Edinboro University

School Psychology Program

Accredited by the
National Association of School Psychologists
(with conditions) and the
Pennsylvania Department of Education

Student Handbook

Department of Counseling, School Psychology, and Special Education
This handbook was created to serve as a guide to our graduate students. It should be consulted for information pertaining to the requirements for those pursuing Educational Specialist Degree in School Psychology (Certification in School Psychology). Additional information about the university, graduate school, and program may be obtained by logging on at www.edinboro.edu.
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Program Overview
The School Psychology Program* at Edinboro University requires three years of full-time study. This includes two years of coursework and a full-time internship during year three. The full program is 63 credit hours of which 30 credits count toward the Master of Education Degree in Education Psychology (MED Ed Psych). During the first year, candidates take four classes in the fall, four in the spring, and two in the summer. Volunteer service learning experiences are embedded in first year. Candidates provide three hours of volunteer service per week with a local school across each semester. During the second year candidates take four classes in the fall (one is practicum), four in the spring (one is practicum), and one in the summer. The practicum experience is two days per week in the fall (200 hours accrued by the end of the semester) and spring semesters (200 hours accrued by the end of the semester). At the end of the second spring semester candidates are eligible for the MED Ed Psych. An internship requiring a minimum of 1,200 hours of experience is completed during the third year of the program. Upon completion of all program requirements candidates will be awarded the Educational Specialist Degree (EdS) in School Psychology.

*Upon completion of the program students are eligible to apply for School Psychology Certification in Pennsylvania. You must be a U.S. citizen. If you are not a U.S. citizen you must have a permanent immigrant visa, which permits you to seek employment within the United States. Additionally, you must intend to become a citizen and file a notarized form titled, “Declaration of Intent to Become a Citizen of the United States” (part of Foreign Supplement Package available from the Bureau of Teacher Certification and Preparation). Application information for certification in Pennsylvania may be found at: http://www.edinboro.edu/academics/schools-and-departments/soe/clearances-certifications-candidacy/certification-requirements/index.html

Admission to the Program
Individuals seeking admission must comply with the general admission requirements for graduate studies at Edinboro University of Pennsylvania and with the special admission requirements of this curriculum listed below:

1. Applicants must submit three reference letters.
2. Submit a one to two page essay answering the following questions:
   a. What attracted you to the field of educational/school psychology?
   b. What attributes do you possess that will enable you to succeed as a graduate student and ultimately as a practitioner?
   c. What are your professional goals?
3. Submit a professional resume.
4. GRE scores are required. Scores averaging the 50th percentile or above for the verbal, quantitative, and analytical writing sections are preferred.
5. Possess a quality point average of 3.0 or better (4 point scale) for the junior and senior year of the bachelor’s degree.
Upon receipt of all application materials applicants will be contacted for an interview. The preferred date for receiving applications is on or before February 15th. Notification of acceptance into the program will occur prior to April 1st and a response from the applicant indicating a desire to enroll at Edinboro University is required by April 15th. Applications received after February 15th will be evaluated on a case-by-case basis. Graduate assistantship application materials should be submitted to the Office of Graduate Studies by February 15th. Please refer to the Office of Graduate Studies homepage for information on applying for a graduate assistantship or go to: http://www.edinboro.edu/academics/schools-and-departments/graduate-studies/apply/index.html

Degrees Earned as Part of the School Psychology Program
The School Psychology Program comprises two degrees: The Master of Education Degree in Educational Psychology (MED Educational Psych) and the Educational Specialist Degree (EdS) in School Psychology.

Master of Education Degree in Educational Psychology (MED Educational Psych)
The School Psychology Program is 63 credits. Of these, 30 credits count toward the Master of Education Degree in Educational Psychology (MED Educational Psych). In addition to the course requirements, this program requires a written comprehensive examination and a master degree research project.

Online MED Comprehensive Examination
Following completion of the MED Educational Psych degree coursework, students are required to complete a written comprehensive examination designed to assess their mastery of knowledge in areas relevant to Educational Psychology. These areas include: learning theories, counseling, consultation, crisis management, and research. Successful completion of the examination is needed prior to internship. This examination is multiple-choice. Students must obtain a cumulative score of 70% or higher. Students must contact the Program Head if they score below 70% correct.

Educational Psychology Research Project
All candidates enrolled in the MED Educational Psychology must complete a master degree research project. This is accomplished in part by successfully completing requirements for APSY788 and APSY789. Candidates are to examine the effectiveness of an empirically based intervention to address the instructional needs or mental health needs of school-age students. The research project should use an established research design methodology. More information on this research is available in the MED Educational Psychology Handbook. Your advisor will provide guidance for topic selection, completion of the final project, and determine its acceptability for the research project. Preparation of a manuscript suitable for submission for peer review is required.

Educational Specialist Degree (EdS) in School Psychology Program
Mission and Philosophy
The School Psychology Program prepares its graduates for the professional practice of psychology in the schools by emphasizing a scientist-practitioner model of training. The mission of the program is to prepare graduates students according to the National Association of School Psychologists (NASP) training standards and develop leaders in schools who use empirically supported practices for instruction, mental health/crisis intervention, and special education services. The program provides a solid foundation of instruction, research, and field experience, which reflects current, empirically supported methods in Psychology and Education. These experiences prepare graduates to provide assistance and expertise in the assessment and intervention of problems experienced by children, schools, and communities.

Respect for diversity among individuals, diversity among groups, and diversity among communities is emphasized throughout the curriculum. The goal of our program is to help each candidate to identify and apply his/her unique talents while solving problems using data based approaches that allow him/her to work with children and families having a broad range of needs. The focus of our program is on the application of empirically supported approaches to assist all children in achieving academic success, social competence, and emotional and physical health.

Program Description
Successful completion of the EdS in School Psychology Program at Edinboro University, along with a passing Praxis II score, culminates with the specialist certificate as a school psychologist in the state of Pennsylvania. Graduates are also eligible to apply for national certification (https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp).

Respecialization
Individuals already possessing a doctorate or master degree from an accredited institution may apply to the School Psychology Program. Previous graduate work will be reviewed to determine the extent to which previous graduate courses meet program objectives. Transfer of credits will be made based on University policy, which allows for the transfer of up 15 credits for the EdS in School Psychology Program.

Full-Time
Students in the School Psychology Program are enrolled full-time over three years. Students who possess a master or doctorate degree and are professionally employed on a full-time basis may complete the program as a respecialization student. All requirements of the School Psychology EdS program are completed as part of respecialization. All students including those respecializing in school psychology must enroll full-time earning 18 credits during at least one year.

Competencies for the School Psychology Certification Program
The mission of the School Psychology Program at Edinboro University is to train candidates according to standards set by the National Association of School Psychologists (NASP) and develop leaders who use evidence based approaches for instruction, mental health/crisis intervention, and special education services. The following domains serve as goals and objectives
for our candidates. These domains are tied directly to NASP 2010 standards, and these domains are systematically assessed throughout training.

**Practices that Permeate All Aspects of Service Delivery**

**1. Data based Decision-Making and Accountability**
Candidates have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs and measuring progress and outcomes.

As part of systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, candidates demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to service and programs.

**2. Consultation and Collaboration**
Candidates have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, candidates demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

**Direct and Indirect Services for Children, Families, and Schools:**

**Individual Student Level Services**

**3. Interventions and Instructional Support to Develop Academic Skills**
Candidates have knowledge biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.

Candidates in collaboration with others, demonstrate skills skill to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

**4. Interventions and Mental Health Services to Develop Social and Life Skills**
Candidates have knowledge of biological, cultural, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

Candidates in collaboration with others demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support socialization, learning, and mental health.
**Direct and Indirect Services for Children, Families, and Schools:**

**Systems-Level Services**

5. **School-wide Practices to Promote Learning**
Candidates have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

Candidates in collaboration with others demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

6. **Preventive and Responsive Services**
Candidates have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidenced-based strategies for effective crisis response.

Candidates in collaboration with others demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. **Family-School Collaboration Services**
Candidates have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Candidates in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

**Foundations of School Psychologists’ Service Delivery**

8. **Diversity in Development and Learning**
Candidates have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

Candidates demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts with recognition that an understanding and respect for diversity in
development and learning and advocacy for social justice are foundations of all aspects of service
delivery.

9. Research and Program Evaluation
Candidates have knowledge of research design, statistics, measurement, varied data collection
and analysis techniques, and program evaluation methods sufficient for understanding research
and interpreting data in applied settings.

Candidates demonstrate skills to evaluate and apply research as a foundation for service delivery
and in collaboration with others, use various techniques and technology resources for data
collection, measurement, analysis, and program evaluation to support effective practices at the
individual, group, and/or systems levels.

10. Legal, Ethical, and Professional Practice
Candidates have knowledge of history and foundations of school psychology; multiple service
models and methods; ethical, legal, and professional standards; and other factors related to
professional identity and effective practice as school psychologists.

Candidates demonstrate skills to provide services consistent with ethical, legal, and professional
standards; engage in responsive ethical and professional decision-making; collaborate with other
professionals; and apply professional work characteristics needed for effective practice as school
psychologists, including respect for human diversity and social justice, communication skills,
effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology
skills.

Evaluation of the Candidate Performance of School Psychology Competencies
Candidates develop skills and demonstrate competencies during practicum and internship.
Practicum and internship rating forms address candidate demonstration of program
competencies. Candidates are rated by supervising school psychologists during practicum
and internship using the forms aligned with program objects and NASP standards. The practicum
rating form is found in Appendix B on page 22. Candidates must earn an aggregate rating of 264
for practicum on the final evaluation. The internship rating form is found in Appendix C on page
29. Candidates must earn a minimum aggregate rating of 214 on the 40-week intern evaluation
form. Candidates compile an Intern Performance Portfolio documenting their competencies. The
Performance Portfolio consists of several items: academic intervention report; behavior
intervention report; program evaluation report; and written responses demonstrating performance
of competencies. Directions for written responses demonstrating competencies may be found in
Appendix D on page 36. Portfolios are evaluated using the Intern Performance Portfolio
Evaluation Form (see Appendix E on page 39). Candidates must earn a minimum aggregate score
of 42 on the Intern Performance Portfolio Evaluation Form.

Admission for Respecializaion (Students already possessing a Master or Doctoral Degree)
Individuals seeking to obtain school psychologist certification and who possess a master degree
or doctoral degree must comply with the general admission requirements for graduate studies at
Edinboro University and with the special admissions requirements listed below:
1. Applicants must submit an ETS (R) Personal Potential Index (ETS PPI) Evaluation Report by going to www.ets.org/ppi/ and setting up an account. Current GRE Applicants and those who took the GRE General Test after 5/1/2009 can send the report for free. The evaluation report should include feedback from at least three (or four) evaluators, one of whom must be a supervisor. Find evaluators who know you well.

2. Submit a one to two page essay answering the following questions:
   a. What attracted you to the field of educational/school psychology?
   b. What attributes do you possess that will enable you to succeed as a graduate student and ultimately as a practitioner?
   c. What are your professional goals?

3. Submit a professional resume.

4. GRE scores are required. Scores averaging the 50th percentile or above for the verbal, quantitative, and analytical writing sections are preferred.

5. Possess a quality point average of 3.5 or better (4 point scale) for the Master Degree or Doctoral Degree.

Upon receipt of all application materials you will be contacted for an interview. The preferred date for receiving all application materials is February 15th. Acceptance letters will be mailed by April 1 and a response from the applicant regarding enrollment is required by April 15th. Applications received after February 15th will be evaluated on a case-by-case basis. To be considered for a graduate assistantship all materials should be submitted to the Office of Graduate Studies by February 15th. Please refer to the Office of Graduate Studies homepage for information on applying for a graduate assistantship or go to:

http://www.edinboro.edu/academics/schools-and-departments/graduate-studies/apply/index.html

Comprehensive Intern Evaluation

During internship, candidates are required to complete an Intern Performance Portfolio consisting of reports for an academic intervention with a student, a behavior intervention with a student, a program evaluation at the internship site, and written responses demonstrating competencies in school psychology. The written responses are answers to questions tied to each program objective. All requirements for the performance portfolio must be submitted electronically by April 7. A program faculty member evaluates each candidate using the Intern Performance Portfolio Evaluation Form. This forms is found in Appendix D on page 38. Candidates must receive a score of 42 to graduate. If a candidate is unsuccessfully rated below 42 on the Intern Performance Portfolio, then the candidate must meet with program faculty members and devise an individualized plan for developing needed competencies for graduation. If the candidate is unsuccessful in completing the individualized plan, the candidate will be terminated from the program.

Practicum in School Psychology

Practica experiences are required for all candidates. Practica experiences are built into year two of the program (APSY 725 Practicum I and APSY 735 Practicum II). First year candidates will complete a school service project by completing at least 50 hours of service in a school. Candidates may complete approximately 3 hours per week during each semester by volunteering
in a local school. Volunteer service experiences may include assisting with collection of universal screening data, implementing academic interventions, tutoring, and assisting school staff with the academic and social needs of students. During year two, candidates will complete a fall and a spring practicum at a school placement. Practicum experiences are completed two days per week across each semester and involve a broad range of assessment, intervention, and consultation activities. Candidates must complete 200 hours of supervised practicum experiences each semester for a total of approximately 400 hours of supervised experience prior to internship. Candidates are evaluated twice per semester by the site supervisor using the Practicum Evaluation form. During year three, candidates will complete 1200 hours of supervised experience for internship. Candidates must receive a minimum aggregate rating of 264 on the final practicum evaluation.

Internship
APSY795 Internship in School Psychology is a field-based experience, which is completed on a full-time basis during one academic year or on a part-time basis over two academic years. The internship is the culminating experience of the certification program. It is a full-time experience for two-semesters (1200 hours total) during which the candidate functions under the direct supervision of a certified school psychologist. Each candidate must complete at least 600 hours of the internship in an approved school setting. In non-school settings, supervisory personnel hold an appropriate credential for that setting. Where employed, a rationale specifies its appropriate relationship to the practice of school psychology. The candidate functions in a carefully supervised but relatively independent manner. Interns are evaluated by site supervisors after 5-, 10-20, and 40-weeks using the Intern Evaluation Form. During this time the candidate progressively assumes the role and functions of a psychologist in the schools. A candidate may be placed in urban, rural, and/or suburban settings but must be exposed, to the fullest extent possible, to children and families with diverse cultural backgrounds. A minimum aggregate score of 214 on the 40-week evaluation is required for graduation. Candidates must complete an academic intervention, behavioral intervention, and program evaluation during internship to be included in the candidate’s portfolio. Additionally, each candidate must provide written responses demonstrating competencies for the intern portfolio. A minimum aggregate score on the Intern Performance Portfolio of 42 is required for graduation.

University supervision by departmental faculty is provided for internship. Monthly meetings are completed with interns. A candidate who does not demonstrate adequate professional and clinical competence may be asked to withdraw from internship or do additional work until competency is achieved. Each candidate completing practicum and internship is required to obtain clearances, liability insurance, and medical testing consistent with the requirements of the School of Education. Information on clearances may be found at http://www.edinboro.edu/academics/schools-and-departments/soe/clearances-certifications-candidacy/index.html.

Arrangements for the TB skin test may be made through the Ghering Health and Wellness Center (http://www.edinboro.edu/directory/offices-services/gering/).
Information on liability insurance may be found at the NASP website: http://www.nasponline.org/membership/insurance.aspx.

During the year two of the program, information about past internship sites will be available for candidates. Some candidates may investigate different internship sites. Prior to starting internship, all internship placements must be approved by the School Psychology Program Head. Specific terms of placement shall be arranged by the university-based internship supervisor and embodied in a written Edinboro University agency-student internship placement agreement (contract) drawn prior to placement. Financial support for the internship is not the responsibility of the University. Non-support of any intern is not a basis for either refusal of, or failure to complete, the internship requirement. The Internship Handbook is available to interns and candidates by contacting the School Psychology Program Head.

**PRAXIS Examinations**
Students enrolled in the program must pass the School Psychology content area test (Praxis II) before certification is granted by the Pennsylvania Department of Education (PDE). Students are encouraged to take this PRAXIS II examination early in the second semester of internship. For more information go to: http://www.edinboro.edu/academics/schools-and-departments/soe/testing/

**Residency**
All students entering the program are expected to complete the school psychology certification program over a period of three years unless they are respecializing in school psychology. The course sequence entails four courses in each semester of the first two years of the program. There are three summer classes. Candidates who are respecializing may have met certain course requirements through their previous graduate work. As such they may need to take less than four courses each semester. A 1200 hour full-time internship experience is required.

**Professional Development**
Involvement in professional organizations should begin in graduate school and continue throughout one’s career. Such groups need the active involvement of its members in order to promote the profession, set standards for the provision of services, offer continuing education, and influence creation of laws. To this end, EdS in School Psychology graduate students at Edinboro University are encouraged to join the Association of School Psychologist of Pennsylvania (ASPP) and the National Association of School Psychologists (NASP) as well as related organizations such as the Pennsylvania Psychological Association (PPA) and the Council for Exceptional Children (CEC).

Professional involvement in school psychology may be fostered in other ways. Upon completion of the master degree research project, candidates are encouraged to display their work at state and national conferences. School Psychology candidates are encouraged to join the School Psychology Club. Through fundraising and financial support from GPDP, school psychology candidates are better able to attend local, state, and national conferences.
## Sequence of School Psychology Program Course Offerings and Program Requirements

### Fall Year One
- *APSY720 Learning Theories (3 credits)*
- *APSY722 Individual Psychological Assessment I (3 credits)*
- *APSY781 Statistics in Education (3 credits)*
- *SPED710 Seminar in Special Education and Exceptionalities (3 credits)*
  - Begin 50 hour school experience

### Spring Year One
- *APSY723 Individual Psychological Assessment II (3 credits)*
- *APSY727 Psychoeducational Counseling and Interviewing (3 credits)*
- *COUN712 Human Development Across the Lifespan (3 credits)*
- *SPED725 Seminar in Mild to Moderate Disabilities (3 credits)*
  - Complete-50 hour school experience

### Summer Year One
- *APSY721 Cultural, Social, and Biological Bases of Personality (3 credits)*
- *APSY796 Crisis Management and Violence Prevention (3 credits)*

### Fall Year Two
- *APSY615 Professional Development in School Psychology (3 credits)*
- *APSY625 Collaborative Consultation in Educational Settings (3 credits)*
- *APSY725 Clinical Practicum in School Psychology (3 credits)*
  - 2 days/week
- *APSY/SPED 788 Research in Education I (3 credits)*

### Spring Year Two
- *APSY724 Psychoeducational Assessment of Behavioral and Developmental Disabilities (3 credits)*
- *APSY735 Clinical Practicum in School Psychology (3 credits)*
  - 2 days/week
- *APSY789 Research II: Seminar in Ed. /Psych. Research (3 credits)*
- *READ706 Foundations of Literacy (3 credits)*
- *Pass MEd Education Psychology Comprehensive Exam*
- *Submit Research Project Paper for MEd in Educational Psychology*
  - Completion of MEd in Educational Psychology Degree

### Summer Year Two
- *APSY790 Seminar in School Psychology (3 credits)*

### Year Three
- *APSY795 Internship in School Psychology (6 credits)*
  - >1200 hours
- *Pass Praxis II exam*
- *Pass Comprehensive Internship Review*
  - Completion of Ed.S. in School Psychology Degree
*Indicates required courses for M.Ed. in Educational Psychology

**Course Descriptions**

**APSY615 Professional Development in School Psychology – 3 sem. hrs.**
This course covers the structure and organization of schools and systems. It offers students an overview of roles and functions of the school psychologist as well as multiple service models for practice. The historical and legal foundations of the school psychology are explored and contemporary demographics and issues of professional identity are reviewed in detail.

**APSY625 Collaborative Consultation in Educational Settings – 3 sem. hrs.**
This course prepares the student to participate in collaborative consultation services for students experiencing learning and/or behavior problems. It emphasizes enhancing communication skills, interactive teaming, problem solving, case management skills, systems level consultation, and implementation with culturally diverse students. It also reviews multi-tiered service delivery systems, including response-to-intervention.

**APSY720 Learning Theories – 3 sem. hrs.**
This course examines classic and contemporary theories of learning, particularly in regard to the learning and behavior of children and adolescents. It explores the research base of the major theoretical models and examines the implications of those models for the education and treatment of children adolescents.

**APSY721 Cultural, Social, and Biological Bases of Personality Development- 3 sem. hrs.**
This course reviews theories on how social and cultural factors influence personality development in children and adolescents. It also considers how home and school environments may foster healthy adjustment. Additionally, drugs commonly prescribed to school-age children are reviewed. Information on intended effects, side-effects, and monitoring procedures of these medications are discussed in depth.

**APSY722 Individual Psychological Assessment I – 3 sem. hrs.**
Develops competence in administering, scoring, and interpreting an intellectual/achievement assessment system and the use of informal assessment to include curriculum-based measurement and curriculum-based assessment. The statistical and psychometric underpinnings of the instruments are examined. The course emphasizes practical application of the results in school settings including report writing, definitional guidelines, progress monitoring, program evaluation, and legal provisions. Closed to non-majors.

**APSY723 Individual Psychological Assessment II – 3 sem. hrs.**
Develops competence in administering, scoring, and interpreting a variety of norm-referenced and informal psychological and educational assessment instruments. Integrating data from the Wechsler Scales into psychoeducational reports is central. Test construction theory is emphasized. Alternatives to classic psychometric theory and emerging trends are discussed. Guidelines for ethically sound and culturally fair testing are reviewed in detail. Prerequisite: APSY722
APSY724 Psychoeducational Assessment of Behavioral and Developmental Disabilities – 3 sem. hrs.
Provides an overview of individual psychoeducational instruments commonly used in school settings. These include behavior rating scales, observation systems, measures of adaptive behavior, interview procedures, and some projective techniques. Students will develop skills for the administration and interpretation of these techniques as well as incorporation of obtained information into written reports.

APSY725 Clinical Practicum in School Psychology – 3 sem. hrs.
Provides advanced school psychology students with supervised practical experiences in a university clinic and supplemental experiences in school settings. Students are given opportunities to practice assessment and intervention skills. Prerequisite: APSY722 or permission of instructor.

APSY727 Psychoeducational Counseling and Interviewing – 3 sem. hrs.
Introduces the student to psychoeducational counseling and interviewing in the schools. Emphasis is on collecting and incorporating data into psychoeducational reports and linking assessment data to psychological interventions. Readings, discussion, and role play are used to assist the student explore his/her personal views of human nature and diversity.

APSY735 Advanced Clinical Practicum in School Psychology – 3 sem. hrs.
This course provides advanced school psychology students with supervised practical experiences in schools and other educational and mental health settings. Students are given enhanced opportunities to practice assessment and intervention skills. Prerequisite: APSY725 or permission of instructor.

APSY781 Statistical Methods in Education – 3 sem. hrs.
This course examines statistical tools used in educational and behavioral research including descriptive measures of central tendency, variation, and relationship. It also covers inferential techniques for evaluation measures and allies (test, analysis of variance, chi-square), employing the hand calculator and computer system to do computations.

APSY/SPED 788 RESEARCH I – 3 sem. hrs.
This is the first of a two course series that includes information on types of research designs utilized in educational research: quantitative, qualitative, mixed method and single case methodology. Candidates will develop a research proposal, which includes a literature review and methodology for a single case design research project unless a different design is approved by the student’s advisor. The work will use APA publication style for manuscript submission and the proposal will be implemented in APSY789.

APSY789 Research in Education II – 3 sem. hrs.
This course teaches skills required for completing data collection for research, evaluating the validity of research results, and presenting research to the public. Single-case design is emphasized. Students are required to complete a manuscript of publishable quality. Prerequisite: EDUC788.
APSY790 Seminar in School Psychology – 3 sem. hrs.
Focuses primarily on current issues and problems graduate students face during the internship and the early years of their school practice. It includes legal and ethical issues, common professional problems, and the organization of psychological services in the school setting. Prerequisite: permission of instructor.

APSY795 Internship in School Psychology – 3 sem. hrs.
The internship provides advanced school psychology students with opportunities for supervised experiences delivering a broad range of school psychological services. Services include, but are not limited to, assessments and direct and indirect intervention design and implementation. Interns work with children across developmental levels from varied backgrounds that experience educational and behavioral difficulties. Prerequisite: APSY725 or permission of instructor.

APSY796 Crisis Management and Violence Prevention – 3 sem. hrs.
This course develops an understanding of techniques and issues related to preventing and managing crises situations in schools. It trains students in non-violent interventions for handling aggressive and disruptive school-age individuals.

COUN712 Human Development Across the Lifespan-3 sem. hrs.
This graduate level course traces human development over the life span. Issues for each stage of development in the arenas of physical, cognitive and psychosocial growth are explored. Culture and systemic influences on development are emphasized. Theories and research that have applicability to the counseling profession are examined.

READ706 Foundations of Literacy Theory and Instruction – 3 sem. hrs.
This course will deal with the foundations of literacy in the elementary and middle school. It will offer a careful study of theory and best practice as applied to literacy learning for diverse learners. Emphasis will be given to the scope and sequence of literacy instruction, instructional methods and materials, assessment, and strategies used in teaching reading and writing to elementary and middle school children. An observational field component is included in the course. Prerequisites for teacher certification students: ELED180, ELED220, ELED240 or ELED721.

SPED710 Seminar in Special Education – 3 sem. hrs.
This course acquaints graduate students with the historical development of special education and current and anticipated issues in special education. It reviews the attitudes toward and treatment of exceptionalities and the impact of exceptionalities on self, family, and community. It stresses etiology and identification of the various exceptionalities, as well as knowledge of the educational process for each.

SPED725 Seminar in Mild to Moderate Disabilities – 3 sem. hrs.
This course provides study in the identification, learning characteristics, and instructional and behavioral needs of students with mild to moderate disabilities. It allows special education
teacher candidates to develop a repertoire of evidence-based individualized instructional strategies. Prerequisite: SPED 710 or permission of instructor.

**Ethical Principles of Psychologists**

All candidates are expected to learn and follow the ethical principals of psychology. Failure to abide by ethical code may be grounds for dismissal. Although candidates will be formally taught the content and application of the ethical principles in pre-internship class, candidates are encouraged to be familiar with the ethical principles of the National Association of School Psychologists. The introduction to the ethics code states:

> The formal principles that elucidate the proper conduct of a professional school psychologist are known as Ethics. By virtue of joining the Association, each NASP member agrees to abide by the Ethics, acting in a manner that shows respect for human dignity and assuring a high quality of professional service. Although ethical behavior is an individual responsibility, it is in the interest of an association to adopt and enforce a code of ethics. If done properly, members will be guided towards appropriate behavior, and public confidence in the profession will be enhanced. Additionally, a code of ethics should provide due process procedures to protect members from potential abuse of the code. The NASP Principles for Professional Ethics have been written to accomplish these goals.

The principles in this manual are based on the assumptions that: 1) school psychologists will act as advocates for their students/clients and 2) at the very least, school psychologists will do no harm. These necessitate that school psychologists “speak up” for the needs and rights of their students/clients even at times when it may be difficult to do so. School psychologists are also constrained to provide only those services for which they have acquired an acknowledged level of experience, training, and competency. Beyond these basic premises, judgment is required to apply the ethical principles to the fluid and expanding interactions between school and community.


**Professional Work Characteristics Policy**

In addition to developing knowledge and skills in the area of school psychology, candidates are expected to develop the interpersonal behaviors necessary to function as a professional. Candidates may choose a helping profession because they have been given feedback that they have some of the personal characteristics and interpersonal behaviors required to work effectively with others. It is expected that candidates will continue to develop these attributes along with their pursuit of academic knowledge and skills.
The National Association of School Psychologists has identified Professional Work Characteristics (PWC) to be utilized in the process of monitoring and developing professional behavior. These are communication skills, interpersonal skills, respect for diversity, ethical responsibility, adaptability, and initiative/independence. The PWC are considered by faculty during applicant interviews and are part of the practicum and internship evaluation process.

Prior to practicum and internship, opportunities to receive feedback about interactions in school settings from supervisors and faculty in the certification program are infrequent. Therefore, candidate interpersonal behaviors with faculty, peers, and others in the academic community will serve as a measure of the development of the PWC. Faculty will be looking for opportunities in class and in professional interactions outside of class to encourage candidates to practice these behaviors. In addition, faculty will give candidate feedback about interpersonal and professional conduct, particularly when a candidate’s interpersonal behavior may become an obstacle to working effectively with others. The development of professional, ethical and effective interpersonal behavior is an important aspect of becoming a competent professional.

All candidates entering the program will complete a brief PWC reflection. If a candidate raises a concern, the candidate will develop a plan to address the concern with the candidate’s advisor.

Faculty meetings for the purpose of monitoring and addressing student PWCs are held each semester. Should a candidate demonstrate behaviors that are deemed by faculty to require attention, the following process will be enacted:

1. Faculty will discuss concerns with the student.
2. If necessary, faculty will discuss concerns with the PWC committee. The committee will meet once each semester and additionally as determined by committee members.
3. If necessary, the PWC committee may direct the advisor to meet with the candidate to address concerns and make specific recommendations aimed at improving the candidate behavior.
4. The PWC committee may require the candidate to meet with the committee to discuss concerns and develop a plan of action that will assist the candidate with interpersonal and professional growth. The advisor will meet with the candidate to develop a specific action plan.
5. In the event that candidate behavior does not comply with the action plan, the program faculty may ask the Dean of Education to remove the candidate from the program. Candidates have the right to appeal such a decision as outlined in the Graduate Catalogue.

Plagiarism

From the Office of Academic Programs:
Plagiarism may be defined as the act of taking the ideas and/or expression of ideas of another person and representing them as one’s own. It is nothing less than an act of theft and, as such, is subject to University disciplinary action. The penalty for plagiarism may include a failing grade for the assignment in question and/or a failing grade for the course.
Plagiarism can take several forms. The most obvious form, and the one with which most students are familiar, involves word-for-word copying from another source without proper acknowledgment. Any time a source, or portion of a source, is copied verbatim in a paper; it must be credited to the source either in the body of the paper or in the end notes and must be bracketed by quotation marks.

Paraphrasing the structure and/or language of a source without proper acknowledgment is a second form of plagiarism. Some students falsely believe that simply by changing a few words, omitting a sentence or two, or changing the word order or sentence structure of a source, they have made themselves invulnerable to charges of plagiarism. This is absolutely untrue. Such minor changes do not mask the fact that the basic ideas of the source have been stolen and claimed as one’s own work.

A third form of plagiarism involves writing a theme, which is based solely on the ideas of another person. While the structure and/or language used may be different from that of the original source, the fact remains that the basic ideas have been taken, without appropriate acknowledgment, and cited as evidence of one’s own thinking. It should be noted that plagiarism also extends to areas outside of the written arts. Because plagiarism involves the misrepresentation of another’s ideas as one’s own, it can also occur in fields such as art, music, and cinema, and also in the sciences. For example, a student is guilty of plagiarism if he or she steals an image from some form of artwork he or she has seen. Similarly, the unacknowledged use of scientific research data or results constitutes an act of plagiarism, and in the field of computer science, a student commits plagiarism if he or she copies a computer program developed by another individual.

Clearly, plagiarism defeats the central purpose of education, namely, to enable one to think and formulate one’s own ideas. The student who has doubts about whether or not his/her work may constitute as plagiarism should consult with the course instructor prior to submitting the work. The instructor can provide clear guidance on how the student can avoid committing this act of academic misconduct.

Policy on Academic Integrity

Academic integrity is important in the MED in Educational Psychology Program and the School Psychology Certification Program. Cheating of any kind, including plagiarism, will not be tolerated. The consequences for a student caught at cheating may include the following: (1) failing the assignment/test; (2) failing the course; and/or (3) being terminated from the program. If you become aware of any cheating in the graduate classes, please report your concerns to your academic advisor.

School District Salary Schedules

School districts determine starting salary on the basis of experience and training. The latter may be interpreted to mean the number of credits earned by a candidate following completion of a master degree. In the case of a graduate of the Edinboro University School Psychology Program,
this may be interpreted to be 9 credits (i.e. APSY790 and APSY795) following awarding of the Master of Education Degree in Educational Psychology. Districts should consider graduates of the School Psychology Program as having completed 33 credits beyond the 30 credits required for the Master of Education Degree in Educational Psychology. Upon program completion candidates will also be awarded the Educational Specialist Degree in School Psychology.

Specialties and Research Areas of Primary School Psychology Faculty

Edward P. Snyder, Professor - Program Head for School Psychology
B.A. History; minor: Education, Bucknell University
M.S. Education, Bucknell University
School Psychology Certification, Bucknell University
Ph.D. School Psychology, Lehigh University
Professional interests: functional assessments, self-advocacy/self-determination for individuals with disabilities, and special education consultation

Meghan Ferraro, Assistant Professor
B.S. in Education, Lock Haven University
M.S. Education, Educational Psychology, Indiana University of PA
School Psychology Certification, Indiana University of PA
Ed.D. School Psychology, Indiana University of PA
Pennsylvania Teaching Certificate, Elementary and Special Education
Pennsylvania Certified School Psychologist
Nationally Certified School Psychologist
Professional interests: Consultation, special education, behavioral assessments and interventions, reading instruction/intervention, and Multi-Tiered System of Supports.

Joel Erion, Professor
B.S. Elementary Education, Clarion University of Pennsylvania
M.Ed. Educational Psychology, Indiana University of Pennsylvania
School Psychology Certification, Indiana University of Pennsylvania
Ed.D School Psychology, Indiana University of Pennsylvania
Professional interests: Parent involvement, response to intervention, academic interventions, and single-case research
APPENDIX A
EDINBORO UNIVERSITY OF PENNSYLVANIA
SCHOOL PSYCHOLOGY PROGRAM
PLAN OF STUDY

It is the student’s responsibility to make an appointment with his or her advisor to develop a plan of study for certification in school psychology. This appointment should be held soon after appointment of an advisor. The plan of study must be developed prior to or in the student’s first semester in the program.

<table>
<thead>
<tr>
<th>Required Courses (63 Credit Hours)</th>
<th>Session</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY615 Professional Development in Sch. Psychology (3)</td>
<td>__________</td>
<td>__________</td>
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<tr>
<td>APSY625 Collaborative Consultation in Ed. Settings (3)</td>
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<tr>
<td>APSY720 Learning Theories (3)</td>
<td>__________</td>
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<tr>
<td>APSY721 Cultural, Social, and Biological Bases of Personality Development (3)</td>
<td>__________</td>
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<tr>
<td>APSY722 Individual Psychological Assessment I (3)</td>
<td>__________</td>
<td>__________</td>
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<tr>
<td>APSY723 Individual Psychological Assessment II (3)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>APSY724 Psychoeducational Assessment of Behavioral and Developmental Disabilities (3)</td>
<td>__________</td>
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<tr>
<td>APSY725 Clinical Practicum in School Psychology (3)</td>
<td>__________</td>
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<tr>
<td>APSY727 Psychoeducational Counseling and Inter. (3)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>APSY735 Advanced Clinical Practicum in School Psy. (3)</td>
<td>__________</td>
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<tr>
<td>APSY/SPED 788 Research in Education (3)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>APSY789 Research II: Seminar in Ed./Psych. Research (3)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>APSY796 Crisis Management and Violence Prevention (3)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>APSY790 Seminar in School Psychology (3)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>APSY795 Internship in School Psychology (6)</td>
<td>__________</td>
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<tr>
<td>COUN712 Human Development Across the Lifespan (3)</td>
<td>__________</td>
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<tr>
<td>EDUC781 Statistics in Education (3)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>READ706 Foundations of Literacy (3)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>SPED710 Seminar in Special Education and Except. (3)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>SPED725 Seminar in Mild to Moderate Disabilities (3)</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

STUDENT’S SIGNATURE / DATE

ADVISOR’S SIGNATURE / DATE
APPENDIX B
School Psychology Practicum Evaluation Form
Edinboro University School Psychology Program

Practicum Candidate _________________________ Site-supervisor____________________

Date: (circle one)   Fall 8 Weeks            Today’s Date __________
   Fall 15 Weeks
   Spring 8 Weeks
   Spring 15 Weeks

Directions: Ratings should be based on actual observations and reports from staff, clients, or families. Circle the number on the scale that best describes the candidate’s competence at this time. Below is the description of the scale. Candidates must earn an average rating of 3 for each of the 88 items to be eligible for internship. An average rating of 3 for each item is a aggregate rating of 264.

NO   No Opportunity
The candidate has not demonstrated the knowledge/skill due to no opportunity or insufficient opportunity.

1   Unsatisfactory
Candidate does not meet expectations for this level of training (Practicum I/Practicum II). The candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2   Emerging
Candidate competency is currently considered to be below expectations for the level of training but is expected to develop. Close supervision is required for all aspects.

3   Satisfactory
Competence is average or sufficient for practice at the current level of training with appropriate supervision.

4   Proficient
Candidate skills are well developed and performed at a level above practice at the current level of training. Candidate demonstrates an ability to function with only occasional supervision.

5   Advanced
Competence is very well developed with a capacity for independent functioning with a corresponding need for little or no supervision.
PROFESSIONAL WORK CHARACTERISTICS

1. Punctuality and attendance.
   NO 1 2 3 4 5
2. Attendance at training and supervisory sessions.
   NO 1 2 3 4 5
3. Professional appearance and demeanor, including speech.
   NO 1 2 3 4 5
4. Consistency, perseverance, industry, and initiative.
   NO 1 2 3 4 5
5. Flexibility; adaptability to novel and unexpected.
   NO 1 2 3 4 5
6. General attitude and interest in program and assignment.
   NO 1 2 3 4 5
7. Insight, sensitivity, commitment, and active participation.
   NO 1 2 3 4 5
8. Poise, tactfulness, and rapport with staff and others.
   NO 1 2 3 4 5
9. Preparation and organization of material.
   NO 1 2 3 4 5
10. Ability to handle constructive criticism professionally.
    NO 1 2 3 4 5

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY
Data-based Decision-Making and Accountability

11. Identifies if universal screening occurs and at what level.
    NO 1 2 3 4 5
12. Identifies CBA/CBM measures utilized in academic, cognitive, and social/emotional assessment.
    NO 1 2 3 4 5
13. Identifies standardized assessment measures utilized in academic, cognitive, and social emotional assessment.
    NO 1 2 3 4 5
14. Identifies how to monitor progress by class, grade level, and district level.
    NO 1 2 3 4 5
15. Identifies academic and behavioral supports at varying levels of intensity.
    NO 1 2 3 4 5
16. Collects data to identify or further understanding an area of concern.
    NO 1 2 3 4 5
17. Uses data to inform service delivery.
    NO 1 2 3 4 5
18. Uses data to evaluate outcomes.
    NO 1 2 3 4 5
   NO 1 2 3 4 5

20. Demonstrates skills to use psychological and educational assessment data as part of systematic problem solving.
   NO 1 2 3 4 5

Consultation and Collaboration

21. Collaboratively identifies target areas for intervention.
   NO 1 2 3 4 5

22. Consults appropriately with teachers.
   NO 1 2 3 4 5

23. Consults appropriately with parents/guardians.
   NO 1 2 3 4 5

24. Consults with community agency service providers.
   NO 1 2 3 4 5

25. Knows varied methods of consultation and collaboration applicable to the setting.
   NO 1 2 3 4 5

26. Applies varied methods of consultation and collaboration appropriate to presenting situations.
   NO 1 2 3 4 5

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS: INDIVIDUAL STUDENT-LEVEL

Interventions and Instructional Support to Develop Academic Skills

27. Observes/assesses system factors impacting instruction.
   NO 1 2 3 4 5

28. Assesses cognitive skills.
   NO 1 2 3 4 5

29. Assesses Academic skills.
   NO 1 2 3 4 5

30. Assessment results are linked to evidence based academic interventions.
   NO 1 2 3 4 5

31. Develops goals related to cognitive and academic functioning.
   NO 1 2 3 4 5

32. Implements instructional interventions.
   NO 1 2 3 4 5

33. Monitors progress of academic instruction/interventions.
   NO 1 2 3 4 5

34. Understands biological, cultural, and social influences on academic skills and human learning.
   NO 1 2 3 4 5
35. Evaluates the effectiveness of cognitive and academic interventions for individual students.
   NO  1  2  3  4  5

**Interventions and Mental Health Services to Develop Social and Life Skills**

36. Observes/assesses classroom management.
   NO  1  2  3  4  5
37. Develops goals related to behavior, affective, and social functioning.
   NO  1  2  3  4  5
38. Develops goals related to adaptive functioning.
   NO  1  2  3  4  5
   NO  1  2  3  4  5
40. Conducts appropriate individual counseling.
   NO  1  2  3  4  5
41. Conducts appropriate group counseling/instruction.
   NO  1  2  3  4  5
42. Develops appropriate social, affective, and behavioral goals for children and adolescents of varying needs.
   NO  1  2  3  4  5
43. Understands biological, cultural, and social influences on social skills and behavior.
   NO  1  2  3  4  5
44. Evaluates the effectiveness of social/behavior interventions for individual students.
   NO  1  2  3  4  5

**DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS: SYSTEMS-LEVEL SERVICES**

**School-Wide Practices to Promote Learning**

45. Knows the administrative organization.
   NO  1  2  3  4  5
46. Knows the school personnel and roles.
   NO  1  2  3  4  5
47. Knows the school discipline plan.
   NO  1  2  3  4  5
48. Knows the core curriculum used across grades.
   NO  1  2  3  4  5
49. Knows the special education referral process.
   NO  1  2  3  4  5
50. Knows how IEP teams operate.
   NO  1  2  3  4  5
51. Knows how IEPs are developed.
   NO  1  2  3  4  5
52. Knows the range of instructional services/programs.
   NO  1  2  3  4  5
53. Demonstrates knowledge of the school organization.
   NO 1 2 3 4 5
54. Understands schools and other settings as systems.
   NO 1 2 3 4 5
55. Provides services across general education and special education systems.
   NO 1 2 3 4 5
56. Understands evidence-based school practices and promotes positive school-wide academic outcomes.
   NO 1 2 3 4 5
57. Understands evidence-based school practices and promotes school-wide social development and mental health.
   NO 1 2 3 4 5

**Preventive and Responsive Services**

58. Knows the school crisis plan.
   NO 1 2 3 4 5
59. Observes implementation of crisis preparedness/plan.
   NO 1 2 3 4 5
60. Identifies school intervention programs promoting positive mental health.
   NO 1 2 3 4 5
61. Knows community mental health resources.
   NO 1 2 3 4 5
   NO 1 2 3 4 5
63. Understands principles and research related to resilience and risk factors related mental health.
   NO 1 2 3 4 5
64. Understands services in schools and communities to support multi-tiered prevention and evidence-based strategies for effective crisis response.
   NO 1 2 3 4 5
65. Contributes to prevention programs that promote the school-wide learning of children and adolescents.
   NO 1 2 3 4 5
66. Contributes to prevention programs that promote the school-wide mental health and physical well-being of children and adolescents.
   NO 1 2 3 4 5

**Family-School Collaboration Services**

67. Has awareness of family strengths and influences on students.
   NO 1 2 3 4 5
68. Has awareness of community strengths and influences on students.
   NO 1 2 3 4 5
69. Collaborates appropriately with parents/guardians.
70. Collaborates with community agency personnel.
   NO 1 2 3 4 5
71. Collaborates with education personnel.
   NO 1 2 3 4 5
72. Understands evidence-based strategies to support family influences on children’s learning of academic skills across the school setting.
   NO 1 2 3 4 5
73. Understands evidence-based strategies to support family influences on socialization and mental health across the school setting.
   NO 1 2 3 4 5

FOUNDATIONS OF SCHOOL PSYCHOLOGY SERVICE DELIVERY

Diversity in Development and Learning

74. Understands the developmental range of students (p-12).
   NO 1 2 3 4 5
75. Understands ethnic, cultural, and linguistic diversity of students.
   NO 1 2 3 4 5
76. Understands gender and sexual identity differences.
   NO 1 2 3 4 5
77. Understand differences across IDEA disabilities.
   NO 1 2 3 4 5
78. Implements evidence-based strategies to enhance services for individuals, schools, or families with diverse needs.
   NO 1 2 3 4 5

Research and Program Evaluation

79. Understands research project design.
   NO 1 2 3 4 5
80. Evaluates research program results.
   NO 1 2 3 4 5
81. Uses research to inform practice.
   NO 1 2 3 4 5
82. Has knowledge of research methods and program evaluation methods sufficient for the setting.
   NO 1 2 3 4 5

Legal, Ethical, and Professional Practice

83. Applies knowledge of laws and ethics appropriately.
   NO 1 2 3 4 5
84. Applies special education procedures (e.g., confidentiality, informed consent, record keeping, procedural safeguards, least restrictive environment) appropriately.
   NO  1  2  3  4  5

85. Has awareness of public policy impacting schools, children, and families.
   NO  1  2  3  4  5

86. Knows assistive technology available in schools.
   NO  1  2  3  4  5

87. Knows technology used to support school psychological services.
   NO  1  2  3  4  5

88. Provide an overall rating of the candidate.
   NO  1  2  3  4  5

How has the candidate’s presence benefited the students, families, and staff with whom he/she has worked?

Give recommendations for continuing professional development.
APPENDIX C
School Psychology Intern Evaluation Form
Edinboro University School Psychology Program

Intern_________________________ Site-supervisor____________________________

Date: (circle one) week 5 week 10 week 20 week 40 Today’s Date _______

Directions: Ratings should be based on actual observations and reports from staff, clients, students, and families. Circle the number on the scale that best describes the intern’s competence at this time. A minimum aggregate rating of 214 (mean of 3.5 for each item) is needed for graduation. Below is a description of scale points.

<table>
<thead>
<tr>
<th>NO</th>
<th>No Opportunity</th>
<th>The intern has not demonstrated the knowledge/skill due to no opportunity or insufficient opportunity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
<td>Competence is considered to be in need of further training. Intern seems to lack basic professional maturation in this area.</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>Competency currently considered below average but with supervision and experience skill is expected to develop. Close supervision is required.</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
<td>Competence is average or sufficient for practice at the current level of training with appropriate supervision.</td>
</tr>
<tr>
<td>4</td>
<td>Highly Competent</td>
<td>Intern skills are very well developed and performed at an above average level. Intern demonstrates an ability to function with only occasional supervision.</td>
</tr>
<tr>
<td>5</td>
<td>Exceptional</td>
<td>Competence is very well developed with a capacity for independent functioning with a corresponding need for little or no supervision.</td>
</tr>
</tbody>
</table>

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY
Data-based Decision-Making and Accountability

1. Knows varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments of students.
   NO 1 2 3 4 5
2. Demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources as part of systematic and comprehensive process of effective decision-making and problem solving.

   NO  1  2  3  4  5

3. Uses varied models and methods to translate assessment results into empirically based decisions about service delivery.

   NO  1  2  3  4  5

4. Uses varied models to apply assessment results to design, implement, and evaluate response to service and programs.

   NO  1  2  3  4  5

5. Data-based decision-making permeates every aspect of professional practice.

   NO  1  2  3  4  5

**Consultation and Collaboration**

6. Knows varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems.

   NO  1  2  3  4  5

7. Applies varied methods of consultation, collaboration and communication appropriate to presenting situations.

   NO  1  2  3  4  5

8. Demonstrates skills to consult, collaborate, and communicate with others during assessment, design, implementation, and evaluation of services and programs.

   NO  1  2  3  4  5

**DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS: INDIVIDUAL STUDENT-LEVEL**

**Interventions and Instructional Support to Develop Academic Skills**

9. Understands biological influences on academic skills, human learning, cognitive development, and evidence-based instructional strategies.

   NO  1  2  3  4  5

10. Understands cultural influences on academic skills, human learning, cognitive development, and evidence-based instructional strategies.

    NO  1  2  3  4  5

11. Understands social influences on academic skills, human learning, cognitive development, and evidence-based instructional strategies.

    NO  1  2  3  4  5
12. In collaboration with others, demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills of individual students.  
   NO 1 2 3 4 5

13. Implements interventions, including instructional interventions and consultation, to achieve appropriate student goals.  
   NO 1 2 3 4 5

14. Evaluates the effectiveness of cognitive and academic interventions for individual students.  
   NO 1 2 3 4 5

**Interventions and Mental Health Services to Develop Social and Life Skills**

15. Knows human developmental processes, techniques to assess these processes, and direct services (counseling) applicable to the development of social, affective, and behavioral skills.  
   NO 1 2 3 4 5

16. Knows human developmental processes, techniques to assess these processes, and indirect services (consultation) applicable to the development of social, affective, and behavioral skills.  
   NO 1 2 3 4 5

17. Develops, in collaboration with others, appropriate social, affective, and behavioral goals for children and adolescents of varying needs.  
   NO 1 2 3 4 5

18. Implements direct interventions (counseling) to achieve appropriate student social, affective, and behavioral goals to achieve appropriate student goals.  
   NO 1 2 3 4 5

19. Uses functional behavioral assessment methods and indirect (consultation) intervention methods to achieve appropriate student social, affective, and behavioral goals.  
   NO 1 2 3 4 5

20. Evaluates the effectiveness of direct (counseling) social, affective, and behavioral intervention services.  
   NO 1 2 3 4 5

21. Evaluates the effectiveness of indirect (consultation) social, affective, and behavioral intervention services.  
   NO 1 2 3 4 5

**DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS: SYSTEMS-LEVEL SERVICES**
School-Wide Practices to Promote Learning

22. Demonstrates knowledge of the school organization.
   NO 1 2 3 4 5

23. Understands schools and other settings as systems.
   NO 1 2 3 4 5

24. Provides services across general education, special education, related services, and uses appropriate technology resources.
   NO 1 2 3 4 5

25. Understands evidence-based school practices and promotes positive school-wide academic outcomes.
   NO 1 2 3 4 5

26. Understands evidence-based school practices and promotes school-wide social development and mental health.
   NO 1 2 3 4 5

Preventive and Responsive Services

27. Understands principles and research related to resilience and risk factors related to learning.
   NO 1 2 3 4 5

28. Understands principles and research related to resilience and risk factors related mental health.
   NO 1 2 3 4 5

29. Understands services in schools and communities to support multi-tiered prevention and evidence-based strategies for effective crisis response.
   NO 1 2 3 4 5

30. Provides or contributes to prevention programs that promote the school-wide learning of children and adolescents.
   NO 1 2 3 4 5

31. Provides or contributes to prevention programs that promote the school-wide mental health and physical well-being of children and adolescents.
   NO 1 2 3 4 5

32. Provides or contributes to intervention programs that promote the school-wide mental health and physical well-being of children and adolescents.
   NO 1 2 3 4 5
Family-School Collaboration Services

33. Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture.
   NO 1 2 3 4 5

34. Understands evidence-based strategies to support family influences on children’s learning of academic skills across the school setting.
   NO 1 2 3 4 5

35. Understands evidence-based strategies to support family influences on socialization and mental health across the school setting.
   NO 1 2 3 4 5

36. Knows methods to develop collaboration between families and schools and uses these methods effectively across the school setting.
   NO 1 2 3 4 5

37. Uses methods of collaboration between families and schools effectively across the school setting.
   NO 1 2 3 4 5

FOUNDATIONS OF SCHOOL PSYCHOLOGY SERVICE DELIVERY

Diversity in Development and Learning

38. Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics.
   NO 1 2 3 4 5

39. Understands research related to how diversity of culture, context, and individuals impacts families and schools.
   NO 1 2 3 4 5

40. Implements evidence-based strategies to enhance services for individuals, schools, or families with diverse needs.
   NO 1 2 3 4 5

Research and Program Evaluation

41. Has knowledge of research methods and program evaluation methods sufficient for the setting.
   NO 1 2 3 4 5

42. Uses various techniques and technology resources for data collection and program evaluation to support effective practices at the individual, group, and/or systems levels.
   NO 1 2 3 4 5
43. Uses various techniques and technology resources for data collection and program evaluation to support effective practices at the group or systems levels.

Legal, Ethical, and Professional Practice

44. Has knowledge of history and foundations of school psychology related to professional identity and effective practice as a school psychologist.

45. Has knowledge of multiple service models and methods related to professional identity and effective practice as a school psychologist.

46. Has knowledge of ethical, legal, and professional standards and other factors related to professional identity and effective practice as a school psychologist.

47. Demonstrates skills to provide services consistent with ethical, legal, and professional standards.

48. Engages in responsive ethical and professional decision-making and collaborates with other professionals.

49. Applies professional work characteristics needed for effective practice as school psychologists.

Professional Work Characteristics

50. Punctuality and attendance

51. Attendance at training and supervisory sessions

52. Professional appearance and demeanor, including speech

53. Consistency, perseverance, industry, and initiative
54. Flexibility; adaptability to novel and unexpected
   NO 1 2 3 4 5

55. General attitude and interest in program and assignment
   NO 1 2 3 4 5

56. Insight, sensitivity, commitment, and active participation
   NO 1 2 3 4 5

57. Poise, tactfulness, and rapport with staff and others
   NO 1 2 3 4 5

58. Preparation and organization of material
   NO 1 2 3 4 5

59. Ability to handle constructive criticism professionally
   NO 1 2 3 4 5

60. Ethical practice
   NO 1 2 3 4 5

61. Provide an overall rating of the intern
   NO 1 2 3 4 5

How has the intern’s presence benefited the students, families, and staff with whom he/she has worked?

Give recommendations for continuing professional development.

A minimum Total Rating Score of 214 (mean of 3.5 for each item) is needed for graduation.
APPENDIX D
WRITTEN RESPONSES DEMONSTRATING COMPETENCIES

Written Responses Demonstrating Competencies. Written responses to questions addressing performance of competencies for the school psychology certification program are required as part of the comprehensive evaluation of each intern. Intern performance of competencies will be rated using written responses and intervention reports completed during internship (Intern Performance Portfolio). The purpose of the evaluation of the Intern Performance Portfolio is to ensure each intern demonstrates a competent level of performance for program training standards.

Directions: Type your responses using 12-point font, one-inch margins, and single spacing. Use APA style and be sure to cite your sources. Include a cover page with your name and provide the question before each response. Your written responses are due on April 1 and will be included in your Performance Portfolio, which will be evaluated by program faculty members using the Comprehensive Evaluation of Interns form.

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY
Data Based Decision-Making and Accountability
1. Explain how you have used methods for developing effective services and measuring progress of student services during internship.

Consultation and Collaboration
2. Explain how you have used a model of consultation or collaboration during internship to implement and evaluate a service or program.

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS:
INDIVIDUAL STUDENT-LEVEL

Interventions and Instructional Support to Develop Academic Skills
3. Explain how you have used skills to assess, implement, and evaluate services to support academic and cognitive development of a student with whom you worked. Be sure to explain biological, cultural, and social influences impacting this case.

Interventions and Mental Health Services to Develop Social and Life Skills
4. Explain how you have used skills to assess, implement, and evaluate services to support the social and mental health development of a student with whom you worked. Be sure to explain biological, cultural, and social influences impacting this case.
DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS: SYSTEMS-LEVEL

School-wide Practices to Promote Learning
5. How have you used evidence-based practices to create or maintain effective and supportive learning environments?

Explain how you have, in collaboration with others, implemented strategies to create and/or support effective learning environments for the students you serve.

From a systems perspective, describe the settings you serve.

Preventive and Responsive Services
6. Explain how you have, in collaboration with others, implemented school-wide strategies to promote effective mental health services, crisis preparation, crisis response, or crisis recovery.

Family-School Collaboration Services
7. Explain how you have used evidence-based school-wide strategies for family, community agency, and school collaboration to enhance academic or social function of a student. Describe these family, community agency, and school systems.

FOUNDATIONS OF SCHOOL PSYCHOLOGY SERVICE DELIVERY

Diversity in Development and Learning
8. Explain diverse characteristics of students and families with whom you have worked during internship.

Describe evidence-based strategies you used to enhance services for students from diverse backgrounds.

Research and Program Evaluation
9. Describe a systems-level intervention or program evaluation you completed and explain skills you used to apply research methods to this systems-level intervention or program evaluation.

Legal, Ethical, and Professional Practice
10. What are the basic principles of ethical practice in school psychology according to the NASP code of professional conduct? Describe how you have used principles of ethical practice based on the NASP code of professional conduct during your internship.

Describe models of service you have used during internship.
APPENDIX E
Intern Performance Portfolio Evaluation Form

Intern Name: _____________________ Reviewer Name: _____________________

Date: ________________

Competencies for the School Psychology Certification Program
The purpose of the School Psychology Program at Edinboro University of Pennsylvania is to train candidates to become professional providers of school psychological services. Performance of core competencies are evaluated through the use the intern’s Performance Portfolio, which includes three intervention reports and written responses demonstrating intern performance of competencies.

The program faculty reviewer will rate the quality of the required elements according to the following scale:

1 = Unsatisfactory: does not meet expectations for level of training; the candidate needs much more knowledge, practice, and supervision than the majority of candidates at this same level of training. No evidence of competence is provided.

2 = Adequate Emerging Competence: meets expectations for a candidate on the internship and it is understood that continued practice and on-going supervision are recommended. One instance of skill demonstration is provided.

3 = Advanced Emerging Competence: competence beyond that expected for a candidate at current level of training and it is understood that continued practice and on-going supervision are recommended. Two instances of skill demonstration are provided but independent applications of the skill across multiple settings are unclear.

4 = Competent: intern demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required. Evidence of competence being demonstrated multiple times in multiple settings is provided.

Directions: Ratings are on information contained in intern’s performance portfolio consisting of three intervention reports and written comprehensive examination responses. For each item, circle the number on the scale that best describes the intern’s competence. A minimum competency score of 42 is needed for graduation.

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY
Data Based Decision-Making and Accountability
1. Performance Portfolio demonstrates skills to use psychological or educational assessment data to design, implement, and evaluate services or programs.
   1  2  3  4
Consultation and Collaboration
2. Performance Portfolio demonstrates knowledge of varied methods of consultation uses this knowledge to promote effective services.

3. Performance Portfolio demonstrates skills communicate and collaborate with others during design, implementation, and evaluation of services or programs.

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS: INDIVIDUAL STUDENT-LEVEL
Interventions and Instructional Support to Develop Academic Skills
4. Performance Portfolio demonstrates skills to use assessment methods to implement and evaluate services that support cognitive and academic skills of individual students.

Interventions and Mental Health Services to Develop Social and Life Skills
5. Performance Portfolio demonstrates skills to use assessment methods to implement and evaluate services that support socialization, learning, and mental health of individual students.

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS: SYSTEMS-LEVEL
School-wide Practices to Promote Learning
6. Performance Portfolio demonstrates skills to develop and implement school-wide practices to create or maintain effective and supportive learning environments.

Preventive and Responsive Mental Health Services
7. Performance Portfolio demonstrates skills to promote school-wide services that enhance mental health and physical well-being to promote effective crisis preparation, response, and recovery.

Family-School Collaboration Services
8. Performance Portfolio demonstrates skills to use school-wide services that facilitate family, school, and community agency collaboration to enhance of outcomes for students.
FOUNDATIONS OF SCHOOL PSYCHOLOGY SERVICE DELIVERY

Diversity in Development and Learning
9. Performance Portfolio demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.

   1   2   3   4

10. Performance Portfolio demonstrates skills to provide professional services across multiple contexts with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundation of all aspects of service delivery.

   1   2   3   4

Research and Program Evaluation
11. Performance Portfolio demonstrates the use of technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, or systems levels.

   1   2   3   4

Legal, Ethical, and Professional Practice
12. Performance Portfolio demonstrates skills to provide services consistent with ethical, legal, and professional standards.

   1   2   3   4

13. Performance Portfolio demonstrates responsive ethical and professional decision-making; collaboration with other professionals; and application of professional work characteristics needed for effective practice as a school psychologist.

   1   2   3   4

14. Performance Portfolio demonstrates skills to provide services showing professional respect for human diversity, social justice, and effective interpersonal skills.

   1   2   3   4

Intern Total Score= ______________________

A minimum competency Total Score of 42 is needed for graduation. A Total Score of 42 reflects an average rating of 3 for each of the 14 items.
APPENDIX F

School Psychology Advising Sheet

☐ Complete required clearances prior to enrollment in classes
☐ Retain copies of all clearances

YEAR 1

Fall
☐ APSY781 Statistics in Education
☐ SPED710 Seminar in Special Education and Exceptionalities
☐ APSY720 Learning Theories
☐ APSY722 Individual Psychological Assessment I
☐ Start 50 hour school experience - three hours per week
  - Log hours on ILSpro.com

Spring
☐ COUN712 Human Development Across the Lifespan
☐ APSY727 Psychoeducational Counseling and Interviewing
☐ SPED725 Seminar in Mild to Moderate Disabilities
☐ APSY723 Individual Psychological Assessment II
☐ Finish 50 hours school experience three hours per week
  ☐ Accrue 50+ hours. Log Hours on ILSpro.com
☐ Submit 3 preferences for Practicum Site by April 1
☐ Determine Practicum Site by May 15

Summer
☐ APSY721 Cultural, Social, and Biological Bases of Personality Development
☐ APSY796 Crisis Management and Violence Prevention

YEAR 2

Fall
☐ APSY/SPED 788 Research in Education I
  ☐ Develop Introduction and Methods
  Consider replicating methods from a previously published study
  ☐ Create Permission Forms for HSRB by October 1
  ☐ Submit HSRB application by November 1
  ☐ Gain Permission from school/agency and parent
☐ APSY625 Collaborative Consultation in Educational Settings
☐ APSY615 Professional Development in School Psychology
☐ APSY725 Clinical Practicum in School Psychology
  ☐ 1. Log hours on ILSpro.com
     7.5 hours per day, 2 days per week, At least 200 hours total
  ☐ 2. Assist with a special education assessment case
     Submit a typed, blinded report
Attend the MDE meeting

☐ 3. Complete an intervention (academic or behavior) with a school-age student
   Use an AB design
   Show improvement using Percentage of Non-overlapping Data (PND) (median scores)
   Submit your Intervention report (Problem Identification, Problem Analysis, Intervention, Intervention Evaluation).

4. Two Supervisor Evaluations
   After 7 and 14 weeks

☐ Identify three sites for Internship by November 15 and contact regarding application procedures

Spring
☐ Apply for graduation for MED Education Psychology Degree at the start of the semester
☐ APSY724 Psychoeducational Assessment of Behavioral and Developmental Disabilities
☐ APSY789 Research II: Seminar in Ed. /Psych. Research
   1. Collect research data
   2. Write up Results and Discussion sections
   3. Submit paper on D2L for MED Educational Psychology Degree
☐ READ706 Foundations of Literacy
☐ APSY735 Clinical Practicum in School Psychology 2 days a week
   1. Log hours on ILSpro.com
   7.5 hours per day, 2 days per week, At least 200 hours total
   2. Assist with a special education assessment case
   Submit a typed, blinded report
   Participate at the MDE meeting
   3. Complete an intervention (academic or behavior) with a school-age student
   Use an AB design
   Show improvement using PND (median scores)
   Submit your report (Problem Identification, Problem Analysis, Intervention, Intervention Evaluation).
4. Two Supervisor Evaluations
   After 7 and 14 weeks
5. Collect data for research project

☐ Pass Education Psychology Comprehensive Exam on D2L in April 15
☐ Submit Research Project Paper for MED in Educational Psychology by May 7
☐ Completion of MED in Educational Psychology and attend May Graduation
☐ Complete Internship Application by June 1

Summer
☐ Submit poster presentation for ASPP conference in October
☐ APSY 790 Seminar in School Psychology
**YEAR 3**

**Fall**
- ☐ APSY 795 Internship in School Psychology
  - ☐ Submit one intervention case using an AB design showing improvement
    - Academic Intervention
    - Behavioral Intervention
    - Program Evaluation Intervention
  - ☐ Log Hours weekly
  - ☐ Supervisor evaluations after 5 and 10 weeks
  - ☐ Meet Monthly with University Intern Supervisor
- ☐ Develop written responses demonstrating competencies in school psychology

**Spring**
- ☐ Apply for Graduation for Educational Specialist Degree (EdS) in School Psychology
- ☐ APSY 795 Internship in School Psychology
  - ☐ Submit three intervention cases using an AB design showing improvement
    - Academic Intervention
    - Behavioral Intervention
    - Systems Level Intervention
  - ☐ Log Hours weekly needing 1200 hours total for graduation
  - ☐ Supervisor evaluations after 20 and 40 weeks
  - ☐ Meet Monthly with interns and university supervisor
- ☐ Complete Written Responses Demonstrating Competencies in School Psychology
- ☐ Submit Performance Portfolio by April 1
- ☐ Take Praxis II exam by April 1
- ☐ Complete TIMS application for school psychology certification
  - ☐ Forward signature page to program head for signature and university processing
- ☐ Complete application for NCSP
  - ☐ Forward application papers to program head for signatures
- ☐ Begin Interviewing for Jobs and find a job
- ☐ Provide contact information to program head after starting your job
- ☐ Complete Alumni Survey