School Psychology Program Handbook

Accredited by
the National Association of School Psychologists
and
the Pennsylvania Department of Education

Department of Counseling, School Psychology, and Special Education

Snyder 09/19
PREFACE

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.
# Table of Contents

Preface .................................................................................................................. 2  
Table of Contents ..................................................................................................... 3  
Program Overview ................................................................................................... 4  
Degrees Earned as Part of the School Psychology Program ......................... 5  
MED Educational Psychology Program ............................................................... 5  
Educational Specialist in School Psychology Program ................................. 6  
Sequence of Course Offerings ............................................................................. 12  
Course Descriptions .............................................................................................. 13  
Ethical Principles .................................................................................................. 16  
Professional Work Characteristics Policy ......................................................... 16  
Plagiarism ............................................................................................................... 17  
Policy on Academic Integrity ............................................................................... 18  
School District Salary Schedules ......................................................................... 18  
Program Faculty .................................................................................................... 19  
Appendix A School Psychology Plan of Study ............................................... 20  
Appendix B Practicum Evaluation Form .............................................................. 22  
Appendix C Intern Evaluation Form .................................................................... 29  
Appendix D Portfolio Rubrics .............................................................................. 35  
Appendix E School Psychology Advising Sheet ............................................. 44
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 67 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. 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 primary degree awarded for the School Psychology Program is the Educational Specialist Degree (EdS) in School Psychology. This degree consists of 67 credits. The EdS is awarded at the conclusion of the School Psychology Program. During the training for the EdS in School Psychology, candidates additionally earn the Master of Education Degree in Educational Psychology (MED in Educational Psychology). Of the 67 credits for the EdS, 30 credits are earned for the MED in Educational Psychology.

The MED in Educational Psychology requires a comprehensive examination and a master degree research project completed at the end of the second year of study. The MED in Educational Psychology comprehensive examination assesses student mastery of knowledge in the following areas: learning theories, counseling, consultation, crisis management, and research. The MED in Educational Psychology comprehensive examination is constructed in a multiple-choice format. Students must obtain a cumulative score of 70% or higher to pass this exam.

Regarding the research project for the MED in Educational Psychology, candidates are to examine the effectiveness of an empirically based intervention to address the instructional needs or the mental health needs of school-age students. The research project should use an established research design methodology. This research project is accomplished in part by successfully completing requirements for APSY 788 Research in Education I and APSY 789 Research II Seminar in Educational and Psychological Research. More specific information on this research project is available in the MED in Educational Psychology Handbook. Preparation of a manuscript suitable for submission for peer review is required. School psychology candidates earn the MED in Educational Psychology at the end of the second year of study in the School Psychology program.

At the conclusion of the spring semester during the second year of study, school psychology candidates earn the MED in Education Psychology degree, and they have earned an additional 24 credits for the EdS in School Psychology. During the following summer session prior to internship, candidates complete APSY 790 Ethics in School Psychology for 3 credits. During year three, candidates complete APSY 795 Internship in School Psychology for 5 credit hours in the fall semester and APSY 795 Internship in School Psychology for 5 credit hours in the spring semester. A total of 10 credits are taken as part of internship during year three. At the completion of internship, candidates have earned 67 credits for the EdS in School Psychology degree. Candidates must successfully demonstrate school psychology competencies prior to graduation by successfully completing the internship portfolio, passing the Praxis II exam, obtaining an aggregate rating from supervisors of 214 points or higher, and logging a minimum of 1200 hours of supervised internship experience.
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 score on the Praxis II exam, culminates with the specialist certificate as a school psychologist in the state of Pennsylvania. Also, graduates are eligible to apply for national certification (https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp).

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. All students, including those with advanced degrees, 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 this knowledge is 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.

3. **Interventions and Instructional Support to Develop Academic Skills**
   Candidates have knowledge of 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 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 during practicum and demonstrate competencies during internship. Practicum is required for all candidates. Practicum experiences are built into year two of the program (APSY 725 Practicum I and APSY 735 Practicum II). During practicum, supervisors systematically evaluate the performance of candidates using the Practicum Evaluation Form. The Practicum Evaluation Form is aligned with NASP 2010 standards. The Practicum Evaluation Form is found in Appendix B on page 21. Candidates must earn an aggregate rating of 264 for practicum on the final evaluation to be eligible for internship. Additionally during practicum, candidates complete artifacts for the practicum portfolio. Candidates submit the following artifacts for practicum: psychological evaluation report, intervention consultation report for an academic goal, intervention consultation report for a behavior goal, and an applied research report. Artifacts are evaluated using rubrics found in Appendix D on page 35 of this handbook and in the Practicum Handbook. Candidates accrue 400 hours of supervised practicum training and keep a log of their experiences using ILSpro.com. Monthly meetings are conducted with practicum candidates and program faculty to review and discuss experiences and professional development. University supervision is conducted regularly to assess candidate progress through formative and summative methods. Formative evaluations are completed during individual meetings with candidates and site supervisors, during monthly group practicum meetings, reviewing Practicum Evaluation Forms, and reviewing candidates practicum logs. Summative practicum evaluations are conducted using the following documents: The final practicum
evaluation form, the final logs of time and experiences documented by candidates, and the practicum portfolio artifacts.

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. During internship, site supervisors systematically evaluate the performance of candidates using the Intern Evaluation Form. The Intern Evaluation Form is aligned with NASP 2010 standards. 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. The Intern Evaluation form is found in Appendix C on page 29 of this handbook and in the Intern Handbook. Interns must earn a minimum aggregate rating of 214 on the 40-week Intern Evaluation Form.

Additionally during internship, interns complete artifacts for the internship portfolio. Interns submit the following artifacts for the intern portfolio: psychological evaluation report, intervention consultation report for an academic goal, intervention consultation report for a behavior goal, and program evaluation report. Artifacts are evaluated using rubrics found in the Intern Handbook and in Appendix D on Page 35. Interns must accrue 1200 hours of internship experience and keep a log of their experiences using ILSpro.com. Monthly meetings are conducted with interns to discuss experiences and professional development. University supervision is conducted regularly to assess intern progress through formative and summative methods. Formative evaluations are completed using the following methods: Individual meetings with candidates and site supervisors, monthly group intern meetings, reviewing Intern Evaluation Forms, and reviewing intern logs. Summative intern evaluations are conducted using the 40-week Intern Evaluation form, the final logs submitted by interns, intern portfolio artifacts, and intern performance on the Praxis II exam.

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/ghering/).

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. The Internship Handbook is available to interns and candidates online and 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. Students must enroll full-time (18 credits during one calendar year). The course sequence entails four courses in each semester of the first two years of the program. There are three summer classes. A full-time internship experience totalling a minimum of 1200 hours 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 the Graduate Professional Development Program (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) online
APSY722 Assessment in School Psychology I (3 credits) online and Saturday
APSY781 Statistics in Education (3 credits) online and Saturday
*SPED710 Seminar in Special Education and Exceptionalities (3 credits) online
  Begin 50 hour school experience

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

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

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

Spring Year Two
APSY724 Psychoeducational Assessment of Behavioral and Developmental Disabilities (3 credits) online and Saturday
  APSY735 Clinical Practicum in School Psychology (3 credits) 2 days/week
*APSY789 Research II: Seminar in Ed. /Psych. Research (3 credits) online
*READ706 Foundations of Literacy (3 credits) online
*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) online

Year Three
APSY795 Internship in School Psychology (5 credits each semester) >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 Assessment in School Psychology I – 3 sem. hrs.
This course provides an overview of school psychology and psychological assessment in schools. An introduction to historical, professional, legal, and ethical issues in psychological assessment in schools is provided. This course develops competence in administering, scoring, and interpreting intellectual and achievement tests. 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 and legal provisions. Closed to non-majors.

APSY723 Assessment in School Psychology II – 3 sem. hrs.
This course addresses professional, legal, and ethical issues in psychological assessment in schools in more detail. This course develops competence in administering, scoring, and interpreting a variety of norm-referenced and informal psychological and educational assessment instruments including curriculum-based measurement and curriculum-based assessment. Integrating data into reports and using data for progress monitoring and program evaluation are reviewed in detail. 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, discussions, and role plays are used to assist the student in exploring 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: APSY/SPED 788.

**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 – 5 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/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 crisis 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 develops learning theory and best practice for diverse learners and striving readers at the elementary and middle level. Emphasis is given to the scope and sequence of literacy instruction, instructional strategies, materials, and assessment, used in creating a literate environment to engage students in meaningful ways. An observational field component integrates foundational knowledge for professional learning and leadership.

**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, the interpersonal behaviors of candidates 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. As plagiarism involves the misrepresentation of another’s ideas as one’s own, plagiarism can occur in fields such as art, music, and cinema, and 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 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.

Students must maintain a 3.5 grade point average throughout training. A 3.5 GPA is required for graduation. Students who fall below a 3.5 GPA will be notified and must meet with his or her academic advisor to develop a plan GPA improvement.

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 13 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 37 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 (67 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>
</tr>
<tr>
<td>APSY625 Collaborative Consultation in Ed. Settings (3)</td>
<td>_______</td>
<td>______</td>
</tr>
<tr>
<td>APSY720 Learning Theories (3)</td>
<td>_______</td>
<td>______</td>
</tr>
<tr>
<td>APSY721 Cultural, Social, and Biological Bases of Personality Development (3)</td>
<td>_______</td>
<td>______</td>
</tr>
<tr>
<td>APSY722 Assessment in School Psychology I (3)</td>
<td>_______</td>
<td>______</td>
</tr>
<tr>
<td>APSY723 Assessment in School Psychology II (3)</td>
<td>_______</td>
<td>______</td>
</tr>
<tr>
<td>APSY724 Psychoeducational Assessment of Behavioral and Developmental Disabilities (3)</td>
<td>_______</td>
<td>______</td>
</tr>
<tr>
<td>APSY725 Clinical Practicum in School Psychology (3)</td>
<td>_______</td>
<td>______</td>
</tr>
<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>
<td>______</td>
</tr>
<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 (5)</td>
<td>_______</td>
<td>______</td>
</tr>
<tr>
<td>COUN712 Human Development Across the Lifespan (3)</td>
<td>_______</td>
<td>______</td>
</tr>
<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  
Practicum Evaluation Form  
Edinboro University School Psychology Program

<table>
<thead>
<tr>
<th>Practicum Candidate</th>
<th>Site-supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 8 Weeks</td>
<td></td>
</tr>
<tr>
<td>Fall 15 Weeks</td>
<td></td>
</tr>
<tr>
<td>Spring 8 Weeks</td>
<td></td>
</tr>
<tr>
<td>Spring 15 Weeks</td>
<td></td>
</tr>
</tbody>
</table>

Date: (circle one)  
- Fall 8 Weeks  
- Fall 15 Weeks  
- Spring 8 Weeks  
- Spring 15 Weeks  

Today’s Date ________

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.

<table>
<thead>
<tr>
<th>NO</th>
<th>No Opportunity</th>
<th>The candidate 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>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.</td>
</tr>
<tr>
<td>2</td>
<td>Emerging</td>
<td>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.</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>Proficient</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>Advanced</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>
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.
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.
   NO 1 2 3 4 5
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
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.

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

1 Unsatisfactory Competence is considered to be in need of further training. Intern seems to lack basic professional maturation in this area.

2 Needs Improvement Competency currently considered below average but with supervision and experience skill is expected to develop. Close supervision is required.

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

4 Highly Competent Intern skills are very well developed and performed at an above average level. Intern demonstrates an ability to function with only occasional supervision.

5 Exceptional Competence is very well developed with a capacity for independent functioning with a corresponding need for little or no supervision.

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

1. Uses 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. Uses 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. Applies skills related to biological influences on academic skills, human learning, cognitive development, and evidence-based instructional strategies.
   NO 1 2 3 4 5

10. Applies skills related to cultural influences on academic skills, human learning, cognitive development, and evidence-based instructional strategies.
    NO 1 2 3 4 5

11. Applies skills related to 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. Applies skills related to 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. Provides skills related to 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.

   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. Applies skills with an understanding of 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. Demonstrates evidence-based school practices and promoting positive school-wide academic outcomes.
   NO 1 2 3 4 5

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

Preventive and Responsive Services

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

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

29. Provides 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.

Family-School Collaboration Services

33. Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture.

34. Implements evidence-based strategies to support family influences on children’s learning of academic skills across the school setting.

35. Implements evidence-based strategies to support family influences on socialization and mental health across the school setting.

36. Implements methods to develop collaboration between families and schools using these methods effectively across the school setting.

37. Uses methods of collaboration between families and schools effectively across the school setting.

FOUNDATIONS OF SCHOOL PSYCHOLOGY SERVICE DELIVERY

Diversity in Development and Learning

38. Applies skills for working with individual with varying differences, abilities, disabilities, and other diverse characteristics.

39. Understands research related to how diversity of culture, context, and individuals impacts families and schools.

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

Legal, Ethical, and Professional Practice

44. Skills reflect professional foundations of school psychology with historical understanding.
   NO 1 2 3 4 5

45. Applies service models and methods related to professional identity and effective practice as a school psychologist.
   NO 1 2 3 4 5

46. Applies ethical, legal, and professional standards and other factors related to professional identity and effective practice as a school psychologist.
   NO 1 2 3 4 5

47. Demonstrates skills to provide services consistent with ethical, legal, and professional standards.
   NO 1 2 3 4 5

48. Engages in responsive ethical and professional decision-making and collaborates with other professionals.
   NO 1 2 3 4 5

49. Applies professional work characteristics needed for effective practice as school psychologists.
   NO 1 2 3 4 5

Professional Work Characteristics

50. Punctuality and attendance
    NO 1 2 3 4 5

51. Attendance at training and supervisory sessions
    NO 1 2 3 4 5
52. Professional appearance and demeanor, including speech
   NO  1  2  3  4  5

53. Consistency, perseverance, industry, and initiative
   NO  1  2  3  4  5

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.
## Psychological Assessment Report Rubric

Intern:  
Date:  

<table>
<thead>
<tr>
<th>Psychological Assessment Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rubric below is used to evaluate psychological assessment competencies. A rating of “Effective” is worth 2 points for each item. A “Needs Development” rating is worth 0 points. Cumulative scores range from 0 – 34. A minimum cumulative rating of 26 points is required by interns on the psychological assessment report.</td>
</tr>
</tbody>
</table>

### Section 1 General Considerations

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Report was completed in a timely manner.</td>
<td>☐ Report was NOT completed in a timely manner.</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Confidentiality is protected throughout the report.</td>
<td>☐ Confidentiality is NOT protected throughout the report.</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Data are presented clearly and accurately, using error-free grammar and mechanics.</td>
<td>☐ Data are presented without clarity and errors in grammar and mechanics are apparent.</td>
<td></td>
</tr>
</tbody>
</table>

| Section Rating | ☐ Effective | ☐ Needs Development |

### Section 2 Referral Question and Background Information

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Reason for Referral is stated is clear terms.</td>
<td>☐ Reason for referral is unclear.</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Assessment methods follow logically from the referrals question(s).</td>
<td>☐ Assessment methods are NOT logically connected to the referrals question(s).</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Salient educational history is included based on a complete review of school records, such as: (1) prior grades, (2) group achievement test scores, (3) health records (e.g., vision and screening)</td>
<td>☐ Educational history is missing relevant information: Such as: (1) prior grades, (2) group achievement test scores, (3) health records (e.g., vision and screening results), (4) records of behavior, (5) previous evaluation reports, and</td>
<td></td>
</tr>
</tbody>
</table>
results), (4) records of behavior, (5) previous evaluation reports, and (6) previous and existing interventions related to the referral.

(6) previous and existing interventions related to the referral.

<table>
<thead>
<tr>
<th>Section Rating</th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
</table>

| 2.4 | ☐ Parent/guardian interview covers (1) age of onset of problems, (2) course/prognosis of problem, (3) relevant family psychiatric history, (4) child's developmental and educational history, (5) child’s social and emotional functioning, and (6) relevant cultural information (e.g., language of the home). A semi-structured interview format is used to assure that all pertinent areas are covered. | ☐ Parent/guardian interview is missing relevant important information, such as (1) age of onset of problems, (2) course/prognosis of problem, (3) relevant family psychiatric history, (4) child's developmental and educational history, (5) child’s social and emotional functioning, and (6) relevant cultural information (e.g., language of the home). A semi-structured interview format is used to assure that all pertinent areas are covered. |

Section 3 Assessments and Results

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
</table>

| 3.1 | ☐ Assessment methods are listed and scores are reported in an accurate and clear fashion that is understandable to parents, teachers, and others. | ☐ Assessment methods are not listed or Scores are reported in an inaccurate fashion that clouds understanding. |

| 3.2 | ☐ Multiple assessment methods, with demonstrated validity and reliability, are employed, including (where appropriate) review of records, standardized tests, rating scales, curriculum-based assessment, classroom observations, and interviews with teacher(s), parent, and child. | ☐ Two or fewer Assessment methods are employed Or assessment method with poor validity and reliability, are employed. |

<p>| 3.3 | ☐ Teacher interview covers: (1) current classroom achievement in all pertinent | ☐ Teacher interview report is missing information on any of the following: |</p>
<table>
<thead>
<tr>
<th></th>
<th>areas (e.g., reading, mathematics), and (2) social and emotional functioning. Both strengths and weaknesses are identified.</th>
<th>Current classroom achievement Current social and emotional functioning Current Strengths Current Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4</td>
<td>☐ The report presents a clear description of relevant behaviors of the child observed during testing and includes a statement regarding probable validity given the child's test session behaviors.</td>
<td>☐ The report does NOT present clear descriptions of relevant behaviors of the child observed during testing</td>
</tr>
<tr>
<td></td>
<td>☐ The report presents a clear description of classroom behavior, using systematic methods of observation. Observed factors that relate to the student's behavior functioning (e.g., peer difficulties) and factors that relate to the referral question are highlighted. These observations are integrated, as appropriate, with other behavioral data.</td>
<td>☐ The report lacks a clear description of classroom behaviors using systematic methods of observation.</td>
</tr>
<tr>
<td>3.6</td>
<td>☐ Classroom-based progress monitoring/response to intervention data are included when relevant. Results are presented in a coherent and integrated fashion. Graphs and other visual representations are used as appropriate</td>
<td>☐ Classroom-based progress monitoring/response to intervention data are NOT included when relevant Or the results are presented in an unclear manner.</td>
</tr>
<tr>
<td>Section Rating</td>
<td>☐ Effective</td>
<td>☐ Needs Development</td>
</tr>
</tbody>
</table>

Section 4 Summary and Recommendations

<table>
<thead>
<tr>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>4.2</td>
<td>The report synthesizes and integrates information from multiple sources, including school records, interviews, and standardized and curriculum-based measures of ability, achievement, and social and emotional functioning, as appropriate to the referral question.</td>
</tr>
<tr>
<td></td>
<td>The report fails to synthesize and integrates information from multiple sources, including school records, interviews, and standardized and curriculum-based measures of ability, achievement, and social and emotional functioning, as appropriate to the referral question.</td>
</tr>
<tr>
<td>4.3</td>
<td>The report provides appropriate summary that helps guide eligibility determination of the student by the school team.</td>
</tr>
<tr>
<td></td>
<td>The report lacks an appropriate summary that helps guide eligibility determination of the student by the school team.</td>
</tr>
<tr>
<td>4.4</td>
<td>The report offers multiple, specific, evidence-based, and practical recommendations that address the referral question(s) and the recommendations may serve as the basis for developing an IEP or intervention plan, where appropriate.</td>
</tr>
<tr>
<td></td>
<td>The report lacks multiple specific, evidence-based, and practical recommendations that address the referral question(s) and the recommendations may serve as the basis for developing an IEP or intervention plan, where appropriate.</td>
</tr>
</tbody>
</table>

**Section Rating:** ☐ Effective  ☐ Needs Development  

**Cumulative Rating:** ☐ Effective  ☐ Needs Development
# Intervention Consultation Rubric

**Intern:**  
**Date:**

## Consultation Skills

The rubric below is used to evaluate consultation competencies. A rating of “Effective” is worth 2 points for each item. A “Needs Development” rating is worth 0 points. Cumulative scores range from 0 – 52. For interns, a minimum cumulative rating of 42 points is required on the Intervention Consultation report for the academic goal and the Intervention Consultation Case report for the behavior goal. This rubric is used for academic and behavior goals.

## Section 1: Elements of an Effective Case Study

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).</td>
<td>Demographic information does not include sufficient information.</td>
</tr>
<tr>
<td>1.2</td>
<td>Assessment, intervention, and/or consultation practices consider unique individual characteristics.</td>
<td>Assessment, intervention, and/or consultation practices do not consider unique individual characteristics.</td>
</tr>
<tr>
<td>1.3</td>
<td>Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.</td>
<td>Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders.</td>
</tr>
<tr>
<td>1.4</td>
<td>Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence)</td>
<td>The steps of the problem-solving process are not followed.</td>
</tr>
<tr>
<td>1.5</td>
<td>Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).</td>
<td>Errors in writing convention, style, and graphing interfere with readability and interpretation of data.</td>
</tr>
<tr>
<td>1.6</td>
<td>Personal identifying information of the case study subject is redacted from the report.</td>
<td>Personal identifying information is not redacted from the report.</td>
</tr>
</tbody>
</table>

**Section Rating**  
- Effective  
- Needs Development
## Section 2: Problem Identification

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>□ Information is gathered from multiple sources (e.g., Record review, interview, observation, and testing (RIOT)).</td>
<td>□ Data are not gathered from multiple sources.</td>
</tr>
<tr>
<td>2.2</td>
<td>□ The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).</td>
<td>□ The problem is not operationally defined (e.g., it is reported as a categorical/descriptive cause such as autism, depression, ADHD; or terms such as aggression, anxiety, or hyperactivity).</td>
</tr>
<tr>
<td>2.3</td>
<td>□ Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.).</td>
<td>□ Expected performance is not based on an appropriate source for comparison or is not included.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or The difference between actual and expected levels of performance is not explicitly stated.</td>
</tr>
<tr>
<td>2.4</td>
<td>□ Adequate baseline data are graphed to depict the discrepancy between the case’s performance relative to an appropriate comparison.</td>
<td>□ Baseline data are not graphed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or Baseline data include fewer than three data points.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or Expected level of performance is not included in the graph (i.e., aimline or goal line).</td>
</tr>
</tbody>
</table>

**Section Rating**

|   | □ Effective | □ Needs Development |

## Section 3: Problem Analysis

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>□ The problem behavior is hypothesized as a skills or performance deficit. And Data are used to test the hypothesis.</td>
<td>□ There is no hypothesis regarding skills or performance deficit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or Data are not used to test the hypothesis.</td>
</tr>
<tr>
<td>3.2</td>
<td>□ Additional hypotheses are formulated to address the problem.</td>
<td>□ Multiple hypotheses or not developed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or</td>
</tr>
<tr>
<td>3.3</td>
<td>Each hypothesis is stated in observable/measurable terms</td>
<td>Hypotheses are not stated in observable/measurable terms.</td>
</tr>
<tr>
<td>3.4</td>
<td>Proposed hypotheses are empirically tested and/or other sources of data are used to conform or reject each hypothesis.</td>
<td>Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis.</td>
</tr>
<tr>
<td>3.5</td>
<td>A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s).</td>
<td>A conclusive statement formally describing the cause of the problem is not included. Or Does not lead to a logical intervention.</td>
</tr>
</tbody>
</table>

Section Rating | Effective | Needs Development |
--- | --- | --- |

### Section 4: Intervention

| 4.1 | A single evidence-based intervention is implemented and linked to preceding sections. | Intervention is not evidence-based. Or Is not linked to preceding sections Or Multiple interventions are implemented simultaneously |
| 4.2 | Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified. | Acceptability of the intervention by one or more stakeholders is not verified. |
| 4.3 | The intervention is replicable: - Intervention components are clearly described (i.e., independent variable) | The intervention is not replicable: - Intervention components are not described (i.e., IV) Or Logistics are missing (e.g., who |
Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)

<table>
<thead>
<tr>
<th>4.4</th>
<th>☐</th>
<th>Skill or performance goals are: Described using the same metric as the dependent variables And Achievable based on research or other data.</th>
<th>☐</th>
<th>Skill or performance goals are: Described using a different metric as the dependent variables Or ☐</th>
<th>Not achievable or not linked to research or other data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>☐</td>
<td>Progress is monitored and graphed for data based decision making (formative evaluation).</td>
<td>☐</td>
<td>Progress is not monitored. Or ☐</td>
<td>Progress data are not graphed.</td>
</tr>
<tr>
<td>4.6</td>
<td>☐</td>
<td>Treatment integrity/fidelity are Collected and reported And Used in the interpretation of the intervention efficacy</td>
<td>☐</td>
<td>Treatment integrity/fidelity data are not: ☐ Collected or reported Or ☐ Used to describe intervention efficacy.</td>
<td></td>
</tr>
</tbody>
</table>

| Section Rating | ☐ | Effective | ☐ | Needs Development |

Section 5: Evaluation

<table>
<thead>
<tr>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Adequate intervention data (i.e., typically 7 data points) are collected to demonstrate level and/or trend under intervention conditions.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5.2</td>
<td>Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective.</td>
</tr>
<tr>
<td>5.3</td>
<td>Strategies for generalizing outcomes to other settings are described.</td>
</tr>
<tr>
<td>5.4</td>
<td>Strategies for follow-up are developed.</td>
</tr>
</tbody>
</table>

**Section Rating**
- Effective
- Needs Development

**Cumulative Rating**
- Effective
- Needs Development
Program Evaluation Report Rubric

Intern: Date:

Program Evaluation Skills
The rubric below is used to assess program evaluation competencies. A rating of “Effective” is worth 2 points for each item. A “Needs Development” rating is worth 0 points. Cumulative scores range from 0 – 26. A minimum cumulative score of 18 points is required on the Program Evaluation report.

Section 1: Elements of an Effective Report

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing</td>
<td>☐ The report is free of grammatical and mechanical errors and fully conforms to APA style.</td>
<td>☐ The report contains grammatical and mechanical errors or ☐ The report does not conform to APA style.</td>
</tr>
<tr>
<td>2. Rationale</td>
<td>☐ The program evaluation has a well-defined rationale.</td>
<td>☐ The program evaluation rationale is unclear.</td>
</tr>
<tr>
<td>3. School Need</td>
<td>☐ The program evaluation meets a school need.</td>
<td>☐ The program evaluation has little relevance to a school need.</td>
</tr>
</tbody>
</table>

Section Rating: ☐ Effective ☐ Needs Improvement

Section 2: Context of the Program

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. System Description</td>
<td>☐ The report describes important elements of the school system (geographical location, leadership, staff, student population).</td>
<td>☐ The report fails to describe one or more important elements of the school system.</td>
</tr>
<tr>
<td>2. Program Context</td>
<td>☐ The context of the program as it exists within the system is described.</td>
<td>☐ Descriptions of the context within which the program exists are unclear.</td>
</tr>
<tr>
<td>3. Participants and Frequency</td>
<td>☐ The report explains the number of participants and frequency the program was delivered.</td>
<td>☐ The report does not address the number of participants or ☐ The report does not describe the frequency with which the program was delivered.</td>
</tr>
</tbody>
</table>

Section Rating: ☐ Effective ☐ Needs Improvement
### Section 3: Program Elements

<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Effective</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Description</td>
<td>☐ Important elements of the program being evaluated are clearly described (What service is provided? How often it is delivered? Who is the program serving? Who is delivering the program?).</td>
<td>☐ Important element(s) of the program is not adequately described (What service is provided? How often it is delivered? Who is the program serving? Who is delivering the program?).</td>
</tr>
<tr>
<td></td>
<td>☐ Important element(s) of the program is not adequately described (What service is provided? How often it is delivered? Who is the program serving? Who is delivering the program?).</td>
<td>☐ Important element(s) of the program is not adequately described (What service is provided? How often it is delivered? Who is the program serving? Who is delivering the program?).</td>
</tr>
<tr>
<td>2. Program Fidelity</td>
<td>☐ The fidelity of the program is adequately addressed.</td>
<td>☐ The fidelity of the program is unclear.</td>
</tr>
<tr>
<td></td>
<td>☐ The fidelity of the program is unclear.</td>
<td>☐ The fidelity of the program is unclear.</td>
</tr>
</tbody>
</table>

### Section Rating
<table>
<thead>
<tr>
<th>Section Rating</th>
<th>☐ Effective</th>
<th>☐ Needs Improvement</th>
</tr>
</thead>
</table>

### Section 4: Evaluation of Program

<table>
<thead>
<tr>
<th>1. Key assessment measure</th>
<th>Effective</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ At least one measure is used to evaluate the program and is described</td>
<td>☐ No key assessment measure used for the program evaluation is mentioned</td>
</tr>
<tr>
<td></td>
<td>☐ The measure has adequate reliability and validity</td>
<td>☐ The reliability and validity of the measure are inadequate.</td>
</tr>
<tr>
<td></td>
<td>☐ The measure has adequate reliability and validity</td>
<td>☐ The reliability and validity of the measure are inadequate.</td>
</tr>
<tr>
<td></td>
<td>☐ Presented in a Table or Graph</td>
<td>☐ The reliability and validity of the measure are inadequate.</td>
</tr>
<tr>
<td></td>
<td>☐ Errors exist in one or more data provided.</td>
<td>☐ The reliability and validity of the measure are inadequate.</td>
</tr>
<tr>
<td>2. Data Presentation (outcome)</td>
<td>☐ At least one key measure for measuring program effectiveness is described and</td>
<td>☐ No key assessment measure is adequately described and</td>
</tr>
<tr>
<td></td>
<td>☐ Present in a Table or Graph</td>
<td>☐ Errors exist in one or more data provided.</td>
</tr>
<tr>
<td>3. Social Validity (Impact)</td>
<td>☐ Adequately describes the value the program had for key stakeholders (e.g., students, teachers)</td>
<td>☐ Social Validity (value of the program) not addressed</td>
</tr>
<tr>
<td>4. Sustainability</td>
<td>☐ Provides two or more clear recommendations about the sustainability of the program.</td>
<td>☐ Does not address program sustainability.</td>
</tr>
<tr>
<td>5. Capacity Building</td>
<td>☐ Provides two or more clear recommendations related to capacity building.</td>
<td>☐ Does not address capacity building.</td>
</tr>
</tbody>
</table>

### Section Rating
<table>
<thead>
<tr>
<th>Section Rating</th>
<th>☐ Effective</th>
<th>☐ Needs Improvement</th>
</tr>
</thead>
</table>

---

45
| Cumulative Rating | □ Effective | □ Needs Improvement |
# Research Report Rubric

## Research Skills

The rubric below is used to evaluate research competencies. A rating of “Effective” is worth 2 points for each item. A “Needs Development” rating is worth 0 points. Cumulative scores range from 0 – 32. A minimum cumulative rating of 24 points is required on the Research Project report.

## Section 1: Review of Literature

<table>
<thead>
<tr>
<th>Item</th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 General Introduction</td>
<td>☐ The review of literature begins with broad research topics.</td>
<td>The review of literature is not sufficiently broad in scope.</td>
</tr>
<tr>
<td>1.2 Narrow focus of Literature</td>
<td>The literature narrows to specific topics related to the research question.</td>
<td>The literature does not narrow to specific topics related to the research question.</td>
</tr>
<tr>
<td>1.3 Research Statement</td>
<td>A clear statement of the intent of the study is provided.</td>
<td>A clear statement of the intent of the study is NOT provided.</td>
</tr>
<tr>
<td>1.4 Writing</td>
<td>☐ Effective</td>
<td>☐ Needs Development</td>
</tr>
<tr>
<td>☐ The writing fully conforms to APA style and is free from errors in mechanics or grammar.</td>
<td>☐ Three or more errors of mechanics or grammar are apparent.</td>
<td></td>
</tr>
</tbody>
</table>

## Section 2: Methods

<table>
<thead>
<tr>
<th>Item</th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Procedures</td>
<td>A detailed description of the procedures is provided allowing for replication.</td>
<td>The description of the procedures is limited - replication is not possible.</td>
</tr>
<tr>
<td>☐ The description of the procedures is limited - replication is not possible.</td>
<td>☐ Or</td>
<td></td>
</tr>
<tr>
<td>☐ Three or more errors of mechanics or grammar are apparent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Variables</td>
<td>The independent variable is adequately described and derived from evidence based literature, And Dependent variable is clearly described and has appropriate reliability and validity.</td>
<td>The independent variable is NOT clearly described or not derived from evidence based literature, And Dependent variable lacks a clear description or has poor reliability and/or validity.</td>
</tr>
<tr>
<td>☐ The independent variable is NOT clearly described or not derived from evidence based literature, And Dependent variable lacks a clear description or has poor reliability and/or validity.</td>
<td>☐ Or</td>
<td></td>
</tr>
<tr>
<td>2.3 Participants</td>
<td>Clear description of participant characteristics are provided, And Privacy of participants in protected, And</td>
<td>Description of participants is unclear, And Privacy of participants in NOT protected, And</td>
</tr>
<tr>
<td>☐ Description of participants is unclear, And Privacy of participants in NOT protected, And</td>
<td>☐ Or</td>
<td></td>
</tr>
</tbody>
</table>
Characteristics of the system and setting for the research is described in a clear manner. | Characteristics of the system and setting for the research is NOT described clearly.
---|---

**2.4 Writing** | The writing fully conforms to APA style and is free from errors in mechanics or grammar. | Three or more errors of mechanics or grammar are apparent.
| ☐ Effective | ☐ Needs Development

### Section Three: Results

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Description</td>
<td>A detailed description of the results is provided.</td>
<td>A detailed description of the results is lacking.</td>
</tr>
<tr>
<td>3.2 Graph or Table of Data</td>
<td>Appropriate graphs and/or tables are provided.</td>
<td>Appropriate graphs and/or tables are missing.</td>
</tr>
<tr>
<td>3.3 Data Analysis Techniques</td>
<td>Appropriate techniques for analyzing the data are used.</td>
<td>Appropriate techniques for analyzing the data are not used.</td>
</tr>
<tr>
<td>3.4 Writing</td>
<td>The writing fully conforms to APA style and is free from errors in mechanics or grammar.</td>
<td>Three or more errors of mechanics or grammar are apparent.</td>
</tr>
<tr>
<td>☐ Effective</td>
<td>☐ Needs Development</td>
<td></td>
</tr>
</tbody>
</table>

### Section Four: Discussion

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Compares Results to existing literature</td>
<td>A detailed description of how the results compare/relate to the existing literature is provided.</td>
<td>A detailed description of how the results compare/relate to the existing literature is not provided.</td>
</tr>
<tr>
<td>4.2 Limitations</td>
<td>Limitations of the study are described And a description of what future researchers could do to address limitations is provided.</td>
<td>Limitations of the study are NOT described clearly Or Fails to describe what future researchers could do to address limitations.</td>
</tr>
<tr>
<td>4.3 Future Implications</td>
<td>Describes what could be the focus of future research.</td>
<td>Does not describe what could be the focus of future research.</td>
</tr>
<tr>
<td>4.4 Writing</td>
<td>The writing fully conforms to APA style and is free from errors in mechanics or grammar.</td>
<td>Three or more errors of mechanics or grammar are apparent.</td>
</tr>
<tr>
<td>☐ Effective</td>
<td>☐ Needs Development</td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL

| ☐ Effective | ☐ Needs Development |
APPENDIX E
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 Assessment in School Psychology I
Start 50 hour school experience - three hours per week

Spring
COUN712 Human Development Across the Lifespan
APSY727 Psychoeducational Counseling and Interviewing
SPED725 Seminar in Mild to Moderate Disabilities
APSY723 Assessment in School Psychology II
Finish 50 hours school experience three hours per week
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 psychological assessment case
   Submit a typed, blinded report
   Attend the MDE meeting
3. Consult on an intervention for an academic goal with a school-age student
Use an AB design
Show improvement using Percentage of Data Exceeding the Median of Baseline (PEM)
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. Complete a psychological assessment case
     Submit a typed, blinded report
     Participate at the MDE meeting
  3. Consult on an intervention for a behavior goal with a school-age student
     Use an AB design
     Show improvement using PEM (Percentage of Data Exceeding Median of Baseline 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 All Practicum Portfolio Artifacts by May 1
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
   Work on Portfolio Artifacts
      Psychological Report
      Intervention Consultation Report (Academic Goal)
      Intervention Consultation Report (Behavior Goal)
      Program Evaluation Report
   Log Hours weekly
   Supervisor evaluations after 5 and 10 weeks
   Meet Monthly with University Intern Supervisor

Spring
Apply for Graduation for Educational Specialist Degree (EdS) in School Psychology
APSY 795 Internship in School Psychology
   Submit Portfolio Artifacts by April 1
      Psychological Report
      Intervention Consultation Report (Academic Goal)
      Intervention Consultation Report (Behavior Goal)
      Program Evaluation Report
   Log Hours weekly needing 1200 hours total for graduation
   Supervisor evaluations after 20 and 40 weeks
   Meet Monthly with interns and university supervisor
   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