interview teacher/school personnel
- _____ Observe in the classroom
- _____ Contact child for background data
- _____ Contact parent for background data
- _____ Formulate referral questions(s)
- _____ Administer appropriate evaluation measures
- _____ Score and interpret data
- _____ Address referral question(s)
- _____ Write ER (psychological report)
- _____ Generate recommendations/interventions/conclusions

Follow-up to Case Study:

Note: Time constraints or other considerations may not permit the following to be accomplished. In that case, students may develop a *hypothetical* scenario of how they would handle the situations below and/or what they might expect to happen.

- _____ Present information to team and/or parent(s) (responsible party)
- _____ Summarize impressions of team meetings/decisions
- _____ Summarize available resources for teacher use

.....

I (the undersigned) verify that the activities above were completed by the Practicum Student named in this form.

Practicum Student _____ **Date** _____

Field Supervisors _____ **Date** _____

_____ **Date** _____

Appendix A

GUIDELINES FOR PRACTICUM FIELD SUPERVISORS

Psychology 685: Practicum in School Psychology Millersville University Department of Psychology

Description:

Practicum precedes internship and focuses on the development of discrete professional skills. Students build upon those skills they have acquired through courses:

(Most students have had different assessment courses, counseling, classroom observation, consultation, behavioral assessment).

The content of the practicum placement is in accordance with NASP Training Standards as follows:

- (1) Orientation to the educational process.
- (2) Assessment for intervention.
- (3) Direct intervention (including counseling and behavior management).
- (4) Indirect intervention (consultation).

Objectives:

1. To help students become familiar with the educational system.
2. To develop an understanding of processes and procedures regarding the identification of special education students.
3. To develop knowledge of the roles, responsibilities and functions of school psychologists and other pupil personnel.
4. To begin performing some of the functions of school psychologists through management of a case under the supervision of a qualified school psychologist.
5. To apply and integrate skills acquired through course work and training.
6. To help students prepare for Internship

Suggested Model for Training: The following is a suggested model for the supervision and training of students enrolled in the school psychology practicum experience. The model progresses sequentially through five stages. The length varies as a function of skills of the student and the demands of the setting. **Practicum activities are REQUIRED.**

Stage I:

Shadowing and Modeling Field Supervisor
1. Student is introduced to various school personnel.
- Practicum activity: Student interviews a school principle
- Practicum activity: student interviews an administrator from a mental health agency (MH/MR, TW Ponessa)
2. Student is exposed to various procedures (formal and informal) used by school psychologists in the performance of their role (observe testing, MDE, IST meetings)
- Practicum activity: student attends IST or pre-referral meeting (may be combined with case study)
- Practicum activity: student attends MDE meeting (may be combined with case study)
3. Student may observe other psychologists and specialists (e.g. counselor, speech therapist) in

addition to the supervisor
- Practicum activity: student spends one full day with a school psychologist in a diverse setting
4. Student acquires knowledge of instruction by scheduling visits to regular education classrooms that differ by age and subject matter
- Practicum activity: student visits 2 specialists (i.e. guidance counselor, speech therapist, resource room teacher)
5. Student observes classes serving students with disabilities depending on what is available at the school (LD, ED, Autistic Support, life skills, and others).
- Practicum Activity: Student observes 2 specialized classes

Stage II:

Observation and Assessment of Professional Skills
1. Supervisor observes the student conducting assessments and in other professional practices (e.g. parent meeting).
- Practicum activity: case study- review folders, interview teacher/parents, observe in classroom, formulate referral questions
2. Field supervisor assesses developmental level of the student. Depending on the student's proficiency, supervisor can require more practice or allow more independence and move to Stage III.

Stage III:

Guided Independent Practice/Cooperative Practice
1. Student independently performs specific tasks (i.e., cognitive tests, re-evaluation).
- Practicum activity: case study continued- administer evaluation measures, score and interpret data, address referral questions, write ER, generate recommendations
2. Student may engage in cooperative practice involving collaboration between Field Supervisor and student on certain cases. (student evaluations, co-leading counseling groups, etc.)
3. Student may manage their own case load

Stage IV:

Increasing Independent Practice
1. Field Supervisor allows increasing freedom to student.
2. Student completes evaluations under the guidance of the Field Supervisor.

Stage V:

Professional Independence
1. Student performs many of the functions of school psychologist.
2. Student manages school psychologist's cases independently from beginning to end.

-Stage V is not typically reached by students in practicum, but is a goal of the internship field experience and the entry level years as a school psychologist.

Appendix A

**Tool: School Psychology Practicum Evaluation
Psychology 685: Practicum in School Psychology
Millersville University
Department of Psychology**

Intern: _____

Date of Evaluation: ___/___/___

Field Supervisor: _____

School District: _____

Instructions:

This form is designed to help supervisors provide feedback about the performance of students during their practicum. Please evaluate the student's performance based on where they are in their training. It will become a part of the student's record and may be considered in assigning grades for the course. In your evaluation please consider the student's work and involvement in university assignments, professional development, agency involvement, and school psychology opportunities provided by the school district. Please answer each item 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.

I. Professional Dispositions and Related NASP Standards

A. Communicates Professionally	1	2	3	4	N/O
1. Follows appropriate channels of communication (Standard 8.2)					
2. Abides by FERPA (Federal Educational Rights and Privacy Act) (Standard 8.2)					
3. Writes and speaks to easily understood by multiple audiences (Standard 8.2)					
4. Conveys professional tone (Standard 8.2)					
B. Demonstrates Professional Growth	1	2	3	4	N/O
1. Exhibits enthusiasm about the profession (Standard 8.2)					
2. Self-regulates and modifies professional behavior based upon feedback (Standard 8.2)					
3. Is aware and involved with professional organizations, publications, and activities (Standard 8.2)					

4. Participates consistently and appropriately (Standard 8.2)					
C. Demonstrates Professional Relationships	1	2	3	4	N/O
1. Is respectful during interactions with school students, educational personnel, and families (Standard 5.1)					
2. Works collaboratively with other colleagues, university, and field supervisors (Standards 3, 5.1)					
3. Completes high quality products in a timely manner (Standards 5.1, 8.2)					
D. Exhibits Attributes Suitable to the Profession	1	2	3	4	N/O
1. Adapts and is flexible to change (Standard 5.1)					
2. Displays excellent interpersonal skills (Standard 5.1)					
3. Maintains professional appearance (Standard 5.1)					
4. Displays initiative and reflective judgment (Standard 5.1)					
E. Displays Responsible and Ethical Behavior	1	2	3	4	N/O
1. Adheres to Professional Codes of Ethics of MU, NASP, and APA (Standard 8.2)					
2. Presents data honestly (Standard 8.2)					
3. Follows organizational protocol (Standards 5.1, 8.2)					

II. School Psychology

A. Student Competencies and Related NASP Standards

STANDARD II – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Data-Based Decision Making and Accountability	1	2	3	4	N/O
5. Appropriately selects assessment methods based on individual cases.					
6. Accurately administers and scores traditional norm-referenced tests. (See Appendix A).					
7. 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.					

Overall Rating for Standard 2 = _____

STANDARD III – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and Collaboration	1	2	3	4	N/O
4. Engages in consultation with teachers and other school personnel in planning strategies to facilitate the learning of individual students and/or classes of students					
5. Displays knowledge and skills in consultative problem solving (i.e., problem identification, intervention development and implementation).					
6. Demonstrates ability to effectively communicate in collaborative relationships with families.					

Overall Rating for Standard 3 = _____

STANDARD IV – DIRECT AND INDIRECT SERVICES: Element 4.1 Interventions and Instructional Support to Develop Academic Skills	1	2	3	4	N/O
4. Demonstrates knowledge of appropriate evidence based curricula					

across tier I, tier II, and tier III.					
5. Recognizes the impact of biological, cultural, and social influences on students' academic and developmental progress.					
6. Recommends instructional strategies and academic interventions that are evidence based and developmentally appropriate.					

Overall Rating for Standard 4: Element 4.1= _____

STANDARD IV – DIRECT AND INDIRECT SERVICES: Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills	1	2	3	4	N/O
5. Recognizes the impact of biological, cultural, and social influences on students' behavior and mental health.					
6. Demonstrates knowledge of appropriate evidence based strategies to promote social-emotional functioning across tier I, tier II, and tier III.					
7. Recommends behavioral and social-emotional interventions that are evidenced based and promote mental health and learning.					

Overall Rating for Standard 4: Element 4.2 = _____

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Element 5.1 School-Wide Practices to Promote Learning	1	2	3	4	N/O
4. Demonstrates knowledge of school organization and administrative structure and follows organizational protocol.					
5. Uses appropriate technology resources (AIMS web, DIBELS, SWIS) to assist in assessment and other decision making processes.					
6. Utilizes the variety of programs, services, and related resources available within the greater school system to promote learning and mental health.					

Overall Rating for Standard 5: Element 5.1 = _____

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Element 5.2 Preventive and Responsive Services	1	2	3	4	N/O
5. Recognizes and considers the impact of protective and risk factors found within the school, community, family and child, that impact learning and mental health.					
6. Knows evidence-based strategies and district protocols for responding to crisis (e.g., suicide, death, natural disaster, violence, sexual harassment).					
7. Demonstrates knowledge of community resources providing services to children and youth					

Overall Rating for Standard 5: Element 5.2 = _____

STANDARD VI – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Family–School Collaboration Services	1	2	3	4	N/O
5. Establishes rapport and effectively communicates with families of diverse backgrounds (culture, language, SES).					
6. Is sensitive to home variables and integrates evidence-based strategies for the home that support child functioning.					

7. Promotes and seeks collaboration and participation between the home and the school.					
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Overall Rating for Standard 6 = _____

STANDARD VII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: Diversity in Development and Learning:	1	2	3	4	N/O
5. Recognizes individual differences, abilities, disabilities and other diverse student characteristics and their impact on student success.					
6. Applies evidence-based strategies to enhance services and address potential influences related to diversity.					
7. 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 Standard 7: = _____

STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: Element 8.1 Research and Program Evaluation	1	2	3	4	N/O
1. Communicates (and/or applies) current research in the field to practice					
2. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels.					
3. Uses technology to gather, evaluate, and enhance progress monitoring and communication of information.					

Overall Rating for Standard 8: Element 8.1 = _____

STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: Element 8.2 Legal, Ethical, and Professional Practice	1	2	3	4	N/O
6. Practices in ways that are consistent with existing ethical and professional codes of conduct.					
7. Adheres to legislation and regulations relevant to general and special education.					
8. Actively seeks out mentoring and supervision to inform effective practice.					
9. Formulates a personal plan for professional growth and participates in activities throughout the year.					

Overall Rating for Standard 8: Element 8.2 = _____

B. Basic Work Requirements	1	2	3	4	N/O
1. Arrives on time consistently					
2. Uses time efficiently					
3. Informs supervisor and make arrangements for absences					
4. Completes requested or assigned tasks reliably and on time					
5. Completes required total number of hours and days on site					

6. Is responsive to norms about clothing, language, etc. on site					
C. Response to Supervision	1	2	3	4	N/O
1. Actively seeks supervision when necessary					
2. Is receptive to feedback and suggestions from supervisor					
3. Understands information communicated in supervision					
4. Successfully implements suggestions from supervision					
5. Is aware of ideas that need improvement					
6. Is willing to explore personal strengths and weaknesses					

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

Signature of Field Supervisor/Date

Signature of Intern/Date

Thank you for your time in supervising this intern and for completing this evaluation!

Appendix B

Psychology 686: Internship Seminar in School Psychology

9 s.h.

Millersville University

Professional Education Unit

Conceptual Framework Abstract

(CF abstract & Disposition statement to be included in all PEU syllabi – table available)

Communities of Learners

All members of the Millersville University's Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.

Learning Communities of Inquiry and Action	We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.
Focus on Students	We will balance knowledge and the principles and standards delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.
Exemplary Professional Practices	We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct; will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.

To view the full text of the conceptual framework, visit the School of Education web page linked to Millersville University web page.

Dispositions Statement:

Faculty in the Professional Education Unit evaluate professional dispositions for all undergraduate and graduate students. Students are expected to: (1) Communicate Professionally, (2) Demonstrate Professional Growth, (3) Demonstrate Professional Relationships, (4) Exhibit Attributes Suitable to the Profession, and (5) Display Responsible & Ethical Behavior. Students are referred to the evaluation criteria and the administrative policy on-line at: <http://muweb.millersville.edu/~deaneduc/>

Conceptual Framework

The knowledge content of Psychology 686 is in accordance with two important documents; The *NASP Standards for School Psychology Training Programs (2000)* and *School Psychology: A Blueprint for Training and Practice III (2006)*.

I. COURSE DESCRIPTION

Students are required to complete two semesters (a complete school year), in supervised school psychology field experiences in assessment, intervention, and consultation in a school setting. Students are required to log a minimum of 1200 hours in a school setting, and to complete the entire academic year which typically exceeds 1200 hours. This course is designed to be the culminating experience of the student in the School Psychology Certification Program. The internship offers experience in the independent use of the skills of the school psychologist that allows for the full development of the student competencies and program themes articulated throughout the Program. This occurs in a school setting under joint University/Field supervision. To be taken at the end of the students' Program. Prerequisites: Psyc 646, 672, 673, 685.

This course is intended to meet the 2010 NASP Domains for Training and Practice.

TITLE IX RESPONSIBILITIES FOR FACULTY

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/socialeq/title-ix-sexual-misconduct/index.php>.

II. COURSE OBJECTIVES

- A. Administer, score and interpret appropriately chosen batteries of psychological test instruments for diverse populations
- B. Write psychological reports appropriate to the nature of the child's referral and language appropriate to the person using the report.
- C. Interpret test results orally to school personnel, parents and children.
- D. Conduct systematic observations in classrooms and organize the obtained data into useful information for teachers.
- E. Engage in ongoing consultation with teachers and other school personnel in planning strategies to facilitate the learning of individual students and/or classes.
- F. Demonstrate positive effects of interventions implemented with children presenting academic and behavioral difficulties.
- G. Demonstrate application of multitier interventions across school settings, classrooms small groups and individual children.
- H. Establish rapport with, and relate comfortably to, children of diverse cultural backgrounds.
- I. Establish rapport with, and relate comfortably with, children with various special needs.
- J. Establish rapport with, and relate effectively to, teachers, administrators, and other school personnel.
- K. Establish rapport with, and relate in an information and understanding manner to manner to, parents of diverse cultural backgrounds.
- L. Interview parents for the purpose of gathering information needed to adequately conduct an individual assessment of the child.
- M. Consult effectively with parents concerning the needs of their child and with involved school personnel.

- N. Demonstrate knowledge of programs, services, and related service resources within the greater school setting.
- O. Participate effectively in multidisciplinary team meetings (MDE, IEP, SAP, IST...).
- P. Demonstrate knowledge of community resources providing services to children and youth of diverse cultural backgrounds and special needs.
- Q. Consult effectively with community agencies and programs on behalf of children and their families.
- R. Utilize skills within the framework of the existing ethical codes and legal mandates governing professional practice and educational services.
- S. Show evidence of interest for, and participation in, professional growth activities.
- T. Demonstrate knowledge of Crisis response and Intervention.
- U. Demonstrate Knowledge of School wide services and Evidenced based interventions

NOTE: Documentation of having met *Standard Competencies* during your internship must be evident in your Student Portfolio.

III. Book/Resource List

Recommended:

Jacob, S., Decker, D.M., & Hartshorne, T.S. (2010). *Ethics and Law for School Psychologists* (6th ed.). Hoboken, NJ: Wiley Inc.

Commonwealth of Pennsylvania, Department of Education. *Standards and Regulations for Special Education*.

Praxis Resources:

Thompson, P. (2004). *The School Psychology Licensure Exam Guide: The Most Effective Guide to Prepare for the National Association of School Psychologists (NASP) Exam*. Lincoln, NE: iUniverse Inc.

Williams, B.B., & Mennuti, R.B. (2010). *PASS: Prepare, Assist, Survive, and Succeed: A Guide to PASSING the Praxis Exam in School Psychology*. New York: Routledge.

<http://www.nasponline.org/students/praxissuggestions.pdf>

http://store.digitalriver.com/DRHM/servlet/ControllerServlet?Action=DisplayProductDetailsPage&SiteID=ets&Locale=en_US&Env=BASE&productID=105173100

http://www4.uwm.edu/soe/student_services/school_psychology_student_association/praxis_exam.cfm

Intervention Resources:

Cipani, E. (2008). *Classroom Management for All Teachers: Plans for Evidence-Based Practice*. Upper Saddle River, NJ: Merrill Prentice Hall.

Jenson, W.R., Rhode, G., & Reavis, H.K. (1994). *The Tough Kid Tool Box*. Longmont, CO: Sopris West.

- Minskoff, E., & Allsopp, D. (2003). *Academic Success Strategies for Adolescents with Learning Disabilities & ADHD*. Baltimore, MD: Paul H. Brooks Publishing Co.
- Shinn, M.R., & Walker, H.M. (Eds.). (2010). *Interventions for Achievement and Behavioral Problems in a Three-Tier model Including RTI*. Bethesda, MD: National Association of School Psychologists.
- Shinn, M.R., Walker, H.M., & Stoner, G. (2002). *Interventions for Academic and Behavior Problems II: Preventative and Remedial Approaches*. Bethesda, MD: NASP.
- Rathvon, B. (2008). *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes* (2nd Ed.). New York: Guildford Press.
- Mather, N., & Jaffe, L.E. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons.
- Naglieri, J.A., & Pickering, E.B. (2010). *Helping Children Learn: Intervention Handouts for Use in School and at Home* (2nd Ed.). Baltimore, MD: Paul H. Brooks Publishing Co.

Recommended Readings:

Williams, B B., Armistead, L., & Jacob, S. (2008). Professional Ethics for School Psychologists. Bethesda, MD:NASP.

Archer, A., & Gleason, M. (1994). *Skills for School Success: Book Five*. North Billerica, MA: Curriculum Associates, Inc.

IV. Course Requirements/Assignments

- **Internship Agreement.** Students must present a complete Internship Agreement which has been signed by student, field supervisor and university supervisor in order to remain in the course.
- **Liability.** Students must purchase and present verification of coverage of liability insurance for the internship period.
- **Internship Plan.** Students must develop a detailed internship plan. Using the student “self evaluation” students are to identify competencies which they feel are in need further development. This may also be an area that you like and would like to strengthen. The internship plan must include: 1) a clear definition of the competency, 2) detailed steps that you will like to take to strengthen this competency, 3) a specific goal that you will like to achieve 4) a timeframe for achieving this goal, and 5) information regarding how you will determine that you have attained this goal.
- **Complete 1,200 hours of field experience** performing the roles and functions of school Psychologists under the supervision of a certified school psychologist (Spend two semesters full-time or four semesters half time in the internship placement). Spend one-half of the internship within a school setting with a balanced exposure to regular and special needs populations and spend at least six weeks of the internship in a school setting requiring the student to interact with, and provide services for, children from culturally diverse backgrounds. These hours need to follow the school district calendar and therefore, may exceed 1,200 hours.
- **Attendance policies:** Students may not exceed more than three absences without medical documentation. Absences in excess of three days may impact completion and a passing grade for Internship. Students must oblige by the school district’s policies regarding attendance.
- **Complete Multi-tiered Intervention Projects (students select two out the three described below).** During this course students will have the opportunity to become involved with

interventions which reflect multi-tiered approaches. **One intervention project is intended to address and/or demonstrate positive effects on identified difficulties which are of a behavioral nature. A second case will address and/or demonstrate effects on identified difficulties of an academic nature.**

- **One of the projects listed above will be presented as the Exit Assessment.**
 - **Tier 1: Preventive, Universal, or Systems Intervention and Report.** For Tier 1, students may select from one of three choices:
 - 1) Students may in collaboration with their Field supervisor select one classroom or setting where they can design and implement either an academic or a behavioral intervention. The intervention is universal in nature and is delivered to all children in that setting.
 - 2) Students identify a classroom or a setting where Tier 1 intervention is being implemented. Students assist in the implementation of the intervention. Students are to evaluate the effects of this intervention by assisting in data collection activities and writing the results of effects of this intervention on the academic or behaviors of children in that setting.
 - 3) Students in collaboration with their Field supervisor plan and deliver a teacher or parent in-service.
 - 4) Program Evaluation-Student-generated project. Students may generate and propose a project which is universal in nature and attempts to evaluate its effectiveness (must be approved by Dr. Lopez)
 - **Tier II Project and Summary Report Targeted Intervention.** For Tier II students in collaboration with their Field supervisor may work with school district's RtI or pre-referral process. They will select 4-5 children exhibiting an academic difficulty. Students will select an appropriate researched based intervention and engage in implementation and data collection activities. Students will present their results through a written report or class presentation.
 - **Tier III Intervention project -Case study and Report.** The case study requires several components with results presented both in written and oral formats (**see attached Case study guidelines for details**). The case study should be representative of your best work, and include (a) evidence of your ability to use of data to make decisions (must include ecological data: CBA, Progress Monitoring, observations), and (b) evidence of your Intervention skills.
- **Evaluation of Intervention Programs and Services-Summary Report.** Using the "Thinking Smarter Matrix" (in D21), Students identify and develop a list of services that are offered by their school district to children across all tiers. Students are to categorize the services as falling under: universal/preventive services, academic support, mental health service or other, as well as describe the expected outcomes of these services. Students evaluate and determine the extent to which these services are evidence based, and data is collected and used to determine the effect of these services. Students are to summarize their findings through a written report .See Matrix sample in D2L.
- **Crisis Response Protocol- Summary Report.** During this course students are required to learn the Crisis Response Protocol used by their school district and to participate as appropriate with this process. The report will consist of: a) summary of supervisor interview, b) title of key professionals, and agencies who are members of the Crisis Response Team, c) the steps involved in a crisis response, and d) name and sample of formal and informal interviews or measures used by the crisis response team.
- **Exit Assessment Presentation.** Students will participate in an oral presentation and assessment of their completed Intervention case study conducted by program Faculty.

- **Field Supervision.** Students are required to participate in at least two hours of face to face supervision with their school district field supervisor. During this session students will identify and prioritize cases and materials to be discussed with supervisor. **(Students must present two Supervisor evaluations: Fall and Spring)**
- **Maintain a professional Journal.** Students must present a three ring binder consisting of: documentation of hours and activities, child service log, field supervisor evaluation, agreements and evidence of insurance, child abuse clearances, samples of your work. This journal must be kept up-to-date and brought to class upon request (see Log evaluation for details).
- **Attend University Group Supervision.** Students are required to attend group meetings with the university supervisor and bring discussion material appropriate for group supervision. Examples include: case reviews, supervision issues and concerns, placement concerns, ethical concerns, sharing of experiences. Students are expected to engage in active participation (see evaluation of group supervision). Students are required to attend on their scheduled supervision meeting. This is a face to face meeting. Under no circumstances may a student schedule other activities, meetings, or appointments during this time. Extenuating circumstances will be evaluated on a case by case basis.
- **Conduct oneself at all times in a manner consistent with the prevailing ethical principles and legal mandates governing the profession of school psychology.**

V. EVALUATION

A. **Grades:** Grades will be assigned by the University Supervisor based upon:

1. Scores on Tier 1, Tier 2, and Tier 3 projects. Scores are assigned based on each Tier's "Grading Rubric." Scores reflect grades as follows:

3.35 – 4.00 = A

2.90 – 3.34 = B

2.89 and below = Remediation Required

Note: Students who receive a rating of a 1 or 2 in any specific area will be required to participate in faculty review and receive remediation

2. Supervisor Evaluations. Scores on supervisor evaluations reflect grades as follows:

3s and 4s = A

3s and 2s = B

2s and below = Remediation Required

Note: Students who receive a rating of a 1 or 2 in any specific area will be required to participate in faculty review and receive remediation

3. Group Supervision. Grading of participation in group supervision is based on criteria described in "Group Supervision" document. Grades are based on 100 points.

90-100 points = A

80 - 89 = B

79 and below = Remediation Required

4. Attendance at supervision meetings

5. Participation in program assessment (Exit Presentation). Students are given a Pass/Fail grade for their participation.

6. Consistent and appropriate attendance at field placement

7. **Fall Grades:** Required work for Fall semester grade:
Internship Binder with contents of Tabs 1-5 **See Journal/Binder Evaluation Form tabs 1-5**
Tier 1, Tier Projects Reports, or drafts/ data summaries

B. NOTE:

** A passing grade will not be earned if the Field and/or University Supervisor reports problems with the quality of work with clients or colleagues or if the student has not conducted her/himself in accordance with the accepted legal mandates and ethical standards of the profession.

** It is the responsibility of the University Supervisor to assure quality experiences with the field placement and field supervision. If problems or concerns arise it is the responsibility of the student to inform the University Supervisor immediately so that successful resolution can be achieved.

** If it is determined the student is not making satisfactory progress in the attainment of skills, competencies, and professional status, s/he will be asked to leave the internship. Interventions will be suggested and repetition of the internship may or may not be permitted at some future date pending recommendation by the Graduate Faculty.

C. Recommendation for Certification

Students will be recommended for certification based on

1. Log which provides evidence of completion of a minimum of 1200 hours or more depending on the school's academic calendar.
2. Successful completion of all course requirements in the School psychology Certification Program.
3. Grades of A or B in Psychology 686: Internship in School Psychology
4. Attendance at supervision meetings as well as attendance at internship site.
5. Two positive supervisory evaluations by field supervisor during fall and spring
6. Positive evaluation by university supervisor

I. Guidelines for Completion of the Intervention Case study will involve the following steps:

1. Identifying students with academic/behavioral difficulties.
2. Conduct necessary assessments to validate the extent of difficulties (you are not required to complete a full comprehensive evaluation)
3. Establish realistic goal
4. Select a research based intervention and design an intervention plan
5. Conduct appropriate Progress Monitoring
6. Report results: (See attached calculations for more information)
Graphs, Calculate Slope, Calculate Effect sizes
7. When designing your intervention plan, make sure to specify objectives, resources, and schedule for implementation.

II. Report Format

- Use the following headings when writing your report
- Report should be written like professional journal articles.

I. Presenting Problem

- Includes description of problem/target behavior
- Need for intervention
- Referrals and data indicating need for intervention
- Conclude with a clear, concise goal statement which includes measurable criteria to determine a successful outcome

II. Background Information

- Brief description of relevant background information relating to subject(s) and target behavior
- For English Language Learners, indicate:
 - o Language spoken at home
 - o Country of birth
 - o Number of years lived in this country
 - o Previous educational history in primary language
 - o Types of education program (bilingual program, ESL support) and proficiency level
 - o Impact of his/her primary language on his/her current reading performance

III. Intervention

- Describes the research support and rationale for selected intervention

IV. Method and Procedures

A. Intervention Design

- Includes each component of the intervention and how it was implemented
- Includes length of session, number of sessions, format of sessions, etc.

B. Data Collection

- Explain how intervention was monitored
- Address stability of baseline data and progress monitoring during intervention phase

V. Results

A. Baseline

- Discuss baseline data
- Select Data analysis strategy. If calculating slope, must include baseline slope
- Present results through graphs/charts
- Make sure graphs are labeled appropriately

B. Intervention

- Must include intervention Effect size
- Discuss change by comparing baseline and intervention data
- Present results through graphs/charts
- Make sure graphs are labeled appropriately

VI. Discussion

- Include an overall discussion of intervention
- Address progress towards your goal
- Address problems you identified
- Address overall strengths and weaknesses
- Overall reflections

VII. References

VIII. Graphs/Appendices

III. Presentation

Students will present case study through an Exit Assessment consisting of an oral presentation of completed intervention case to program faculty.

Appendix B

SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT

PART I: GENERAL CONDITIONS OF INTERNSHIP PLACEMENT

MILLERSVILLE UNIVERSITY Department of Psychology

I (We) hereby agree to provide for _____ an Internship Experience in School Psychology during the period of _____ to _____ covering a minimum of 1200 hours. It is understood that this Intern will complete the entire school year which may exceed the 1200 minimum hours required. It is understood that the intern may need to complete the entire school year.

During this period the assigned Field Supervisor (s) will be a certified school psychologist who has either a doctoral degree in the specialty or three (3) years of experience. He/she will provide a minimum of two (2) hours per week of face to face supervision of the intern. The supervisor will be responsible for the supervision of no more than two (2) interns at any one time. In the instance of non-school placements, those persons serving as field supervisors shall be licensed psychologists.

Minimum requirements for the intern are specified on the "Internship Activities Checklist" and the "Internship Student Plan" and areas of competence to be evaluated are indicated on the "Field Supervisor Internship Placement Evaluation". It is expected that additional experiences consistent with the needs of the Local Education Agency and the training needs of the intern will be provided.

Support for the internship shall include: (a) schedule of appointments and activities typical of those of other School Psychologists in the LEA, (b) provision of intern participation in continuing professional development activities, (c) Provision of time and resources for the completion of "Capstone Intervention Projects" (d) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, technology access (i.e., computer, e mail, scoring software, etc) , (e) release time for intern to attend bi-monthly University Seminar meetings and, (f) release time for internship supervisors.

Compensation will be: _____ a paid internship OR _____ an unpaid internship

It is understood that the intern will purchase professional liability insurance to cover the period of the internship.

During this period the intern will be supervised by a University Supervisor who will make at least one field visit per semester during the internship period. The Field supervisor will evaluate the intern twice during the placement, once at the conclusion of each semester.

Should concerns arise regarding the intern's competence or performance, the University Supervisor should be notified immediately.

_____	_____
Internship Placement	Complete Street Address
_____	_____
Phone numbers	State Zip code

Your signature below indicates your agreement to fulfill the general conditions of the internship placement

_____	_____
Intern signature/Date	Field Supervisor Signature/Date

University Supervisor Signature /Date	

SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT

PART II: INTERNSHIP REQUIREMENTS

Name of Intern _____

The following activities should be completed by you and verified by your Field Supervisor. Check off the activities as you complete them and have your Field Supervisor initial those activities. These activities are required, but the internship is not limited to them. Field Supervisors have some latitude about how interns address the various activities. For example, if a school system does not consist of a diverse student population, Field Supervisors may arrange for the intern to observe a neighboring school system to acquaint the intern with the culture of a more pluralistic school setting.

The activities are intended to meet NASP 2010 Domains for Training and Practice.

Requirements

Students will select **two** of the tier project options to be completed in their internship. One project will address academic problems and one will address behavior problems. More details can be found in the 686: Internship in School Psychology Course Plan.

- **Tier I Project:** Students will select one of the Tier I options outlined in the Course Plan. Students will implement a preventative, universal intervention and provide a report of their work.
- **Tier II Project:** In a targeted intervention, students will contribute to the district's RtI or pre-referral process by identifying and working with 4-5 children exhibiting an academic difficulty. After selection and implementation of a research based intervention, students will engage in data collection activities and summarize their results.
- **Intervention Case Study:** During this course, students will implement a research based intervention with a child referred for academic difficulties. The case study requires several components with results presented both in written and oral formats. The case study should be representative of the student's best work, and include (a) evidence of the ability to use multiple sources of data to make decisions (e.g. CBA, Progress Monitoring, observations), and (b) evidence of student's intervention skills. (Students may combine this assignment with the Tier II assignment described above.)
- **Attendance:** Students may not exceed more than three absences without medical documentation. Absences in excess of three days may impact completion of internship. Students must oblige by the school district's policies regarding attendance.
- **Concerns** with attendance, ethical behavior, and professional dispositions need to be reported to the university by contacting either the university field supervisor, or the Chair of the Psychology Department, or the School Psychology Program Coordinator. These individuals may change from year to year, therefore it is recommended that the psychology department secretary is contacted for specific information (717-871-7301).

Samples of Work: A goal of internship is to provide students with the opportunity to apply skills acquired through training. Various samples of skill applications are collected through the internship including:

Behavioral Observations
Intervention Development and Implementation
In-service presentation to parents/teachers
Counseling
Sample Reports (Academic, Behavioral, etc.)

Psychological Assessment:

The intern will perform **or** be exposed to appropriate systematic classroom observations, assessments, and/or other methods of gathering data as necessary for the evaluation of the following as they become available at the school

district or through prearranged visits with other school district psychologists or partner organizations (IU, private setting, etc.).

- Autism/Pervasive Developmental Disorder
- Serious Emotional Disturbance
- Deafness/Hearing Impairment
- Specific Learning Disability
- Mental Retardation
- Multi-Handicapped
- Other Health Impairment
- Physical Disability
- Speech/Language Impairment
- Blindness/Visual Impairment
- Developmental Delay
- Mentally Gifted

The intern will:

- Perform assessments of a balanced caseload of children in regular and special education.
- Perform assessment cases which require the opportunity for contact with children and parents from diverse cultural and ethnic backgrounds.

Psychological Reporting:

- Write and submit comprehensive evaluation reports to your Field Supervisor.
- Present a variety of cases by oral report at staffing conferences or multidisciplinary team meetings.
- Present a variety of cases to parents in interpretative conferences.

Consultation and Intervention:

- Conduct counseling (individual and/or group) with children or youth.
- Conduct ongoing consultation with teachers and/or other school personnel on a variety of cases.
- Develop, institute and provide follow-up of an intervention plan.
- Assist in multidisciplinary team planning for a variety of children.
- Seek out and provide strategies to teachers for dealing with referred children concerning both classroom and individual management and curriculum-based concerns.
- Provide consultation/intervention services for both children in regular and special education programs.

School-Wide Services:

- Gather information about academic and mental health services offered or facilitated by the school
- Develop directory of school and community services

Crises Response Protocol and Practices:

- Gather information about Crisis Response Protocol used by their school district
- Summary and report findings

Professional Growth:

- Attend local continuing education meetings for school psychologists.
- Attend at least one *regional, state OR national* level professional meeting during the internship period.
- Provide evidence of continuing personal efforts to remain current professional issues both locally and nationally.
- Conduct oneself in a manner consistent with the ethical principles of the National Association of School Psychologists.
- Display knowledge of, and perform daily activities in, a manner consistent with legal mandates and regulations.



Your signature below indicates your agreement to fulfill the conditions of the internship placement.

Field Supervisor Signature/Date

University Supervisor/Date

Internship Site

Phone Number(s)

Appendix B

GUIDELINES FOR INTERNSHIP FIELD SUPERVISORS

**Psychology 686: Internship in School Psychology
Millersville University
Department of Psychology**

Description:

The internship is the culminating experience of the certification in school psychology program. It is a comprehensive experience during which interns are required to demonstrate, under supervision, their ability to integrate the knowledge and skills they obtained in the course of providing a wide range of psychological services to children and youth.

The content of the internship is in accordance with NASP Training Standards as follows:

- (1) Assessment for intervention.
- (2) Direct intervention (including counseling and behavior management).
- (3) Indirect intervention (consultation).

Objectives:

- (1) To help interns become familiar with the educational system
- (2) To develop an understanding of the processes and procedures regarding the identification of special education students.
- (3) To develop knowledge of the roles, responsibilities and functions of school psychologists and other pupil personnel.
- (4) To perform functions of school psychologists through the management of cases under the supervision of a qualified school psychologist.
- (5) To apply and integrate skills acquired through course work and training.
- (6) To engage in “best practices” as outlined in the school psychology literature.

Suggested model for training:

The following is a suggested model for the supervision and training of students enrolled in the school psychology internship experience. The model progresses sequentially through five stages. The length of each varies as a function of the skills of the intern and the demands of the setting.

Stage I: Shadowing and Modeling the Field Supervisor

During this stage the intern physically shadows the supervisor to directly observe their performance of professional activities. The task of the supervisor: to demonstrate the various activities while the intern observes the supervisor perform those tasks. During this period the intern:

- a. Is introduced to various school personnel.
- b. Is introduced to various school programs.

- c. Learns about the organizational structure of the school.
- d. Is exposed to various procedures (formal and informal) used by psychologists in the performance of their role.
- e. May observe other psychologists in addition to the supervisor.

- f. Acquires knowledge of the scope and sequence of instruction by scheduling visits to classrooms that differ by age, type and subject matter.
- g. Observes classes, critiques and analyzes the observation and discussion the observation with the Field and/or University Supervisors.

Stage 2: Observation and Assessment of Professional Skills:

During this stage the supervisor observes the intern performing both direct (i.e. testing) and indirect (i.e. consultation) services.

During this time the Field Supervisor assesses the developmental level of the intern.

Stage 3: Guided Independent Practice/Cooperative Practice

During this time the intern independently performs specific tasks (i.e., cognitive tests, re-evaluation).

During this time the intern may engage in cooperative practice involving the collaboration of the Field Supervisor and intern on certain cases. For example, the intern and Field Supervisor may conduct different aspects of a student evaluation, co-lead a counseling group, and the like.

Stage 4: Increasing Independent Practice

During this time the Field Supervisor allows increasing freedom to the intern. The intern conducts a complete evaluation under the guidance of the Field Supervisor.

Stage 5: Professional Independence

This stage is typically not reached by interns until they have completed the internship and/or have finished their first year as an entry-level school psychologist.

During this stage the intern performs many of the functions of the school psychologist and manages their cases independently from beginning to conclusion.

Appendix B

School Psychology Internship Evaluation Psychology 686: Internship in School Psychology Millersville University Department of Psychology

Intern: _____

Date of Evaluation: ___/___/___

Field Supervisor: _____

School District: _____

Instructions:

This form is designed to help supervisors provide feedback about the performance of students during their field experience. It will become a part of the student's record and may be considered in assigning grades for the course. In your evaluation please consider the student's work and involvement in university assignments, professional development, agency involvement, and school psychology opportunities provided by the school district. Please answer each item using the scale provided and give an overall rating for each standard. 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.

II. Professional Dispositions and Related NASP Standards

A. Communicates Professionally	1	2	3	4	N/O
1. Follows appropriate channels of communication (Standard 8.2)					
2. Abides by FERPA (Federal Educational Rights and Privacy Act) (Standard 8.2)					
3. Writes and speaks to easily understood by multiple audiences (Standard 8.2)					
4. Conveys professional tone (Standard 8.2)					
5. Listen carefully and actively (Standard 8.2)					
B. Demonstrates Professional Growth	1	2	3	4	N/O
2.Exhibits enthusiasm about the profession (Standard 8.2)					
2. Self-regulates and modifies professional behavior based upon feedback (Standard 8.2)					

3. Is aware and involved with professional organizations, publications, and activities (Standard 8.2)					
4. Participates consistently and appropriately (Standard 8.2)					

C. Demonstrates Professional Relationships	1	2	3	4	N/O
1. Is respectful during interactions with school students, educational personnel, and families (Standard 5.1)					
2. Works collaboratively with other colleagues, university, and field supervisors (Standards 3, 5.1)					
3. Completes high quality products in a timely manner (Standards 5.1, 8.2)					
D. Exhibits Attributes Suitable to the Profession	1	2	3	4	N/O
1. Adapts and is flexible to change (Standard 5.1)					
2. Displays excellent interpersonal skills (Standard 5.1)					
3. Maintains professional appearance (Standard 5.1)					
4. Displays initiative and reflective judgment (Standard 5.1)					
5. Provides leadership and problem solving (Standard 5.1)					
E. Displays Responsible and Ethical Behavior	1	2	3	4	N/O
1. Adheres to Professional Codes of Ethics of MU, NASP, and APA (Standard 8.2)					
2. Presents data honestly (Standard 8.2)					
3. Follows organizational protocol (Standards 5.1, 8.2)					

II. School Psychology

A. Student Competencies, Related NASP Standards and Program Objectives

Please answer each item using the scale provided and give an overall rating for each standard.

STANDARD II – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Data-Based Decision Making and Accountability	1	2	3	4	N/O
8. Demonstrates knowledge of a variety of models and methods of assessment and data collection.					
9. Appropriately selects assessment methods based on individual cases.					
10. Accurately administers and scores traditional norm-referenced tests. (See Appendix A).					
11. 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 Standard 2 = _____

STANDARD III – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and Collaboration	1	2	3	4	N/O
7. Demonstrates knowledge of varied models and strategies of consultation.					
8. 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.					
9. Demonstrates ability to effectively communicate in collaborative relationships with families.					

Overall Rating for Standard 3 = _____

STANDARD IV – DIRECT AND INDIRECT SERVICES: Element 4.1 Interventions and Instructional Support to Develop Academic Skills	1	2	3	4	N/O
7. Identifies appropriate evidence based curricula across tier I, tier II, and tier III.					
8. Recognizes the impact of biological, cultural, and social influences on students’ academic and developmental progress.					
9. Recommends instructional strategies and academic interventions that are evidence based and developmentally appropriate.					

Overall Rating for Standard 4: Element 4.1 = _____

STANDARD IV – DIRECT AND INDIRECT SERVICES: Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills	1	2	3	4	N/O
8. Recognizes the impact of biological, cultural, and social influences on students’ behavior and mental health.					
9. Identifies appropriate evidence based strategies to promote social-emotional functioning across tier I, tier II, and tier III.					
10. Recommends behavioral and social-emotional interventions that are evidenced based and promote mental health and learning.					
11. Recognizes the interplay between behavioral and emotional function and student learning.					

Overall Rating for Standard 4: Element 4.2 = _____

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Element 5.1 School-Wide Practices to Promote Learning	1	2	3	4	N/O
7. Demonstrates knowledge of school organization and administrative structure and follows organizational protocol.					
8. Uses appropriate technology resources (AIMSweb, DIBELS, SWIS) to assist in assessment and other decision making processes.					
9. Utilizes the variety of programs, services, and related resources available within the greater school system to promote learning and mental health.					

Overall Rating for Standard 5: Element 5.1 = _____

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Element 5.2 Preventive and Responsive Services	1	2	3	4	N/O
8. Recognizes and considers the impact of protective and risk factors found within the school, community, family and child, that impact learning and mental health.					
9. Recognizes and implements evidence-based interventions to promote wellness and appropriate student behavior.					
10. Identifies the core elements of academic and behavioral multi-tiered					

models and practices to promote wellness and prevent problem behaviors.					
11. Knows evidence-based strategies and district protocols for responding to crisis (e.g., suicide, death, natural disaster, violence, sexual harassment).					

Overall Rating for Standard 5: Element 5.2 = _____

STANDARD VI – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Family–School Collaboration Services	1	2	3	4	N/O
8. Establishes rapport and effectively communicates with families of diverse backgrounds (culture, language, SES).					
9. Is sensitive to home variables and integrates evidence-based strategies for the home that support child functioning.					
10. Promotes and seeks collaboration and participation between the home and the school.					
11. Demonstrates knowledge of research related to family variables and subsequent influence on children’s learning and mental health.					

Overall Rating for Standard 6 = _____

STANDARD VII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: Diversity in Development and Learning:	1	2	3	4	N/O
8. Recognizes individual differences, abilities, disabilities and other diverse student characteristics and their impact on student success.					
9. Demonstrates knowledge of research related to diversity factors for children, families and schools.					
10. Applies evidence-based strategies to enhance services and address potential influences related to diversity.					
11. 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 Standard 7 = _____

STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: Element 8.1 Research and Program Evaluation	1	2	3	4	N/O
6. Provides support for classroom teachers in collecting and analyzing progress monitoring data.					
7. Collaborates with others to collect, analyze, and interpret systems-level program evaluation data in applied settings.					
8. Evaluates a cumulative body of research and applies it to practice for effective service delivery.					
9. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels.					
10. Uses technology to gather, evaluate, and enhance progress monitoring and communication of information.					

Overall Rating for Standard 8: Element 8.1 = _____

STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: Element 8.2 Legal, Ethical, and Professional Practice	1	2	3	4	N/O
10. Practice is ways that are consistent with existing ethical and professional codes of conduct.					
11. Adheres to legislation and regulations relevant to general and special education.					
12. Actively seeks out mentoring and supervision to inform effective practice.					
13. Formulates a personal plan for professional growth and participates in activities throughout the year.					
14. Demonstrates sound and professional judgment.					

Overall Rating for Standard 8: Element 8.2 = _____

B. Basic Work Requirements	1	2	3	4	N/O
1. Arrives on time consistently					
2. Uses time efficiently					
4. Informs supervisor and make arrangements for absences					
4. Completes requested or assigned tasks reliably and on time					
5. Completes required total number of hours and days on site					
6. Is responsive to norms about clothing, language, etc. on site					
C. Response to Supervision	1	2	3	4	N/O
1. Actively seeks supervision when necessary					
2. Is receptive to feedback and suggestions from supervisor					
4. Understands information communicated in supervision					
4. Successfully implements suggestions from supervision					
5. Is aware of ideas that need improvement					
6. Is willing to explore personal strengths and weaknesses					

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

Signature of Field Supervisor/Date

Signature of Intern/Date

Thank you for your time in supervising this intern and for completing this evaluation!