Ed.S. PROGRAM

IN

SCHOOL PSYCHOLOGY

Manual of Policies and Procedures

College of Education

Department of Education and Human Services

Lehigh University

http://www.lehigh.edu/education/sp/eds_sp.html

Approved: May 1985
Revised: June 2023

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Lehigh University's Commitment to Non-Discriminatory Practices

Lehigh University seeks talented faculty, staff, and students from diverse backgrounds. Lehigh University does not discriminate on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status in any area, including: student admissions; scholarship or loan awards; athletic, co-curricular, recreational, or social programs; academic programs, policies, or activities; and employment and employment development. Questions and complaints about this policy should be directed to: The Provost or The Vice President for Finance and Administration, Alumni Memorial Building, Lehigh University, Bethlehem, PA 18015.

Students with Disabilities

Students with an identified learning disability may qualify for accommodations in coursework and program requirements. Students are encouraged to contact the Office of Academic Support Services (610- 758-4152) for assistance in these matters. Students are also encouraged to discuss disability matters with School Psychology faculty.

Policy on Harassment

The School Psychology program strongly supports Lehigh University's policy on harassment based on age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status. This policy applies not only to interactions between faculty and students, but also to interactions among students themselves and between field supervisors and students. A student may request confidential consultation or file a grievance; see the Redress of Grievances Based on Harassment policy in the College of Education Graduate Student Handbook: https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/grievances-procedures

The Principles of Our Equitable Community

The School Psychology program supports Lehigh University's The Principles of Our Equitable Community [PrinciplesEquity.pdf (lehigh.edu)]. We expect each member of our program to acknowledge and practice these Principles. Respect for each other and for differing viewpoints is a vital component of the learning environment inside and outside the classroom.

Religious Holidays

Faculty and students in the School Psychology program follow the Lehigh University policies for religious holidays [https://chaplain.lehigh.edu/religious-holidays-policy-and-calendar]. As indicated in this policy, students should review their schedules/syllabi and speak with their instructors/supervisors at the beginning of each semester about any religious holidays that will require an absence from class, practicum, or assistantship obligations during the course of that semester so that appropriate arrangements can be made in advance.

The Ed.S. program in School Psychology is approved by the National Association of School Psychologists (NASP). This manual provides relevant information about the Ed.S. program in School Psychology and serves as a guide for your program of study. Students should work closely with their advisor to ensure that all relevant policies and procedures are followed. Although effort has been made to be as specific and comprehensive as possible, there may be details that have not been addressed fully. Please refer questions to your advisor. Also, please consult the College of Education Graduate Student Handbook

https://ed.lehigh.edu/insidecoe/handbooks/graduate-student for additional information.

Program Overview

Program Philosophy

The School Psychology program at Lehigh University has pioneered the advancement of school psychology; directions for practice and research are evident in the two degree programs that are offered: the Educational Specialist (Ed.S.) and Doctoral (Ph.D.) Programs. Both degree programs operate from a scientist-practitioner model to prepare highly competent school psychologists who can serve as leaders at many levels (e.g., district, region, national). Both the Ed.S. program and the Ph.D. program are fully approved by the National Association of School Psychologists (NASP). The faculty of the School Psychology program has designed the curriculum to adhere to a scientist-practitioner model of training within a behavioral, problem-solving, and ecological orientation. We believe strongly that school psychologists must be able to function effectively in a variety of roles. Provision of psychological and educational services must be based on empirical research and conducted within a problem-solving framework. As such, students must demonstrate a solid foundation in understanding human development and

behavior as well as skills in assessment and intervention implementation to support academic, behavioral, and social-emotional growth.

The clinical components of the Ed.S. and Ph.D. programs emphasize psychological and educational foundations, psychoeducational assessment of general and special populations, consultation, and intervention development, implementation, and evaluation. Courses and supervised practica are designed to help students view and understand the school as a central component of the multiple systems which affect children's academic, behavioral, and emotional functioning. Training is intended to provide an opportunity for students to develop the expertise and confidence to apply psychological principles and skills towards solving problems occurring in schools, families, and communities.

No one theoretical orientation can provide a comprehensive, empirically-valid approach to providing school psychological services. However, research offered from a behavioral orientation provides perhaps the largest single source of research substantiating all aspects of service delivery, assessment, intervention, and consultation. Although students are exposed through coursework to multiple theoretical approaches to conceptualizing academic and behavior problems of school-age populations, a behavioral orientation is the primary focus emphasized in coursework and clinical training. In addition to approaching service delivery from a behavioral framework, the program emphasizes the ecological influences of family, community, and culture in the problem-solving process. The program focuses on the school as the point of intervention while recognizing that school psychologists must have sufficient understanding of how other systems, such as families, communities, and healthcare, have an impact on children's well-being as well as academic achievement. Moreover, operating according to an ecological perspective requires school psychologists to have knowledge and competence to work with children,

families, and professional colleagues who represent a range of cultural backgrounds, values, and perspectives. Use of an ecological perspective also assists in preparing school psychologists to work effectively in a range of settings (e.g., pediatric, health care, community-based mental health) as health service professionals.

The program's behavioral, problem-solving, and ecological orientation is evident in the training objectives, course sequence, and practicum/internship experiences. Students receive extensive and rigorous training in assessment for academic and social/emotional problems, prevention and intervention strategies for a range of child concerns, and the use of behavioral and systems consultation as the method for delivering service. In addition, students receive rigorous training in traditional assessment techniques (intellectual and educational assessment), and are exposed to knowledge, techniques, and theoretical orientations evident in Counseling Psychology, Special Education, and core psychology areas such as developmental, cognitive, social, and biological bases of human behavior.

The School Psychology program is strongly committed to providing students with knowledge and an experiential basis in multicultural perspectives. Operating from a broad definition of diversity, it is extremely important for students to understand and appreciate multiple contexts that influence children's academic performance, behavior, and development (e.g., ethnic, cultural, racial, gender). Specifically, students in the School Psychology program must demonstrate knowledge of these contextual influences as well as cultural competence in their interactions with children, families, and other professionals.

Program Goal and Objectives

The primary goal of the Ed.S. program is to prepare competent leaders in school psychology who operate from a scientist-practitioner model. Graduates are expected to emerge

as capable practitioners who use science to inform their practice. Students completing the Ed.S. program must be thoroughly familiar with the functioning of a school system and the role and function of the school psychologist in promoting children's academic achievement as well as their behavioral, emotional, social, and physical well-being. Moreover, graduates must be knowledgeable and skilled to partner with families and community service providers to best support positive outcomes for children and youth. Lehigh University's Ed.S. program aligns with the 2020 school psychology training model supported by the National Association of School Psychologists (NASP).

The School Psychology Ed.S. program identifies five objectives of training to ensure that students acquire core psychological knowledge as well as the foundations for school psychology; develop an advanced understanding of cultural and contextual influences; demonstrate skills in contemporary and evidenced-based practices in assessment, intervention, and consultation; possess an understanding of various research methods and data analytic approaches; and, lastly, exhibit a keen awareness of ethical, legal, and professional considerations. Below each objective is identified and accompanied with the associated competencies.

Objective 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychology areas.

Expected Areas of Competency/Knowledge
➢ Typical and atypical development in major domains, including cognition and learning
➢ Biological bases for human behavior
➢ History of school psychology

Objective 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health.

Expected Area of Competency/Knowledge

➢ Systems-ecological theory and application to providing services to children in various contexts (e.g., home, school, healthcare settings).

Objective 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis.

Expected Areas of Competency/Knowledge

➢ Knowledge of research design, statistics, measurement, and analysis

➢ Standards associated with test development

➢ Conceptualization, implementation, and communication of research in applied settings

Objective 4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns.

Expected Areas of Competency/Knowledge

➢ An understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and developmental concerns in addition to children from various cultural backgrounds.

➢ Design, implementation, and evaluation of interventions for children with a range of academic, social, behavioral, and developmental concerns as well as for children who represent various cultural backgrounds

➢ Application of consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to monitor student progress.

➢ Effective prevention and intervention to promote children's health through multi-systemic practices involving families, schools, and healthcare providers

Objective 5: To produce school psychologists who are knowledgeable and practice according to professional, ethical, and legal standards.

Expected Areas of Competency/Knowledge

➢ Ethical standards and legal regulations for providing psychological services in schools and healthcare settings

➢ Theories of clinical supervision

Curriculum and Degree

During the course of the Ed.S. program, students attain a Master's in Education (M.Ed.), with a major in Human Development. The M.Ed. is awarded after the completion of 30 semester hours, which must include fulfillment of the research requirement described below.   The timing of the award of the M.Ed. degree can affect later compensation when the student is employed as a school psychologist. Therefore, students are encouraged to begin planning their completion of the research requirement with their advisors at the start of the first year of study. To obtain the M.Ed. in Human Development, at the end of their first semester, students should complete the Graduate Curriculum Change Request Form (https://ed.lehigh.edu/insidecoe/forms) to add the Master's Degree to the program of study. Mid-way through the first summer, students should also complete the Program for Master's Degree Form (https://ed.lehigh.edu/insidecoe/forms) and apply for graduation by July 1 (https://ed.lehigh.edu/insidecoe/forms).

The Ed.S. degree is awarded after the completion of 66 semester hours (including the 30 hours for the Master's degree and the internship). To obtain the Ed.S. degree, students must complete the Program of Study form noted in the paragraph above for the 66 credits of their Ed.S. degree. Student must also apply for graduation by the appropriate deadline (typically February 1 for Spring graduation and July 1 for Summer graduation). Students must complete their program within 8 years of admission if entering with a Bachelor's degree or 6 years if entering with a Master's degree. The program is designed to meet the certification requirements of the State of Pennsylvania, and all students should pursue certification in the State of Pennsylvania to facilitate the certification process in other states. Students interested in school psychology certification in other states should check with the state departments of education regarding specific certification requirements in that state.

The curriculum is divided into five areas: Research core (6 hours), Psychological Foundation Core (12 hours), Professional School Psychology Core (36 hours), Counseling Psychology (3 hours minimum), and Special Education (3 hours minimum). Of the 66 hours in the program, 54 are required and the remaining 12 are completed through electives. The program curriculum is outlined in Appendix A and a typical course sequence across the 3 years of the program (for a full-time student) is displayed in Appendix B. The course sequence outlined may vary somewhat based on student background and previous graduate work. The curriculum is aligned with the NASP 2020 Practice Model Domains as illustrated in Appendix C.

Other Opportunities

The College of Education offers several certificate programs to which students may apply to increase their specialized knowledge in a given area (e.g., Behavioral Analysis; Social, Emotional and Behavioral Wellness). These certificate programs are optional and must be pursued in addition to program requirements. In some cases, there may be some overlap between required program courses and certificate courses. For example, students are required to take SchP 402 Applied Behavior Analysis, which is also a course in the Behavior Analysis certificate program. It is important to note that all certificate programs will require additional courses that are outside of program requirements and therefore, may require additional time and resources to complete. Students should carefully plan their course of study with their advisor if they are interested in pursuing a certificate in addition to the Education Specialist training to ensure that all program and certificate requirements can be met. Finally, **students should apply to a certificate program only after completing and receiving the Master's degree** (M.Ed. in Human Development).

Student Body

The student population of the School Psychology program consists of individuals who have entered the program immediately after completion of an undergraduate degree and occasionally those students who have earned a Master's degree. Most students enter the Ed.S. program with undergraduate degrees in Psychology or Education. Given the intensity of the coursework and practicum experiences as well as the required internship, **the program is designed primarily for full-time students.** The School Psychology' program is dedicated to the recruitment of individuals from diverse ethnic and cultural backgrounds. Collectively, the program faculty and current student body are active in school psychology practice and research that is applicable to variety of settings (e.g. public school, early childhood centers, hospital settings, and early intervention programs like home visiting), and serves family and children representing a range of socioeconomic, ethnic, and linguistic backgrounds. Our aim is that the rich educational, professional, and research opportunities provided by our faculty and students will foster the recruitment and retain culturally and linguistically diverse students in the program.

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Program Requirements

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In addition to successful completion of the coursework, students in the Ed.S. program are expected to meet several other program requirements. The heart of any program to prepare professional psychologists lies in the practical and supervised experience they receive. Across the three years of training, students participate in practical experiences that are designed to developmentally support professional growth and development. Over the course of the three years, students are expected to gain skills and knowledge and become more independent in practice; practical experiences are constructed to align with students' developmental stage as a

professional.

Practicum, Internship, and Certification

      School-based Practicum (SchP 435). In addition to the pre-practicum experiences in the first year (total of 50 hours), during the second year of the program, students enroll in an integrated school-based practicum (1 credit each semester) in conjunction with three courses (Consultation Procedures, Social Emotional and Behavioral Assessment and Intervention, and Academic Assessment & Intervention). Throughout the year, students spend a minimum of 200 clock hours in supervised school-based experiences, or the equivalent of approximately one day per week. Students receive direct supervision from a school psychologist and also participate in weekly group supervision with the program's Director of Clinical Training (DCT). Trainees are expected to apply their course-based knowledge in the practicum site by conducting academic and behavioral assessments, developing interventions to address academic and behavioral difficulties for referred children, consulting with a family and teacher to address concerns regarding a referred student, and observing the routine activities of school psychologists, taking on a more active role as the year progresses (see Appendix D). Field site supervisors complete an evaluation of students at mid-year and end-year (see Appendix E); mid-year evaluations are reviewed to set goals for the remainder of the practicum experience. At the end of the practicum experience, students complete the 2nd-year Practicum Checklist for Completion of Required Activities (Appendix F), and an evaluation of the site and supervisor (see Appendix G) to ensure the quality of the sites in which students are placed.

      Certification Internship. In accordance with 2020 NASP standards, the Certification Internship requires 1200 hours, with a minimum of 600 hours in a school setting. A student may begin the Certification Internship in School Psychology when the following criteria are met: (1)

successful completion of the Master's or its equivalent; (2) successful completion of Consultation Procedures (SchP 412), Assessment of Cognition and Achievement (SchP 422), Social Emotional and Behavioral Assessment and Intervention (SchP 423), Academic Assessment & Intervention (SchP 425), and the second year practicum school-based practicum (SchP435); and (3) the student is in good standing in the program, which includes the student has attained a minimum GPA of 3.0 and has demonstrated strong professional skills (defined as adequate communication skills, ability to meet requirements and other demands associated with the position in a timely fashion).

   Internship placement. During their second year of study, students are responsible for searching and applying for internship positions in consultation with their academic advisor and the DCT. Students typically have applied to public school districts and approved private schools for the certification internship. The student is responsible for the entire application and interview process which varies according to the sites' procedures. Prior to accepting an offer, however, the potential internship site must be approved by the DCT to ensure that it meets all program and NASP requirements. Once the internship is approved, the acceptance of an internship is primarily the student's responsibility, although this decision is conducted under the guidance of the student's advisor and the DCT.

   Appropriate sites must employ a permanently certified school psychologist and be able to provide a range of experiences to support the development of required competencies. The field supervisor must be certified as a school psychologist in the state in which the internship is located, and must have at least 3 years of experience and a minimum of an Ed.S. or equivalent degree. The field supervisor will be required to provide a minimum of 2 hours of supervision per week; 1 hour is through individual face-to-face meetings, and the other hour occurs through

frequent meetings throughout the remainder of the week that accumulate to more than 1 hour. The responsibilities of the site supervisor, student, and DCT during the internship are described in the contractual agreement between the Lehigh School Psychology program and each internship site (see Appendix H). Supervision is provided by both the school psychologist and the DCT, and administrative tracking of the internship rests with the DCT.

Students who are employed by a school district at the time of their internship may NOT fulfill part or all of the internship requirements by working for the school district in which they are presently employed. Past experiences suggest the learning experiences of the internship are compromised when former school district employees attempt to function as interns. Previous job roles and responsibilities inhibit the educational freedoms needed by the intern to explore the new niches filled by school psychologists. Appendix I provides a list of past Ed.S. intern sites as a guide, but students are not limited to these sites.

Internship procedures. Students are required to log all internship hours on the Lehigh University Internship Logs (Appendix J). Logs must be signed by the field site supervisor and submitted by the 5th of every month to the DCT. At a minimum, students are expected to participate in the following activities during the year and produce products that represent evidence of the completion of these activities: (1) participation in professional development within the district; (2) provide some form of professional development within the district; (3) conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan; (4) conduct at least one evaluation for a student referred for special education eligibility; (5) conduct at least one assessment for a behavior problem (e.g., functional behavioral assessment); (6) conduct at least one curriculum-based assessment for a student referred for academic skills problems; (7) conduct at least one

assessment for a student with a low-incidence disability (e.g., autism); (8) conduct at least one consultation/intervention program for a student with an academic skill problem; and (9) conduct at least one consultation/intervention program for a student with a behavior problem. As these experiences are completed, students must obtain the field supervisor's signature to affirm completion of the experience on the Minimum Internship Experience checklist (see Appendix K). The checklist, along with evidence substantiating the activity, are to be included in the student's final portfolio described below.

Students completing their certification internship participate in a weekly seminar led by the DCT (e.g., SchP443). This seminar allows students to receive additional supervision by the DCT as well as by their peers, and provides oversight of the internship experience. The seminar presents an opportunity to extend students' learning and skill acquisition by providing information relevant to current school psychology practice and ethics. In most circumstances, the DCT will conduct two site visits per academic year if feasible.

Each intern is evaluated by their field supervisor using a competency-based checklist (see Appendix L). This checklist serves both as an evaluation tool and it helps to guide the intern and his/her supervisor through the required experiences. Students also evaluate their intern site and supervisor at the end of the field internship period (see Appendix M). Students' continuation in the internship experience is contingent upon favorable evaluation of the students' performance as well as the adequacy of the site in meeting the students' training needs. Evaluation of student performance and the site is an ongoing process that occurs through the students' involvement in the certification internship seminar, bi-annual field-supervisor evaluations and their routine contact with the DCT, and site visits. Any concerns that arise during the internship will be collaboratively resolved with the student, the

appropriate faculty from the school psychology program, and the appropriate staff from the internship setting. The process of resolving concerns may include meetings with all parties and the development of a plan that will be documented. The implementation of any plan will be collaboratively monitored by the student, program faculty, and internship staff.

Unresolvable concerns related to student performance or internship site capacity for providing quality training may lead to suspension or termination of the internship. With regard to student performance, examples of these concerns may be poor performance in clinical activities or professionalism that does not improve through supervision or remediation and unethical behaviors as identified by NASP (http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx). With regard to the internship site, factors that may lead to suspension or termination include inadequate supervision or training experiences as well as unethical actions or inappropriate professional interactions involving students. In the event that concerns are not resolvable, the University Supervisor and Program Director will communicate a specific procedure for suspending or terminating the internship with the appropriate staff from the site. Student involvement in the termination or suspension process will be determined at the discretion of the school psychology program faculty on an individual basis.

Certification. Upon successful completion of all coursework, the certification internship, and portfolio requirements, students may apply for certification as a School Psychologist in Pennsylvania. To apply for certification, students must take and pass the required Praxis test found on the ETS page (Revised Test Code 5403 as of 9/1/22). Please check with the School Psychology Program Coordinator for instructions on the review process that must be undertaken before the Office of Professional Certification can review your application for certification. Appendix N includes a form to guide the certification process.

Research Requirements

The School Psychology program operates from a scientist-practitioner approach; thus, research is an important component of training. Students are expected to become critical consumers of research; demonstrate knowledge of foundational concepts in statistics and measurement; demonstrate knowledge and skills of research designs that can be used in applied settings; and gain an understanding of the process of conducting research. The research requirement consists of two components. The first component is a research design or statistics course (i.e., SchP 461 Single Subject Research Design, Educ 408 Introduction to Statistics or Educ 409 Analysis of Experimental Data), which is intended to support student development of competency in research design and analysis. The second component is completion of Educ 403 Research or three credits of SchP 434 Applied Research Practicum. If students complete Educ 403, they are required to complete all requirements of the course as outlined by the instructor. In addition, students will prepare a poster to present their final paper/research proposal from Educ 403 at the end of year colloquium during the year in which they completed Educ 403. The colloquium is typically offered at the end of the academic year (i.e., in May after the last day of Spring classes and before the first day of Summer I classes).

The research practicum entails 45 hours of involvement in research (typically led by faculty or doctoral student) and a final research paper. For the final research paper students may conduct a systematic and scholarly literature review in an area related to the research project wherein they served as assistants, or an area of professional interest. Alternately, students may conduct a small-scale guided research project. The student's advisor must approve either the topic for the paper or the focus of the research project. Students should discuss these options with their advisor and select what best meets their interests and professional goals. Although not

required, students often submit a proposal to the annual NASP convention based on their literature review or guided project. All students, regardless of whether they complete a literature review or a guided research project, must complete 45 hours of active participation in research. This includes attending faculty research meetings and involvement in data collection on faculty or student projects (including the student's own guided project). These hours are logged using the form in Appendix O and submitted electronically to the advisor with the final products described below.

     Literature review. In this option students work with their advisor to select a topic of interest in the field of school psychology and complete a systematic literature review. The literature review should be conducted using a systematic process that is detailed in the final written product. That is, students should systematically search the literature using inclusion/exclusion criteria to identify empirical articles to be included in the review. The number of articles is likely to vary based on the selected topic as well as the inclusion/exclusion criteria. Students must delineate their search procedure, including all inclusion/exclusion criteria, in their Method section such that another researcher could replicate their search. Students should discuss the literature they have identified with their advisor to ensure that the scope of the literature review is sufficient. Following identification of relevant literature, students prepare a scholarly summary of the literature that integrates and synthesizes the body of literature, as opposed to a more descriptive reporting of the literature. Literature reviews will vary in length, depending on the topic, but typically range between 15 and 25 pages. Literature reviews should be prepared using the Publication Manual of the American Psychological Association, Seventh Edition. Students must submit a completed literature review to their advisor two weeks prior to the end of the second summer session. This time period allows the advisor to review the

document and assign the earned grade. In addition to this document, students will prepare a poster to present their literature review at the end of year colloquium, typically offered at the end of the academic year (i.e., in May after the last day of Spring classes and before the first day of Summer I classes).

Guided research proposal. In this option, students work with a faculty member to identify a research project that they are interested in conducting. Research projects should be in conjunction with ongoing faculty research to ensure students have adequate support in carrying out the research. To ensure that students are able to complete the project, consideration should be given to scope and complexity. Once a research project has been identified, students work closely with faculty and potentially other students to carry the project to completion. Students electing to complete a guided research project must submit a written research proposal to their advisor two weeks prior to the end of the summer session. This time period allows for the advisor to review the paper and assign the earned grade. Research proposals should consist of the following elements: (1) an introduction that is a concise and targeted review of the literature that provides a context for the proposed study and concludes with a clear statement of the purpose of the study as well as research questions; (2) a method section that describes participants, setting, measures, and procedures; (3) a description of the method of analysis; (4) anticipated results; (5) a discussion of the anticipated findings, potential implications, and limitations; and (6) a detailed timeline for completing the study. Research proposals should be prepared using the Publication Manual of the American Psychological Association, Seventh Edition. Students may choose to complete research projects with another student with prior approval from the students' advisors, though no more than two students may work together on a research project. Each student will submit a written explanation of their involvement in the project as well as their contribution to

the final paper. In addition to the research paper, students will prepare a poster to present their work at the end of year colloquium (i.e., in May after the last day of Spring classes and before the first day of Summer I classes).

Protection of Human Subjects in Research. Lehigh University's basic policy places the primary responsibility for the protection of the welfare and the right of privacy of the individual subject participating in research on the principal investigator. The responsibility is shared by the university as an institution and, where outside support is provided, by the sponsoring agency. All research and experimental activities in which people participate as subjects must be approved by Lehigh University's Institutional Review Board (IRB) before the involvement of the subjects. This applies to sponsored and unsponsored research, continuing education courses, and instructional projects and activities conducted by university students, staff, and faculty.

School psychology students who are involved in research with human subjects will need to complete the appropriate training (https://research.cc.lehigh.edu/RCR) before they begin any activity. For projects in which the student is a researcher, the student will need to obtain IRB approval. Students should apply for approval under the supervision of the faculty member with whom they are working. All reviews of research projects involve use of IRBNet.org. Graduate students must submit their proposed projects for IRB review online. Visit http://research.cc.lehigh.edu/irb to learn how to use this system. The review process begins when your project is submitted electronically, provided you have supplied all the required information.

Final Portfolio Assessment

Students are expected to maintain a portfolio that reflects achievement of their course and clinical competencies. This portfolio represents a comprehensive and culminating experience for students. Implementation of a portfolio assessment within the Ed.S. program

has three objectives. First, the Ed.S. portfolio provides students an opportunity to reflect upon their training and identify the knowledge and skills that they have met as a result of this training. Second, the portfolio provides the faculty with an assessment for evaluating a student's competencies prior to their anticipated graduation from the program. Third and finally, the portfolio provides faculty with data for evaluating the alignment of curriculum with training objectives to ensure that students are receiving the best education possible.

To meet these objectives, the Ed.S. portfolio requires students to identify permanent products reflecting the variety of training experiences (e.g., coursework, practica, internship) that demonstrate their mastery of program competencies and the corresponding NASP Practice Model Domains. Following a **best evidence approach**, the products reflected in the portfolio should be selected as representative of the skills attained across Lehigh competencies and NASP standards (n.b. cohorts entering in or after 2020 should use the 2020 NASP Practice Model Domains). The portfolio consists of the following:

(1) A personal statement, 2-3 pages in length that describes the student's development within each of the program objectives. Students address how coursework, practicum, and other applied experiences have contributed to their skills and knowledge. The paper concludes with a summary of student strengths and weaknesses as well as professional goals and a plan toward those goals.

(2) A statement for each of the five program objectives that describes how the evidence selected illustrates achievement of the competency along with the skills and knowledge in each of the related NASP Practice Model Domains.

(3) Evidence for each of the five program objectives that best illustrates student

competency in meeting the objective. Students submit one piece of evidence for each of the program objectives with the exception of Objective 3 Psychological Applications, for which students submit two pieces of evidence, both of which must be reports from internship experiences. Students may submit one additional piece of evidence to supplement the primary evidence for each objective.

(4) A description of two cases selected to demonstrate "Evidence of Impact." One case must depict a behavioral concern and one an academic concern. The description must include an overview of the case, the measure the student is using to provide evidence of impact, the procedures for data collection, how the student will summarize the data, and an anticipated timeline for completing the cases.

(5) A completed minimum required checklist

(6) A professional CV

By the middle of March during the Internship year, each student submits their portfolio for review by a committee of three faculty. The faculty committee includes the student's advisor and two other members of the School Psychology faculty. Each of the faculty reviews the portfolio within two weeks of the submission date according to the rubric available in Appendix P. Each faculty reviewer then assigns a rating for each competency domain using the following 4-point scale and rubric:

4 evidence exceeds expectations for an entry-level school based practitioner

3 evidence is commensurate with expectations for an entry-level school
based practitioner

2 evidence is below expectations for an entry-level school based practitioner

1 evidence is far below expectations and in need of substantial revision.

Evidence of Impact is evaluated using the same rating scale but is rated separately from the evidence for program objectives. Criteria for the evaluation are included in the Portfolio Evaluation Form in Appendix P.

To pass the portfolio, the student must achieve a median rating of 3 across the faculty ratings in each domain and for the Evidence of Impact for each case submitted. If the student does not achieve this standard, the committee will ask the student to provide additional evidence, or provide the student with specific questions (no more than three) to ensure that they have mastered competencies corresponding to both the program's and NASP's domains related to the area not receiving a median rating of 3. The student must provide written responses (2 pages maximum) to each request for additional evidence or each question within one week of receipt. Using the scoring guidelines stated above, the faculty then has one week to evaluate the cumulative evidence and provides an updated grade for the domain(s) in question. If the mean rating for the domain still falls below 3, the student must submit additional evidence supporting the mastery of the competency domain for review by the committee before the conclusion of the academic semester (May 1st). This evidence could be case- based; however, the student may submit an alternative piece of evidence (e.g., research paper) if it addresses the area of need identified in the portfolio process. The faculty again has one week to review the additional evidence. If the median rating for the evidence still falls below 3, the program faculty will meet to determine the student's status within the program. Portfolio guidelines are provided in Appendix Q.

Student Academic Expectations

Minimal Levels of Achievement

Continuation in the program is dependent upon several factors. First, although *Minimal*

Academic Standards are described in the College of Education's Graduate Student Handbook, the School Psychology program maintains a higher standard for minimal levels of achievement. Students are expected to maintain high quality performance indicative of graduate level training. Students must *maintain at least a 3.00 GPA* throughout their enrollment in the program and can receive no less than a B in 12 credits.

A second important factor in continuation within the program is the demonstration of *effective clinical skills* in prevention, intervention, and assessment. As school psychologists must possess abilities beyond those evident in academic coursework, students must reach acceptable competency levels in performing clinical responsibilities. Students' emerging clinical skills are reflected in faculty members' observations in course-related field experiences, research activities that involve clinical skills, and in the evaluations that are provided by field-supervisors of students' practica. In the event students are noted to have difficulties in acquiring expected levels of clinical competencies they are provided with additional opportunities and experiences to remediate their skills. The nature of the remedial experiences is devised to meet the individual needs of the student. The faculty makes every effort to advise graduate students who may be in danger of not reaching acceptable levels of competency in clinical skills.

Third, school psychologists must maintain effective use of *ethical and professional standards* in their work. As such, graduate students are also evaluated in their ability to (a) demonstrate applications of ethical principles, (b) establish and maintain effective relationships with fellow graduate students and faculty in addition to field-based training supervisors and colleagues, and (c) complete the obligations and responsibilities associated with their funding source.

Ongoing Review

To support all students in demonstrating high quality performance and maintaining minimum levels of achievement, student progress is evaluated formatively through an ongoing review process. Each year students are asked to complete a Student Annual Evaluation Form that is administered electronically using a Qualtrics survey. Student progress is evaluated consistent with the program objectives, including clinical competence, and in three additional areas of **professional values, attitudes and behaviors; communication and interpersonal skills; and diversity, inclusion, and equity.** The Student Annual Evaluation Form first asks students to reflect on their developing competencies within each of the program objectives and to rate their skills and knowledge for each competency using indicators of *limited, emerging, foundational*, and *advanced*. Progress toward program objectives is reflected in the student's self-ratings for each of the competencies, their attained grades in coursework and faculty members' comments regarding the quality and quantity of their in-class contributions. Clinical competence is evident through the reports of faculty and field supervisors regarding the student's performance in various practica and/or internship requirements. As a program designed to train professional psychologists, judgments of clinical competence are crucial in the evaluation process. **Professional values, attitudes and behaviors** includes behaving in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others; engaging in self-reflection regarding one's personal and professional functioning; and engaging in activities to maintain and improve performance, well-being, and professional effectiveness. **Communication and interpersonal skills** addresses the ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors,

supervisees, and those receiving professional services; produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts; demonstrate effective interpersonal skills and the ability to manage difficult communication well; demonstrate professional skills such as punctuality and attentiveness in both coursework and practica. **Diversity, inclusion, and equity** refers to the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles; the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers; the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with our own.

Program faculty members meet annually to collaboratively discuss each student's progress in the program. The faculty considers the Student Annual Accomplishment Form and practicum/internship evaluations (where appropriate) as well as the faculty members' experiences with the student during the year. The student's advisor provides a written summary, using the Faculty Feedback on Student Annual Evaluation Form (see Appendix R). This feedback is intended to help the student maintain high quality work, to address challenges the student may be experiencing, and to prevent termination of studies. Satisfactory progress as indicated in the feedback form is required for continuation in the program. Students are requested to sign and return the form and encouraged to respond in writing as needed.

Faculty-Initiated Review. Review of students' progress is not limited to the annual process. School Psychology Program faculty may initiate a review of student progress if concerned about a student's progress at any point. Events that may trigger such an adequate progress review include:

-A graduate student carrying two or more incompletes in non-research courses,

-A graduate student withdrawing from the same course more than once,

-A graduate student withdrawing from more than three required courses in a program

of study

-A graduate student failing to complete non-course program requirements in a timely

fashion

In making decisions about adequate progress, program faculty shall take into consideration a student's personal health and/or life situation. To assist in such consideration, program directors may request that students clarify the reasons behind their failure to make adequate academic progress.

Remediation and Probation

In the event that the annual review or the faculty-initiated review raises concerns about the student's progress in the program, an informal remediation plan will be developed by the student, the student's advisor and the program director. The plan will be documented in a letter that includes the initial concern, the remediation plan and a date for review. The letter is signed by all parties, indicating agreement to the terms of the informal remediation plan. All informal remediation plans will require a review of the student's performance during the following subsequent semester. The student's current level of performance and progress on the terms of the informal remediation plan will be documented in a second letter, again signed by all parties. If the student has successfully met the terms of the remediation plan, the plan will be terminated. If, however, there are continued concerns, the student will be placed on probation and a formal remediation plan will be put in place.

The School Psychology program follows a more specific procedure for remediation than what is outlined in the Graduate Student Handbook. Students placed on probation must submit a formal remediation plan (see Appendix S) to their advisor for initial approval. The plan must

include an explanation of why the student did not sustain the minimal levels of achievement and must offer detailed and specific means to address the cause of inadequate performance. Following approval from the advisor, the plan must be reviewed by the program faculty. Faculty may approve the plan or require revisions to the plan as indicate in Part II of the Remediation Plan form. Once the plan has been approved, the student is expected to implement the plan with follow-up reviews as specified in Part III of the Remediation Plan form. The student's progress will be reviewed by the student's advisor and the program faculty and the next steps in the probation process will be determined. This may include termination of the remediation plan if goals are met, additional review, barring the student from additional coursework until the terms of the remediation plan are met, or dismissal from the program. The outcome of the faculty review will be detailed in a letter to the student. A meeting between the student and the program faculty is held to discuss the letter. Should the student be dissatisfied with the outcomes of this meeting, they have the right to appeal the decision to the Department Chairperson, Dean of the College of Education, and the Office of the Provost, in that order.

Right of Appeal Students have the right of appeal if they feel academic program faculty have erred in (1) barring them from further coursework in the COE until completing some specified indicator(s) of adequate academic progress, (2) dropping them from the program in which they were enrolled, or (3) barring them from taking non-degree coursework in that academic program. Such students should follow the appeal process laid out in the College of Education Graduate Student Handbook *(https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/grievances-procedures*).

Policy on Academic Integrity

The faculty of the College of Education is committed to upholding the highest standards of personal, professional, and academic integrity. Thus, each graduate student, graduate assistant, and/or research assistant in the College of Education is expected to act in accordance with the university's Student Code of Conduct and the standards set by the university faculty. Further, each student is expected to act in accordance with the professional standards set forth by their field of study (for example, the Pennsylvania Department of Education, APA, and NASP).

The faculty will not tolerate acts of plagiarism, cheating, data falsification and other forms of academic misconduct. Using the appropriate procedure, the faculty will send suspected cases of academic dishonesty to the Office of Student Conduct and Community Expectations to initiate a fair process for resolving alleged misconduct. Students found responsible under the Student Code of Conduct for specific charges of academic misconduct will not be eligible to receive a university recommendation for professional licensure or certification. While this ineligibility might not prevent such students from completing the coursework for a degree and receiving that degree, it would eliminate their ability to achieve certification or licensure. Students found responsible under the Student Code of Conduct will also be subject to any penalties rendered through the process laid out by the Office of Student Conduct and Community Expectations, which may include termination from the degree program.

Process for Resolving Suspected Student Academic Misconduct under the Policy. The COE has its own procedures for attempting informal resolution of suspected academic misconduct, procedures that are aligned with the university's process. For those procedures and relevant forms, please see this link: https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/academic-standards-and-expectations

Other Student Expectations

Student Participation in Program Development

Student input and participation of graduate students in program development is actively encouraged by the faculty. Students in the program may serve as representatives to the National Association of School Psychologists (NASP), the Association of School Psychologists of Pennsylvania (ASPP), and Lehigh University's Graduate Student Senate (GSS). Directly related to program development, from the student membership, two individuals are selected for a one-year term, one from the Ed.S. program and one from the Ph.D. program, as formal representatives to the faculty. These representatives are expected to attend monthly program faculty meetings, and provide a means for students to formally make recommendations and communicate with faculty. Additionally, these representatives serve with the school psychology faculty on admission committees. In addition to formal mechanisms for student participation in program development, students are encouraged to provide feedback on an ongoing basis either through the program representatives, or in communication with faculty members. Student input and participation in program development is critical to ensuring a high quality, safe, and comfortable learning environment. Our program is committed to working with students to ensure a positive program climate.

Advising

Students should meet regularly with their advisors (at least once per semester), taking responsibility for scheduling meetings as needed. Ongoing, active engagement with one's advisor is considered essential to professional development. Failure to maintain regularly scheduled meetings with one's advisor typically results in delayed completion of milestones and insufficient scholarly development. Students should be actively engaged during advising

meetings in proactive problem solving, attempting to find answers and solutions. Students should follow through with all identified tasks in a timely manner. Additionally, students should ask questions and request assistance when needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, study skills training). With regard to course planning, students should consult their advisors before deviating from the recommended course sequence for the Ed.S. Students are ultimately responsible for their own decisions and meeting all degree and program requirements, and advisors assist them in understanding alternatives. Finally, except in the event of unforeseen extenuating circumstances (e.g., personal or family illness, accidents, transportation issues), students should notify their advisors regarding cancelations well in advance of the scheduled meeting time and should follow-up with their advisors to resume meeting when reasonable.

Student Conduct

Students are expected to familiarize themselves with University, College, and Program policies and requirements and to follow all policies and procedures. Students are also expected to conduct themselves in a manner consistent with the standards and principles articulated in the ethics codes of the American Psychological Association and the National Association of School Psychologists. Professional and ethical conduct is expected in all coursework, practicum, research, and other professional interactions, both within and outside of the Program. Students must also adhere to the University Student Code of Conduct https://studentaffairs.lehigh.edu/content/code-conduct. Student conduct is considered an important component of the annual review process; students failing to demonstrate appropriate student conduct will need to meet with their advisor and the program director, if necessary, to develop a remediation plan. In cases of severe or unremitting misconduct or lack of

professionalism, the faculty may dismiss a student from the program following the College of Education procedures.

Professional Attitudes and Approaches

Consistent with the program philosophy, students are expected to follow a scientist-practitioner approach to research and service delivery. We expect students to be open-minded, inquisitive, critical, and skeptical. Students should immerse themselves in developing knowledge of theory, research methods, and statistics as well as the integration of this knowledge with practical knowledge and skills to prepare themselves for their future roles in consuming, applying, producing, and disseminating research. Moreover, students are prepared to apply critical thinking and self-reflection as they engage with children, families, and fellow professionals who represent backgrounds that are diverse from their own.

Enrollment in the program is a full-time commitment and should be treated as such. Consistent active engagement in program requirements related to courses and research requirements should take priority over scheduling practicum and extracurricular activities. Timely completion of required activities will require work outside of business hours and consistently throughout the calendar year. Students should expect to maintain ongoing effort to complete the program in the recommended time frame. With regard to effort, students are expected to engage in effective strategies to facilitate learning (e.g., completing required readings, taking notes on readings and in class sessions, contributing to discussion). Students are also expected to engage with the broader school psychology literature and the profession (e.g., reading journals, membership in professional associations, participation in professional conferences). Although students may have access to laptops and other learning technologies, these should be used only for class-related purposes during class sessions. The use of technology

for personal purposes during class sessions is unprofessional and detracts from the learning experience for all students. Students are expected to proactively seek assistance from University Resources as needed to improve functioning and performance.

Social Networking Statement

Students who use social networking sites (e.g., Facebook, Instagram, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by colleagues, faculty, and educators and health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional school psychologist. To this end, students should set all security settings to "private" and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include students, families, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of health service professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

<div align="center">

Program and College Procedures

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Admission Standards

The School Psychology program adheres to the minimum admission standards for the College of Education (https://ed.lehigh.edu/admissions/masters-and-doctoral-degrees). These include the following:

1. Completed online application along with application fee.

2. Final undergraduate GPA minimum of 3.00 out of 4.0 for undergraduate or average GPA of at least 3.00 for the last two semesters of undergraduate study

3. GPA minimum: 3.00 for undergraduate psychology classes

4. If the student has completed 12 credits or more of graduate courses, a minimum graduate GPA of 3.00 out of 4.0 for graduate OR successfully satisfied probationary conditions as an associate graduate student.

5. At least two letters of recommendation (of which at least one must be from a university/college faculty member who is familiar with the student's academic abilities)

6. Completion of specific statements for the school psychology program of professional interests, experience, and diversity perspective.

7. GRE test scores; evaluation of GRE scores is combined with the GPA such that, in some circumstances, an applicant can be admitted if they meet the GPA requirement but report lower GRE scores.

8. Acknowledgement of College of Education Policy on Clearance: https://ed.lehigh.edu/deadlines-and-requirements/acknowledgement-college-education-policy-clearances

9. Updated Curriculum Vitae (CV)

Having a Bachelor's and/or Master's degree in some area related to human services (e.g., Psychology, Education, Human Development, Family Studies) is advantageous for admittance to the School Psychology program. For those not having degrees in these areas, students should have had at least one course in general or educational psychology, one course in atypical development (e.g., abnormal psychology, exceptional children), one course in typical

development of children and/or adolescence (e.g., developmental psychology), and one course in experimental psychology/statistics/research methodology.

Before a student can be considered for admission, they must submit transcripts from all previous undergraduate and graduate work, scores on the Graduate Record Examination (GRE) (Advanced GRE is optional), and letters of recommendation. International students whose native language is not English are required to submit scores on the Test of English as a Foreign Language. All students must provide written statements regarding professional interests, experiences, and perspectives on diversity. These written statements are considered critical by faculty in making admission decisions. Personal interviews are scheduled with select applicants based on the written materials submitted. Typically, the program sponsors two interview days when selected students are invited to campus for interviews as well as informational sessions. Attendance at the interview days is strongly encouraged. In some circumstances (e.g., serious illness or weather-related delay), faculty may offer an alternative means for students to visit campus and personally interview as part of the admissions process.

Because the Ed.S. program includes completion of graduate work that allows students to be eligible for certification as a School Psychologist in the Commonwealth of Pennsylvania, all students must complete certification requirements stipulated by the Pennsylvania Department of Education (PDE) by the time they apply for certification (http://www.education.state.pa.us/portal/server.pt/community/pa_certification/8635). PDE requirements for certification can be independent of the program's admission or degree completion requirements. Should PDE requirements change during students' training, they may need to make alterations in order to remain in compliance with Pennsylvania's standards for certification. Any changes that may occur during the students' training will be communicated by

faculty, who will also work with the students to efficiently satisfy requirements.

The College of Education Office of Professional Certification

https://ed.lehigh.edu/insidecoe/otc/overview serves as an important resource for certification

related issues. All students who are offered admission to the School Psychology program must

also obtain and present to the appropriate faculty or staff member in the College (e.g.

Coordinator of Professional Certification) current (not more than 1 year old) clearance

documents. Clearance information can be found at https://ed.lehigh.edu/insidecoe/otc/college-

education-clearances-policy. These clearances must be updated and presented each year in order

for students to complete practicum and internship training in school or healthcare settings.

Transition of New Students into the Program

Upon each student's acceptance into the school psychology program, they are connected

to current students, who serve as "mentors." The purpose of these student mentors is to help the

new student become familiar with the Lehigh Valley and get acquainted with other students in

the program. The program provides opportunities (e.g., program meetings, luncheons) for the

new students to connect with their student mentors as well as all students in the program. New

students also are provided with an orientation to the program. At this orientation, students are

directed to the Lehigh University Course Catalog, the College's Graduate Student Handbook,

and the School Psychology Education Specialist Program Manual.

Student Records

The program documents and maintains accurate records of each student's education and

training experiences and evaluations for evidence of the student's progression through the

program, as well as for future reference and credentialing purposes. Student files are created

when students enter the program and documentation is stored separately in two files: one file is

for advising, annual evaluations, and other administrative documents (e.g., scholarship information, change of advisors); and the second file is for practicum and internship related documents (e.g., practicum evaluations, site evaluations). These files are kept in a locked file cabinet in the program coordinator's office. The program is also in the process of creating electronic files for all students to facilitate data analysis and reporting. Electronic files will be password-protected with limited access to program coordinator and program faculty. The program informs students of record retention policies through the program manual and during new student orientation. Records are kept active for a period of 10-years for reporting purposes.

Student Leave of Absence Policy

As stated in the University catalog, "During the course of graduate study, students may find themselves in circumstances that require them to interrupt their graduate work. When these occasions arise, the University allows students to request a leave of absence for either personal or medical reasons." To request a leave of absence, students are required to submit a completed leave of absence request form to the Office of Graduate Student Life. If the leave of absence is approved, the Office of Graduate Student Life will notify the academic adviser, program director, department chair, graduate associate dean and Registration & Academic Services. Only students who have successfully completed at least one semester of graduate work and are in good academic standing are eligible for a leave of absence. Students in their first semester who request a leave will need to petition for readmission. More information on the details of the leave of absence policy can be found both in the University catalog:

https://catalog.lehigh.edu/graduatestudyandresearch/graduateleaveofabsence/

and on the policies and forms page of the Graduate Education Life:

https://grad.lehigh.edu/student-life/policies-and-forms.

Please note that funded students who are requesting a leave due to the birth or adoption of a child should apply for a Graduate Student Parental Leave instead of a leave of absence; more information about parental leave can be found here:

http://www.lehigh.edu/~inprv/pdfs/GraduateStudentParentalLeavePolicy11-17-09withForm.pdf..

Student Grievance Procedures

Students enrolled in the School Psychology program are governed by the rules and regulations of Lehigh University and the policies, procedures, and guidelines approved by the Department of Education and Human Services. The Department and the College of Education, in conjunction with the University, handles student problems and complaints with due process. All faculty in the School Psychology program are committed to creating an educational environment in which both students and faculty are treated with courtesy and respect. Following the *APA Ethical Principles of Psychologists and Code of Conduct* (http://www.apa.org/ethics/code/index.aspx) and the *NASP Principles for Professional Ethics* (http://www.nasponline.org/standards/ProfessionalCond.pdf), the faculty strives for the highest ethical conduct in interactions with students and colleagues. However, if a student believes faculty has treated them in a manner that is unfair or disrespectful, or the student encounters some other type of problem with a fellow student or faculty member, the student should follow the procedures in the College of Education Graduate Student Handbook (https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/grievances-procedures). If a student feels their grievance is not addressed by one of the procedures outlined in the College of Education Graduate Student Handbook, or if the student is unsure how to proceed and would like advice on available options for recourse, that student may meet with the Associate Dean of Graduate Studies for the College of Education, the Dean of Students Office (UC 210;

610-758-4156; http://www.lehigh.edu/~indost/) or one of the university ombudspersons

(http://www.lehigh.edu/~inombuds/contact.html).

Lehigh University Graduate Petitions

If students encounter specific issues or concerns during their course of study that require administrative action (e.g., extension of time, waiver of late registration fee), students may submit a graduate student petition (see the College of Education Graduate Student Handbook https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/graduate-petitions). In completing the petition form, students should work with their advisor and the program coordinator to ensure that the form is completed correctly and all required documentation is submitted with the form to the SOGS committee. The SOGS committee will review the student petition and respond in writing indicating approval or denial of the student's request.

Termination of Student Status

Students may be terminated from the program consistent with the policies outlined in the College of Education Graduate Student Handbook (https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/academic-standards-and-expectations).

Tuition and Financial Support

Students may consult the College of Education's website for up-to-date information on tuition costs (http://coe.lehigh.edu/admissions/financial-aid/tuition-costs). The School Psychology program typically has resources available to provide some level of support for some students admitted for full-time study. It is important to note that priority is given to current (rather than incoming) students and to doctoral students in the distribution of support. Support is

provided through student employment at Centennial School, federal grants obtained by faculty,

University and Departmental graduate assistantships, and Departmental tuition scholarships.

Financial assistance for graduate studies in the school psychology program comes in two forms:

(1) tuition scholarship credits, which are applied to the cost of coursework and (2) stipends,

which provide a small amount of funding for living expenses. Both tuition scholarship credits

and stipends may be awarded as Graduate Assistant positions from the College of Education or

as part of faculty grant funding. Full-time positions involve 20 hours per week, and are

associated with a monthly stipend and tuition support. Part-time positions are also available at

times; these can include stipends only or stipends coupled with tuition support. Positions may be

offered for the academic year only or for a full calendar year.

To be considered for support, in the winter prior to the upcoming academic year, current

graduate students are asked to complete a scholarship request form that is available online at

(https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/financial-aid). Incoming students

are automatically considered for funding without completion of the form. However, priority is

given to current students (based on seniority) and doctoral students at this time.

The College of Education provides the school psychology program with tuition

scholarship credits and graduate assistant stipends based on the number of full-time doctoral

students enrolled in the program; thus, this number fluctuates somewhat from year to year.

Recommendations for the distribution of these resources are made to the department Chairperson

based on faculty discussion of student need and progress in the program. Faculty who have

received grant funding typically identify students who will serve as graduate assistants and

allocate grant resources independently of the program process. Once all sources of financial

support have been allocated, students awarded support receive a letter from the Department

Chair and are expected to sign and return the letter in order to accept the financial assistance. The

Business Manager processes all accepted funding letters and works with students and the

Bursar's office to ensure that tuition scholarship credits are applied towards tuition costs and that

stipends are distributed.

Resources

Primary Faculty

Dever, Bridget V. (2013). Professor
B.A., University of Notre Dame, 2002; M.A., Marywood University, 2004; Ph.D. University of Michigan, Ann Arbor, 2009.

Research interests: identification of risk and the contextual and individual-level variables that support educational resilience; universal screening for behavioral and emotional risk, achievement motivation among at-risk students, and issues related to measurement and assessment in education and psychology.

DuPaul, George J. (1992). Professor and Associate Dean for Research, College of Education
B.S., Wesleyan, 1979; M.A., Rhode Island, 1982; Ph.D., Rhode Island, 1985.

Research interests: Assessment and intervention for youth with attention-deficit hyperactivity disorder, school-based intervention for academic and behavioral problems, early intervention for children with behavior disorders, pediatric school psychology and integrated behavioral health

Hojnoski, Robin L. (2006). Professor and Associate Dean for Graduate Studies
B.A. Smith College, 1991; M.A. Tufts University, 1994; Ph.D., University of Massachusetts Amherst, 2002.

Research interests: Assessment and intervention with early learning and social behavior; Application of school psychology principles and practices to early childhood at-risk populations.

Manz, Patricia H. (2003). Professor and Associate Chair
B.S., St. Joseph's, 1986; M.S., University of Pennsylvania, 1987; Ph.D., University of Pennsylvania, 1994.

Research interests: Development and evaluation of early intervention programs directed towards promoting child development and family involvement for low-income, urban toddlers and preschool children; prevention and intervention of language and emergent literacy challenges for young, low-income children

Sandilos, Lia E. (2022). Assistant Professor

    B.A., Pennsylvania State University, 2007; M.Ed., Pennsylvania State University, 2010; Ph.D., Pennsylvania State University, 2012.

    Research interests: quality of the classroom environment; examining the influence of assessments of quality interactions and instruction on key educational outcomes; identifying ways to support teachers' emotional well-being; measurement of teacher well-being; instructional processes that facilitate the development of students' character/social emotional skills in diverse school settings.

Van Norman, E. (2018). Associate Professor

    B.S. Illinois State University, 2010; M.A. University of Minnesota, Twin Cities, 2012; Ph.D. University of Minnesota, Twin Cities, 2015.

    Research interests: databased decision making within multi-tiered systems of support; assessment practices and decision- making frameworks that school psychologists and educators use: to a) identify students that are at-risk for academic difficulties and need supplemental support as well as b) determine whether students are showing sufficient improvement while those interventions are being delivered.

Related Faculty & Staff

Students complete courses that are offered college-wide or by specific programs within the College. As indicated in the curriculum descriptions, students take courses across the College, and specifically with faculty in the Special Education and the Counseling Psychology programs. Students may also take courses from faculty in the Educational Leadership program. Finally, the school psychology program is fortunate to have several dedicated adjunct faculty who continue to support our program, including Drs. Kevin Kelly and Seth Laracy.

Campus Resources

The College of Education is located in the Mountaintop Campus, which sits atop South Mountain, overlooking the Lehigh Valley. The school psychology program is one of five programs located within the Department of Education and Human Services within the College of Education. Housed primarily on the third floor of the northernmost building, the Department has office space for graduate students, several conference rooms, a student lounge, a multicultural

resource center, and classrooms all located within a central site. In addition, computer facilities as well as faculty offices are all located within the building. Shuttle bus service to the main portion of campus is provided.

Library. The Fairchild-Martindale Library provides an excellent resource for students in School Psychology. In addition, faculty makes their personal libraries accessible to students upon request. The University library offers a wide range of electronic data-base access services to facilitate research and scholarship.

The Center for Career and Professional Development (CCPD). The CCPD is located on the main campus in Maginnes Hall. CCPD provides career education and connections that support student success. Graduate Students have full access to all CCPD services and resources as well as a career coach dedicated to serving the graduate student population. See their website https://careercenter.lehigh.edu/ for more information.

Student Life Resources. The University offers a number of other resources to support the health, safety, and well-being of graduate students. These include Disability Support Services, Health & Wellness Services, and Counseling and Psychological Services. More information about each of these resources can be found in the College of Education Graduate Student Handbook (https://ed.lehigh.edu/insidecoe/handbooks/graduate-student/student-life-services).

Centennial School. The largest laboratory facility directly under the jurisdiction of the College of Education is the Centennial School. This is the University demonstration school and is located about five miles from the campus. As the University's demonstration school for students with emotional/behavioral disorders, Centennial School provides an excellent opportunity for the training of School Psychologists.

Center for Promoting Research to Practice. Located within the College of Education and Directed by Dr. Lee Kern, Professor of Special Education, the Center offers substantial opportunities for conducting research. The Center's mission is specifically focused on bringing research ideas into practice, and is the hub of significant research efforts among the faculties in School Psychology and Special Education. Many doctoral students in the School Psychology Program are employed on these projects.

Office space. Full-time graduate students are assigned desk space in the College of Education on a seniority and availability basis. At present, each student is assigned to their own desk, however, it is possible that space limitations could result in students sharing desk space.

Appendix A

Curriculum
Educational Specialist degree and certification as a School Psychologist
(66 hours minimum)

Educational Specialist degree and certification as a School Psychologist
(66 hours minimum)
(revised 6/18)

Semester Taken

Area I: Research Core (6 hours)

    Educ 403 Research (3)   _____
                      Or
    SchP 434 Applied Research Practicum (3)   _____

    Educ 408 Introduction to Statistics (3)   _____
                      Or
    Educ 409 Analysis of Experimental Data (3)   _____
                      Or
    Educ 461 Single Subject Research Design (3)   _____

Area II: Psychological Foundation Core (12 hours)

    Educ 451 Applied Principles of Cognitive Psychology (3)   _____

    Educ 402 Developmental Psychology (3)   _____

    Educ 491 Advanced Seminar:
              Clinical Psychopharmacology (3)   _____
                    Or
    Educ 474 Behavioral Neuroscience (3)   _____

    SchP 418 Children in Context (3)   _____

Electives (12 hours total across Areas III and IV, unless others approved) _____

Note all electives in their respective sections below (Area III, Area IV, and other electives), electives across these domains must total to 12 credit hours

Area III: Counseling Psychology (3-9 hours)
    CPsy 438 School-based Small-group Counseling (3)   _____
    CPsy 439 Theory and Practice of Group Counseling (3)   _____
    CPsy 440 Intro to Family Counseling (3)   _____
    CPsy 442 Counseling & Therapeutic Approaches (3)   _____
    CPsy 445 School Counseling I (3)   _____

CPsy 451 Helping Skills (3) _____

Others by advisor approval.

_____   _____   _____
_____   _____   _____
_____   _____   _____

Area IV: Special Education (3-9 hours)

SpEd 332 Education and Inclusion for Individuals

       With Special Needs (3) _____

SpEd 409 K-12 Classroom Environment & Management (3) _____

SpEd 418 Alternative Curricula Approaches (3) _____

SpEd 419 Intensive Intervention in Reading (3) _____

SpEd 421 Academic Interventions Secondary Level (3) _____

SpEd 432 Positive Behavior Support (3) _____

SpEd 465 Advanced Inclusionary Practices K-12 (3) _____

Others by advisor approval.

_____   _____   _____
_____   _____   _____
_____   _____   _____

Area V: Professional School Psychology Core (36 hours)

SchP 402 Applied Behavior Analysis (3) _____

SchP 404 Introduction to School Psychology (3) _____

SchP 407 Crisis Management in Schools (3) _____

SchP 412 Consultation Procedures (3) _____

SchP 422 Assessment of Cognition and Achievement (3) _____

SchP 423 Social, Emotional and Behavioral Assessment

    and Intervention (3) _____

SchP 425 Academic Assessment and Intervention (3) _____

SchP 426 Advanced School and Family Interventions (3) _____

SchP 432 Assessment of Cognition & Achievement Practicum (1) _____

SchP 435 School-based practicum (2)   _____ _____

SchP 443 Certification Internship (9)   _____ _____

Other electives by advisor approval.

    EdL 400 Introduction to Organizational Leadership (3)   _____

    EdL 432 Special Education Special Law (3)   _____

    EdL 479 School Law and Ethics (3)   _____

    Educ 471 Diversity and Multicultural Perspectives   _____

    Educ 419 Second Language Acquisition   _____

    Educ 422 Pedagogy for Second Language Learning   _____

    TLT 420 Literacy in PreK through Fourth Grade: Reading
        and its Foundations   _____

    TLT 432   Reading and Critical Thinking in Middle Level
        and High School Education   _____

Additional Offerings

(Note that these are outside of the scope of the Ed.S. program and are optional if a student chooses to extend their graduate training/specialization at Lehigh. If you are interested in a Certificate program, please consult with that program's current curriculum requirements as these are subject to change and are not overseen by the School Psychology program)

Certificate in Behavior Analysis (18 hours)

    SchP 402. Applied Behavior Analysis (3)   _____

    SpEd 409 K-12 Classroom Environment and Management   _____

    SpEd 410 Behavior Analysts: Ethics and Professional Conduct   _____

    SpEd 416 Autism Spectrum Disorders and Evidence-Based
        Practice   _____

    SpEd 432 Positive Behavior Support (3)   _____

    Educ 461 Single Subject Research Design (3)   _____

Certificate in Social Emotional Well Being PreK-12 (12 hours)

SchP 407 Crisis Management in Schools (3) _____

SpEd 432 Positive Behavior Support (3) _____

Educ 456 Trauma and Resilience in Schools (3) _____

Educ 406 Foundations of Social Emotional Learning (3) _____

Appendix B
Course Sequence

Year I Fall (10 credits)
Children in Context (3)
Applied Behavior Analysis (3)
Introduction to School Psychology (3)
Applied Research Practicum (1)*

Year I Spring (10 credits)
Cognitive Assessment (3)
Developmental Psychology (3)
Single Subject Research Design (3)
Assessment of Cognition Practicum (1)
Applied Research Practicum (1)*

Year I Summer (10 credits)
Applied Research Practicum (1)* [*OR Educ 403 Research (3) if student chooses this option instead of the 3 single credits of Applied Research Practicum]
AND Other courses to total 9-10 credits: Educ 408 Intro to Statistics (3); Behavioral Neuroscience (3); electives (counseling or special education), or other approved elective

To earn the M.Ed. in Human Development degree at the end of Year I Summer, students MUST:
Add the M.Ed. to their official curriculum (see page 11)
AND complete either 3 credits of Applied Research Practicum or Educ 403 Research by the end of Year I Summer
AND complete 3 additional credits of a research/statistics course (i.e., single subject, or Educ 408, or Educ 409) by the end of Year I Summer
AND apply for graduation with the M.Ed. degree by July 1.

Year II Fall (10 credits)
Social Emotional and Behavioral Assessment
and Intervention (3)
Academic Assessment and Intervention (3)
Crisis (3)
School-based Practicum (1)

Year II Spring (10 credits)
Consultation (3)
Advanced Interventions (3)
Applied Principles of Cognitive Psychology (3)
School-based Practicum (1)

Year II Summer (3-6 credits)
Other courses as needed: Educ 408 (3); Behavioral Neuroscience (3) electives (counseling or special education), or other approved elective

Year III Fall (4 credits)
Internship

Year III Spring (5 credits)
Internship

Appendix C

Alignment of Coursework with the NASP Practice Model

NASP 2020 Practice Model Domains	LU School Psychology Courses Addressing the Domain
Domain 1: Data-Based Decision Making School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multi-tiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.	SchP 402 Applied Behavior Analysis SchP 423 Social Emotional and Behavioral Assessment and Intervention SchP 425 Academic Assessment and Intervention SchP 412 Consultation Procedures SchP 435 School-based practicum SchP 443 Certification Internship
Domain 2: Consultation and Collaboration School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.	SchP 412 Consultation Procedures SchP 435 School-based practicum SchP 443 Certification Internship

Domain 3: Academic Interventions and Instructional Supports	SchP 425 Academic Assessment and Intervention
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.	Educ 451 Applied Principles of Cognitive Psychology SchP 435 School-based practicum SchP 443 Certification Internship
Domain 4: Mental and Behavioral Health Services and Interventions	SchP 423 Social Emotional and Behavioral Assessment and Intervention
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.	SchP 426 Advanced School and Family Interventions Educ 402 Developmental Psychology SchP 435 School-based practicum SchP 443 Certification Internship

Domain 5: School-Wide Practices to Promote Learning School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.	EDL 400 Organizational Leadership and Change Management SchP 423 Social Emotional and Behavioral Assessment and Intervention SchP 425 Academic Assessment and Intervention SchP 435 School-based Practicum SchP 443 Certification Internship
Domain 6: Services to Promote Safe and Supportive Schools School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.	SchP 407 Crisis Management in Schools SchP 423 Social Emotional and Behavioral Assessment and Intervention SchP 435 School-based Practicum SchP 443 Certification Internship

Domain 7: Family, School, and Community Collaboration School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.	CPsy 471 Diversity and Multicultural Perspectives SchP 418 Children in Context SchP 412 Consultation Procedures SchP 426 Advanced Interventions SchP 435 School-based Practicum SchP 443 Certification Internship
Domain 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable	CPsy 471 Diversity and Multicultural Perspectives Educ 402 Developmental Psychology SchP 418 Children in Context SchP 435 School-based Practicum SchP 443 Certification Internship

practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.	
Domain 9: Research and Evidence-Based Practice School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.	Educ 403 Research SchP 461 Single Subject Research Design SchP 434 Applied Research Practicum SchP 435 School-based Practicum SchP 443 Certification Internship

Domain 10: Legal, Ethical, and Professional Practice	SchP 404 Introduction to School Psychology
School psychologists have knowledge of the 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. School psychologists 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.	SchP 432 Pre-practicum SchP 435 School-based Practicum SchP 443 Certification Internship

Appendix D

Second Year Practicum Guidelines and Goals

Lehigh University School Psychology Program
2nd-YR PRACTICUM GUIDELINES AND GOALS

Student: _____ Contact: _____

Field Supervisor: _____ Credentials: _____

Contact: _____

University Supervisor: _____ Contact:_____

The Lehigh School Psychology program has a behavioral and ecological problem-solving perspective that emphasizes the importance of evidence-based practice and data-based decision making. An integral part of this training is the field-based experience throughout their graduate training. These experiences complement academic course work, as students participate in a school-based practicum where they experience first-hand the role of school psychology professionals. This systematic training provides students with opportunities to develop skills in assessment, consultation, and intervention that prepare them well for practice in a wide variety of settings. Practicum experiences in schools help students to continue to develop their skills by working with psychologists, students, families, teachers, and other school personnel.

During the 2nd year, students develop specific knowledge and skills in behavioral assessment, academic assessment, and consultation. Throughout the year, students are expected to conduct academic and behavioral assessments, and develop intervention recommendations to address academic and behavioral difficulties for referred children. They also consult with families and teachers to address concerns regarding referred students. Students continuously observe the routine activities of school psychologists, taking on a more active role as the year progresses. Because students are still learning, the experience should be a gradual release toward independence throughout the school year.

At the beginning of the practicum year, the student and field supervisor will design a schedule that is mutually beneficial. Depending on the arrangement, students may be at the practicum site one day, two days, or several half-days each week. Students and field supervisors also develop a systematic plan, identifying the competencies the student intends to develop as part of the training (see p. 3).

By the end of their 2nd year, students will accumulate over 200 hours of school-based practicum experience that includes direct contact, support activities, and supervision:
● *Direct contact* includes assessment, intervention, and consultation activities.
● *Support activities* include such things as record review, report writing, planning, data entry, and presenting professional development sessions. Students may complete support activities during regularly scheduled times on site or outside of these times/off site.
● *Supervision* takes two forms:
  ○ *Field supervision* is provided by the psychologist who is employed by the practicum site and assumes professional responsibility for the work the student completes in that setting. This supervision rarely occurs as one contiguous session, but consists of frequent meetings throughout the day to total a minimum of one hour per day for each day spent in practicum.
  ○ *University supervision* is provided by Lehigh faculty through a weekly group seminar, for the purpose of overseeing the integration of professional knowledge and skills, with a focus on case discussion, completion of course activities, professional responsibilities, etc.

The specific responsibilities of each party include:

Student responsibilities:

1. The student is responsible for participating in activities at the site throughout the year, at the direction of the field supervisor and according to a schedule agreed upon with the field supervisor, and to communicate any schedule changes to the field supervisor.

2. The student is responsible for delivering psychological services with integrity, in a manner consistent with professional codes of conduct, and in accordance with all rules and requirements of the site.

3. The student is responsible for meeting with the field supervisor (a) at the beginning of the year to develop goals for the practicum, (b) at mid-year to review student progress and revise the practicum plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of student progress.

4. The student is responsible for logging all hours, having the field supervisor review and sign these logs, and providing the field supervisor with the mid-year and end-of-year practicum evaluation forms.

Field supervisor responsibilities:

1. The field supervisor assists the student in accomplishing their practicum goals by arranging for access to cases, and by scaffolding and supervising experiences according to the trainee's knowledge and skill level, with the goal of increasing independence throughout the year.

2. The field supervisor is responsible for providing ongoing feedback and direct supervision of the student's activities at the site. The practicum includes an average of 1 hour of supervision per week, most of which is provided on an individual, face-to-face basis.

3. The field supervisor is responsible for meeting with the student (a) at the beginning of the year to develop goals for the practicum, (b) mid-year to review student progress and revise the practicum plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of student progress.

4. The field supervisor is responsible for reviewing and signing the student's logs, and for completing a mid-year and end-of-year evaluation of student performance. Each evaluation must be based in part on direct observation of the student and her/his developing skills (either live or electronically). Any concerns should be brought to the attention of the university supervisor immediately so they can be resolved in a timely manner.

University supervisor responsibilities:

1. The University supervisor provides weekly or biweekly group supervision to process practicum experiences, promote critical thinking and discussion of the application of coursework to practice, develop knowledge and skills in effective supervision, and provide additional guidance as needed.

2. The University supervisor is responsible for maintaining contact with the field supervisor, including a mid-year site visit and other contact as needed.

3. The University supervisor is responsible for providing administrative oversight of the practicum experience.

Should concerns arise during the practicum, it is the responsibility of all parties – field supervisor, student, and university supervisor – to discuss the issues promptly so they can be resolved in a timely manner.

We agree to a (Academic Year) practicum experience at_____(site), as specified below:

- Days per week on site (circle days):   Mon   Tues   Wed   Thurs   Fri

- Hours per day on site: _____ Start/end dates: _____- _____

- On-site supervision will occur: _____

- University supervision will occur: Weekly seminar, mid-year site visit, other as needed

- Formal evaluation will occur: End of each semester rating by field supervisor

- A written log of trainee experiences: Kept by trainee, verified by field supervisor

As part of this practicum experience, the trainee will work toward developing competencies in the following areas, as negotiated with the site supervisor (use additional space as needed):

We have read and agree to these terms:

Print Student Name	Student Signature	Date

Print Field Supervisor Name	Field Supervisor Signature	Date

Print University Supervisor Name	University Supervisor Signature	Date

Appendix E

Second Year Practicum Student Evaluation Form

Lehigh University School Psychology Program
2nd-YR School-based Practicum

SUPERVISOR EVALUATION

Trainee Name:_____

Supervising School Psychologist:_____

School(s):_____

Date: Mid Year:_____   End of year:_____

We recognize that during the practicum placement, trainees are continuing to develop their skills across all areas of professional practice and that supervision is a critical component of their growth and development. We do not expect students to be independent in their practice, but rather developing their competence in the context of supervision. As such, the please rate the trainee for each item based on the scale below. Please use **N/A** if the item is not applicable or was not available during practicum placement.

0	1	2	3	4
Not evident	Limited	Basic	Developing	Advanced

Mid	End	
		Area 1: Consultation, Assessment, and Intervention
		Demonstrates knowledge of problem-solving procedures, as implemented through consultation.
		Demonstrates ability to engage teaching staff in consultation processes to address student concerns.
		Demonstrates awareness of system-level influences/considerations when consulting with teaching staff.
		Demonstrates clinical skill in engaging family members in consultation processes to address student concerns.

		Demonstrates clinical skill in fostering working relationships and communication between family members and school staff.
		Demonstrates awareness and responsiveness to the interface of the various cultural and individual differences among consultees (i.e., teachers, family members, student).
		Participates meaningfully in systems level efforts related to academics or behavior (i.e., universal screening, data-based decision making teams).
		Demonstrates knowledge of the eligibility process in the context of data-based decision making
		Demonstrates accuracy in administering and scoring basic psychological tests (i.e., cognitive and achievement instruments).
		Demonstrates accuracy in administering and scoring curriculum based assessments of academic skills.
		Demonstrates ability to conduct direct observations in educational settings.
		Demonstrates accuracy in completing and interpreting behavioral assessment tools (i.e., rating scales; functional behavioral assessments)
		Demonstrates ability to communicate assessment findings in written reports.
		Demonstrates consideration for cultural, linguistic, and other individual factors that influence student performance.
		Demonstrates ability to make meaningful and practical recommendations based on assessment results.
		Demonstrates knowledge of interventions for academic problems.

		Demonstrates knowledge of interventions for behavioral problems.
Comments on above area:		
Area II: Interpersonal and Professional Skills		
		Demonstrates ability to establish rapport and express ideas verbally in an understandable manner with teachers.
		Demonstrates ability to establish rapport and express ideas verbally in an understandable manner with families, and children.
		Demonstrates ability to work collaboratively with families.
		Demonstrates ability to work collaboratively with school personnel.
		Demonstrates professional skills related to confidentiality, appropriate communication, interpersonal interactions.
		Recognizes when additional supervision is needed and appropriately seeks out supervision.
		Demonstrates openness to constructive feedback and reflects and uses such feedback to improve service delivery.
		Demonstrates an ability to reflect critically on skills and knowledge to improve service delivery.
Comments on above area:		
Summary		

Yes	No	This evaluation is based at least in part on my direct observation, either live or electronic, of the competencies of this student (please circle).

Grade Assessment

Using the descriptions below, please indicate your estimation of a grade for the practicum this semester. Consider both the performance ratings given above and the student's progress toward their individual practicum goals this semester.

A or A-

The student has met or exceeded most goals set for the semester. A grade of "A" indicates an excellent to superior level of performance, while a grade of "A-" indicates that the student met the criteria at a strong level.

B or B-

While the student has not met all goals set for the semester and has performed at a level slightly below expectations, the student has shown progress toward meeting these goals. A grade of "B" indicates a moderate level of performance with some areas in need of improvement, while a grade of "B-" indicates several areas in significant need of improvement.

C

The student has not met the goals set for the semester and has performed at a level far below expectations for a doctoral practicum student. Areas in need of improvement are numerous and severe enough that questions may be raised as to whether the student is likely to reach entry-level competency by the end of the practicum sequence. Substantial remediation is required.

Appendix F

Checklist for Completion of Required Activities

2nd-Year Practicum Checklist for Completion of Required Activities

Required Activity	Description of Activity	Date Completed	Field Supervisor Signature
1. Review a redacted eligibility report and discuss it with the field supervisor.			
2. Review the school district's crisis management plan and discuss it with the field supervisor.			
3. Observe the field supervisor in eligibility assessment activities.			
4. Participate in at least one component of a cognitive evaluation, with direct supervision from the field supervisor.			
5. Conduct at least one behavioral assessment for a student with a behavior problem. **Submit** a 1-page summary of the assessment process (including identifying information, purpose of assessment, measures used, major findings, and recommendations), plus a 1-page reflection on the process vis a vis best practice.			

6. Conduct at least one curriculum-based assessment for a student with an academic skill problem. **Submit** a 1-page summary of the assessment process (including identifying information, purpose of assessment, measures used, major findings, and recommendations), plus a 1-page reflection on the process vis a vis best practice.			
7. Conduct at least one consultation case for a student with a behavior or academic skill problem. **Submit** a 1-page summary of the assessment process (including identifying information, purpose of consultation, measures and intervention strategies used, major findings, and recommendations), plus a 1-page reflection on the process vis a vis best practice.			
8. **Submit** a 1-page summary of your experiences in the school district related to cultural diversity, plus a 1-page reflection on these experiences vis a vis best practice.			
9. **Submit** a 1-page summary of the processes used in your school district that impact systems-level or school-wide variables (e.g., normative data collection, data analysis, facilitation of RTI or SWPBIS, etc.), plus a 1-page reflection on the process vis a vis best practice.			

Appendix G

Supervisor/Site Evaluation Form

Lehigh University School Psychology Program
2nd-year Practicum Site and Supervision Rating Form

Practicum Site: _____

Field Supervisor: _____

Student: _____ Academic Year: _____

Rate each statement using the following scale:

    1 = Never   2 = Sometimes   3 = Frequently   4 = Always

1. My field supervisor…
    _____ offered constructive criticism that helps foster growth as a psychologist
    _____ was regularly available for consultation and supervision
    _____ provided guidance when needed
    _____ fostered my independence
    _____ was open to other points of view

2. In my school district…
    _____ the school psychologist's role is clearly defined
    _____ the roles of other pupil personnel staff are clearly defined
    _____ pupil personnel staff works effectively together
    _____ the work atmosphere is pleasant
    _____ school psychologists can be effective

3. Check all activities that you had an opportunity to engage in *at least once* this year. Note the approximate percentage of time you spent in each of these activities:

    _____ Classroom observation   _____ %
    _____ Teacher consultation   _____ %
    _____ Intervention planning/implementation   _____ %
    _____ Family consultation (e.g., phone calls, informal)   _____ %
    _____ Family meetings/conferences   _____ %
    _____ Universal screening   _____ %
    _____ Progress monitoring   _____ %
    _____ Behavioral assessment   _____ %
    _____ Test administration   _____ %
    _____ Test interpretation and report writing   _____ %
    _____ Individual or group counseling   _____ %
    _____ Attend training session/workshop   _____ %
    _____ Lead training session/workshop   _____ %
    _____ Crisis management   _____ %
    _____ Child study team involvement   _____ %
    _____ Supervision   _____ %
    _____ Research   _____ %
    _____ other, please specify _____   _____ %

4. Identify the types of children you evaluated and/or worked with this year (check all that apply):

_____ Learning support needs
_____ Emotional support needs
_____ Life skills needs
_____ Hearing impairments
_____ Visual impairments
_____ Speech and language impairments
_____ Autism
_____ Other health impairments
_____ Other exceptionalities, please specify _____
_____ Preschool age
_____ Elementary age
_____ Secondary age

5. Identify the working conditions that were provided to you this year (check all that apply):

_____ dedicated office and/or desk space
_____ acceptable testing conditions throughout the district buildings
_____ readily available assessment materials
_____ intervention materials
_____ a personal computer
_____ computer support for assessment scoring
_____ other, please describe _____

Circle the most appropriate response for each of the following:

6. On average, how much travel between schools was required?

   None   < 1 hr/day $\geq$1 hr/day

7. Approximately how many evaluations were you involved in this year?

   None   1-5   6-10   11-15   16-20   >20

8. What type of evaluation report was typically required?

   Lengthy   Moderate   Sketchy

9. How many psychologists did you work with this year?

   1   2 $\geq$3

10. Overall, how would you rate the *quality* of the supervision provided by your field supervisor this year?

1	2	3	4
Poor	Fair	Very good	Excellent

11. Overall, how would you rate the *amount* of supervision provided by your field supervisor this year?

1	2	3	4
Poor	Fair	Very good	Excellent

12. *Overall*, how would you rate your practicum experience this year?

1	2	3	4
Poor	Fair	Very good	Excellent

Comments:

Appendix H

Internship Contract

Lehigh University School Psychology Program
CERTIFICATION INTERNSHIP AGREEMENT

Student: _____ Email/Phone: _____

Field Supervisor: _____ Credentials: _____

Email/Phone: _____

University Supervisor: _____ Email/Phone: _____

This Certification Internship Agreement is between **Lehigh University**, a Pennsylvania non-profit corporation located at 27 Memorial Drive West, Bethlehem, Pennsylvania ("Lehigh" or the "University") and the **XXXX School District**, a public school district located at XXX ADDRESS, CITY, STATE ("School District" or "District").

Overview
The internship is intended to be a diversified training experience that will allow the intern to participate in a variety of activities throughout the year. The intern must accrue at least 1200 clock hours during this year-long experience. Activities include direct contact with students, support activities, and supervision:
- *Direct contact* includes assessment, intervention, and consultation activities. At least 375 of the intern's logged hours should fall in this category.
- *Support activities* include record review, report writing, planning, data entry, and presenting professional development sessions. Interns may complete support activities during regularly scheduled times on site or outside of these times/off site.
- *Supervision* takes two forms:
  - *Field supervision* is provided by the school psychologist who is employed by the School District and assumes professional responsibility for the work the intern completes in that setting.
  - *University supervision* is provided by Lehigh faculty through a weekly group seminar, for the purpose of overseeing the integration of professional knowledge and skills, and case discussion.

Required Internship Experiences
The intern is responsible for participating in specific activities and producing products for a professional portfolio that represents evidence of NASP and program competencies. Required activities include:
- Attend at least one professional development session in the district
- Participate in providing at least one professional development session in the district
- Participate in systems-level or school-wide data collection/analysis or intervention (e.g., normative data collection, data analysis, facilitation of RTI or SWPBIS)
- Conduct at least one evaluation for a student referred for special education eligibility determination
- Conduct at least one assessment for a behavior problem (e.g., direct observation, FBA)
- Conduct at least one curriculum-based assessment for a student referred for academic skills problems
- Conduct at least one assessment for a student with a low-incidence disability (e.g., ID, ASD)
- Conduct at least one consultation or intervention for a student with an academic skill problem
- Conduct at least one consultation or intervention for student with a behavior problem

Compensation and Professional Supports
The School District agrees to provide compensation to the intern in the amount of $_____ (stipend amount) for the period of the internship. In addition, the intern is allowed _____ sick/personal

days and agrees to follow appropriate procedures for requesting and using these days. The intern is also entitled to the vacation days afforded other District personnel and in accordance with the District policies. A copy of District policies will be provided to the intern prior to the internship. Finally, to facilitate the internship experience, the School District agrees to provide time for required supervision, opportunities to participate in scheduled in-service and professional development activities, a safe and secure work environment, and appropriate supplies and support services consistent with those provided to District school psychologists (e.g., desk, secretarial support, assessment materials).

Specific Responsibilities
Intern responsibilities:
1. The intern is responsible for participating in School District activities throughout the year at the direction of the field supervisor and according to a schedule agreed upon with the field supervisor, and to communicate any changes in schedule to the field supervisor.

2. The intern is responsible for delivering school psychology services with integrity, in a manner consistent with professional codes of conduct, and in accordance with all rules and requirements of the School District.

3. The intern is responsible for meeting with the field supervisor (a) at the beginning of the year to develop internship goals, (b) at mid-year to review progress and revise the internship plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of progress.

4. The intern is responsible for logging all hours, having the field supervisor review and sign these logs, and providing the field supervisor with the mid-year and end-of-year practicum evaluation forms.

Field supervisor responsibilities:
1. The field supervisor assists the intern in achieving the internship goals by arranging for access to cases, and by scaffolding and supervising experiences according to the intern's knowledge and skill level, with the goal of increasing to independent functioning by the end of the year.

2. The field supervisor is responsible for providing ongoing feedback and direct supervision of the intern's activities. The internship includes an average of at least 2 hours of supervision per week, most of which is provided on an individual, face-to-face basis.

3. The field supervisor is responsible for meeting with the intern (a) at the beginning of the year to develop internship goals, (b) at mid-year to review progress and revise the internship plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of progress.

4. The field supervisor is responsible for reviewing and signing the intern's logs, and for completing a mid-year and end-of-year evaluation of student performance. Each evaluation must be based in part on direct observation of the student and her/his developing skills (either live or electronically). Any concerns should be brought to the attention of the university supervisor immediately so they can be resolved in a timely manner.

University supervisor responsibilities:
1. The university supervisor provides weekly group supervision to process internship experiences, promote critical thinking and discussion of the application of coursework to practice, develop knowledge and skills in effective supervision, and provide additional guidance as needed.

2. The university supervisor is responsible for maintaining contact with the field supervisor, including a mid-year site visit and other contact as needed.

3. The university supervisor is responsible for providing administrative oversight of the internship experience.

Should concerns arise during the internship, it is the responsibility of all parties – field supervisor, intern, and university supervisor – to communicate about the issues promptly so they can be resolved in a timely manner.

We agree to a YEAR Certification Internship experience as specified below:

● The certification internship will follow the School District's calendar (not the Lehigh calendar):

School year start/end dates: _____- _____

School day start/end times: _____- _____

● Field supervision will occur: _____

● University supervision will occur: Weekly seminar, mid-year site visit, other as needed

● Formal evaluation will occur: End-of-semester (fall and spring) ratings by field supervisor

● Internship logs: Logged by intern, verified by field supervisor, submitted to university supervisor

As part of this experience, the intern will work toward developing competencies in the following areas, as negotiated with the field supervisor.

We have read and agree to the terms described above:

_____

Print Student Name   Student Signature   Date

_____

Print Field Supervisor Name   Field Supervisor Signature   Date

_____

Print University Supervisor Name   University Supervisor Signature   Date

Appendix I

Internship Sites

List of Internship Sites

(since 2018)

Bristol Township School District, Levittown, PA

Collingswood Public School District, Collingswood, NJ

Derry Township School District, Hershey, PA

Easton Area School District, Easton, PA

Loudoun County Public Schools, Ashburn, VA

Milford School District, Milford, DE

North Penn School District, Lansdale, PA

Rose Media School District, Media, PA

Upper Darby School District, Upper Darby, PA

Appendix J

Internship Log

School Psychology Practicum/Internship Log																			
DATE	Assessment: IQ, Achv	Assessment: CBA	Assessment:	Report Writing	Intervention/Consultati	Counseling: Group	Counseling: Individual	Counseling: Social	Counseling: Crisis	Meeting: IEP/MDE	Meeting: IST/CST	Meeting: SAP	Meeting: Parent	Meeting: Other	In-Service/Conferences	Research	Supervision: Field	Supervision: Univ.	TOTAL HOURS	Name: _____ Dates: _____ **Internship Site:** **Field Supervisor's Signature:** _____ **University Supervisor's Signature:** _____ **Comments:**
Mon.																				
Tue																				
Wed																				
Thu																				
Fri																				

Total Hours this week	
Cumulative Hours from last week	
Cumulative Hours this semester	

Appendix K

Minimum Experience Checklist

Checklist for Completion of Required Certification Internship Activities

Required Activity	Description of Activity	Date Completed	Field Supervisor Signature
Attend at least one professional development session in the district			
Participate in providing at least one professional development session in the district			
Participate in systems-level or school-wide data collection/analysis or intervention (e.g., normative data collection, data analysis, facilitation of RTI or SWPBIS)			
Conduct at least one evaluation for a student referred for special education eligibility			
Conduct at least one assessment for a behavior problem (e.g., direct observation, FBA)			

Conduct at least one curriculum-based assessment for a student referred for academic skills problems			
Conduct at least one assessment for a student with a low-incidence disability (e.g., ID, ASD)			
Conduct at least one consultation or intervention for a student with an academic skill problem			
Conduct at least one consultation or intervention for student with a behavior problem			

Appendix L

Internship Supervisor Evaluation Form

Lehigh University School Psychology Program
CERTIFICATION INTERNSHIP EVALUATION

Trainee Name:_____

Supervising School Psychologist:_____

School(s):_____

Date: Mid Year:_____   End of year:_____

We recognize that during the certification internship year, interns are continuing to develop their skills across all areas of professional practice, and that supervision is a critical component of their growth and development. We do not expect interns to be immediately independent in their practice, but rather to be developing their competence throughout the year in the context of supervision. As such, please rate the intern's competence in each of the following areas using the scale below (use **N/A** if the item is not applicable or not available during the internship):

0	1	2	3	4
Not competent at an entrance level for psychologists in this area.	Minimally competent with much supervision at an entrance level for psychologists; needs continued, direct supervision in this area.	Competent with some additional supervision at an entrance level for psychologists; needs some general guidance in this area.	Competent without supervision at an entrance level or better for psychologist; can function independently in this area.	Superior ability. Demonstrates skill equivalent to that of an experienced psychologist.

NASP Domain1: Data-Based Decision-Making and Accountability		
Mid	End	
		1. Demonstrates accuracy in scoring and administering basic psychological tests. (WISC-IV, WPPSI-III, Binet IV, etc.)
		2. Demonstrates knowledge of problem-solving processes and effective problem-solving skills for data-based decision making.
		3. Demonstrates knowledge of wide variety of testing instruments for various purposes including identifying strengths and weaknesses, monitoring progress, and understanding problems.
		4. Demonstrates ability to master and utilize new standardized testing instruments.
		5. Demonstrates appropriate selection of assessment methods based on

		individual cases.
		6. Demonstrates ability to conduct curriculum-based assessments of academic skills.
		7. Demonstrates ability to conduct direct observations in classroom settings.
		8. Demonstrates ability to use behavioral assessment instruments.
		9. Demonstrates ability to make accurate decisions about eligibility for special education from assessment results.
		10. Demonstrates ability to make meaningful and practical recommendations based on assessment results, including recommendations for goals and interventions for both academic and behavioral problems.
		11. Demonstrates the ability to utilize data to evaluate outcomes.
		12. Demonstrates ability to communicate findings of assessments through written reports.
		13. Demonstrates ability to accurately graph results of assessment.
		14. Demonstrates ability to recognize the need for related services and evaluations in areas such as physical disabilities, sensory disabilities, language disorders, etc.

Comments:

NASP Domain 2 Consultation and Collaboration

Mid	End	
		1. Demonstrates ability to effectively conduct a problem identification interview with teacher/parent.
		2. Demonstrates ability to effectively conduct a problem analysis interview and collect baseline data.
		3. Demonstrates ability to effectively consult with teacher/parent regarding intervention plan.

		4. Demonstrates ability to effectively graph and display results of consultation.
		5. Demonstrates ability to effectively communicate in writing and verbally the results of the consultation process to appropriate school/parent personnel.
		6. Demonstrates ability to effectively consult with and learn from multi-disciplinary team personnel such as reading specialists, speech therapists, instructional support teachers, etc.
		7. Demonstrates ability to effectively consult with and learn from agency personnel outside the school district (intermediate unit).
		8. Demonstrates ability to consult effectively with and learn from school administrators.
		9. Demonstrates ability to consult effectively with and learn from classroom teachers.
		10. Demonstrates ability to consult effectively with and learn from parents and caregivers.

Comments:

NASP Domain 3: Academic Interventions and Instructional Supports

Mid	End	
		1. Demonstrates knowledge of human learning processes and techniques to assess these processes.*
		2. Demonstrates knowledge of an ecological approach to academic skill development.
		3. Demonstrates knowledge and skills in developing effective instructional strategies and interventions to promote and maximize student learning at the individual and group level.
		4. Effectively utilizes intervention data to guide instructional decisions.
		5. Demonstrates consideration for issues of intervention acceptability and integrity.
		6. Demonstrates ability to work collaboratively with others in addressing academic skill development.*

* For information regarding specific assessment techniques and consultation skills please refer to NASP Domain 2

Comments:

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Mid	End	
		1. Demonstrates knowledge of human developmental processes and techniques to assess these processes.*
		2. Demonstrates knowledge of an ecological approach to behavioral, affective, adaptive, and social skill development.
		3. Demonstrates knowledge and skills in developing effective strategies and interventions to support behavioral, affective, adaptive, and social skill development.
		4. Effectively utilizes intervention data to guide intervention decisions.
		5. Demonstrates consideration for issues of intervention acceptability and integrity.
		6. Demonstrates ability to work collaboratively with others in addressing behavioral, affective, adaptive, and social skill development.*
		7. Demonstrates ability to effectively build a therapeutic rapport with children.
		8. Demonstrates skills in providing direct interventions with individuals.
		9. Demonstrates skills in providing direct interventions with groups.

* For more information regarding specific assessment techniques and consultation skills please refer to NASP Domain 2.

Comments:

NASP Domain 5: School-Wide Practices to Promote Learning

Mid	End	

		1. Demonstrates knowledge of general education, special education, and other educational and related services.
		2. Demonstrates an understanding of schools and other settings that reflects a systemic perspective.
		3. Participates in systems level efforts to create and maintain safe, supportive, and effective learning environments for children and others.
		4. Demonstrates an understanding of systems theory and its application to educational environments.
		5. Demonstrates an understanding of district/school policies and procedures.
		6. Demonstrates an understanding of the legal rights of parents and students.

Comments:

NASP Domain 6: Services to Promote Safe and Supportive Schools		
Mid	End	
		1. Demonstrates knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
		2. Contributes to prevention and intervention programs that promote the mental health and physical well-being of students.
		3. Demonstrates knowledge of crisis policies and procedures.
		4. Demonstrates ability to effectively build a therapeutic rapport with children.
		5. Demonstrates ability to effectively identify appropriate goals for therapeutic intervention.
		6. Demonstrates ability to use effective therapeutic interviewing strategies during counseling sessions.
		7. Demonstrates ability to effectively handle crisis counseling situations with children.

Comments:

		NASP Domain 7: Family, School, and Community Collaboration
Mid	End	
		1. Demonstrates knowledge of family systems, including family strengths and influences on student development, learning, and behavior.
		2. Demonstrates knowledge of various methods to involve families in education and service delivery.
		3. Develops collaborative relationships with families, educators, and other professionals to promote and provide comprehensive services to children and families.
		4. Demonstrates skills in facilitating home-school collaboration.
		5. Demonstrates effective interpersonal skills with families that reflect sensitivity to individual differences.
		6. Demonstrates working knowledge of resources available for students and families both within the school and community.

Comments:

		NASP Domain 8: Equitable Practices for Diverse Student Populations
Mid	End	
		1.Demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
		2. Demonstrates sensitivity and necessary skills to work with individuals of diverse characteristics.
		3. Demonstrates an understanding and appreciation for human diversity, including differences in families, cultures, and individuals.
		4. Demonstrates awareness of biases related to biological, social, cultural, ethnic, experiential, socioeconomic, gender, and/or linguistic differences; works to eliminate bias and promote equity in service delivery and outcomes.

		5. Demonstrates working knowledge of resources available both within the school and community for students and families with diverse characteristics.
Comments:		

NASP Domain 9 Research and Evidence-Based Practice		
Mid	End	
		1. Demonstrates the ability to evaluate research and effectively translate research into practice.
		2. Demonstrates knowledge of program evaluation research and design.
		3. Demonstrates skill in utilizing methods for evaluating interventions.
Comments:		

NASP Domain 10 Legal, Ethical, and Professional Practice		
Mid	End	
		1. Demonstrates familiarity with laws and ethical standards affecting the role and function of school psychologists.
		2. Applies appropriate standards in practice.
		3. Demonstrates professionalism in interactions with educators, families, and community members.
		4. Participates in professional development.
		5. Demonstrates receptivity to criticism.
		6. Demonstrates ability to integrate the recommendations of the supervisor into practice.
		7. Demonstrates ability to recognize the need for supervision when appropriate.
		8. Demonstrates ability to work independently.
Comments:		

Would you recommend this student for certification as a school psychologist in Pennsylvania? (circle)

    Yes   No   With Additional Supervision

Grade Assessment

Using the descriptions below, please indicate your estimation of a grade for the internship this semester. Consider both the performance ratings given above and the student's progress toward their individual internship goals this semester.

A or A-

The student has met or exceeded most goals set for the semester. A grade of "A" indicates an excellent to superior level of performance, while a grade of "A-" indicates that the student met the criteria at a strong level.

B or B-

While the student has not met all goals set for the semester and has performed at a level slightly below expectations, the student has shown progress toward meeting these goals. A grade of "B" indicates a moderate level of performance with some areas in need of improvement, while a grade of "B-" indicates several areas in significant need of improvement.

C

The student has not met the goals set for the semester and has performed at a level far below expectations for a certification internship student. Areas in need of improvement are numerous and severe enough that questions may be raised as to whether the student is likely to reach entry-level competency by the end of the internship sequence. Substantial remediation is required.

Appendix M

Internship Site and Supervision Rating Form

Lehigh University School Psychology Program
Internship Site and Supervision Rating Form

Internship Site: _____

Field Supervisor: _____

Student Intern: _____ Date: _____

Rate each statement using the following scale:

    1 = Never   2 = Sometimes   3 = Frequently   4 = Always

1. My field supervisor…
   - _____ offered constructive criticism that helps foster growth as a psychologist
   - _____ was regularly available for consultation and supervision
   - _____ provided guidance when needed
   - _____ fostered my independence
   - _____ was open to other points of view

2. In my school district…
   - _____ the school psychologist's role is clearly defined
   - _____ the roles of other pupil personnel staff are clearly defined
   - _____ pupil personnel staff works effectively together
   - _____ the work atmosphere is pleasant
   - _____ school psychologists can be effective

3: Check all the activities that you had an opportunity to engage in at least once this year. Note the approximate percentage of time you spent in each of these activities:

	Activity		%
_____	Test administration	_____	%
_____	Test interpretation and report writing	_____	%
_____	Teacher consultation	_____	%
_____	Child study team involvement	_____	%
_____	Classroom observation	_____	%
_____	Family meetings/conferences	_____	%
_____	Family consultation (e.g., phone calls, informal)	_____	%
_____	Individual or group counseling	_____	%
_____	Attend training session/workshop	_____	%
_____	Lead training session/workshop	_____	%
_____	Intervention implementation	_____	%
_____	Universal screening	_____	%
_____	Progress monitoring	_____	%
_____	Crisis management	_____	%
_____	Traveling	_____	%
_____	Supervision	_____	%
_____	Research	_____	%
_____	other, please specify _____	_____	%

4. Identify the types of children you evaluated and/or worked with this year (check all that apply):

_____ Learning support needs
_____ Emotional support needs
_____ Life skills needs
_____ Hearing impairments
_____ Visual impairments
_____ Speech and language impairments
_____ Autism
_____ Other health impairments
_____ Other exceptionalities, please specify _____
_____ Preschool age
_____ Elementary age
_____ Secondary age

5. Identify the working conditions that were provided to you during your internship (check all that apply):

_____ dedicated office and/or desk space
_____ acceptable testing conditions throughout the district buildings
_____ readily available assessment materials
_____ intervention materials
_____ a personal computer
_____ computer support for assessment scoring
_____ other, please describe _____

Circle the most appropriate response for each of the following questions:

6. On average, how much travel between schools was required?

   < 1 hr/day   1-2 hrs/day   > 2 hrs/day

7. Approximately how many evaluations did you complete this year?

   <10   10   20   30   40   50   60   70   80   90 $\geq$100

8. What type of evaluation report was typically required?

   Lengthy   Moderate   Sketchy

9. How many psychologists did you work with this year?

   1   2   3   4 $\geq$5

10. Overall, how would you rate the *quality* of the supervision your received during your internship?

    1 = Poor   2 = Fair   3 = Very Good   4 = Excellent

11. Overall, how would you rate the *amount* of supervision your received during your internship?

    1 = Poor   2 = Fair   3 = Very Good   4 = Excellent

12. **_Overall_**, how would you rate your internship experience?

      1 = Poor   2 = Fair   3 = Very Good   4 = Excellent

Comments:

Appendix N

Certification Form

Checklist for Achieving Certification as a School Psychologist

Student's Name: _____

Date: _____

Ph.D. Students: Total Number Hours of Practicum:

Practicum:

SchP 432 (Assessment of Cognition and Achievement) _____

SchP 435 (School-based Practicum) _____

Total Practicum Hours _____

Advanced Practicum:

3rd year site (s): _____ _____

_____ _____

4th year site (s) _____ _____

_____ _____

TOTAL HOURS (must exceed 1,200 clock hours) _____

Portfolio Completed and Approved by university supervisor _____

Evaluation by Practicum Supervisor Received (4th yr) _____

Evaluation of site by student received and approved by university supervisor _____

Passing score received on State exams (PAPA & PRAXIS) _____

Ed.S. Students

Certification Internship Site _____ _____

TOTAL HOURS (must exceed 1,200 clock hours) _____

Portfolio Completed and Approved by university supervisor _____

Evaluation by Practicum Supervisor Received (4th yr) _____

Evaluation of site by student received and approved by university supervisor_____

Passing score received on state exams (PAPA & PRAXIS) _____

Approval:

       University Practicum Supervisor   _____
       Program Coordinator   _____
       Date Approved: _____

Appendix O

Applied Research Practicum Form

Applied Research Practicum Log

Student:		Advisor:	
Active Participation in Research (45 hours required)			
Project/Research Group		Date	Hours

Advisor Signature:

Date:

Appendix P

Portfolio Evaluation Form

Ed. S. Portfolio Evaluation Form

Student:
Date:
Reviewer:

In evaluating the evidence provided by the candidate, consider the following:
  (1) the quality of the evidence provided
  (2) the degree to which the evidence reflects achievement of the specified program objective
  (3) the degree to which the evidence reflects skills and knowledge related to the specified NASP Standard

Evidence rating:
  4: collective evidence exceeds expectations for an entry-level school-based practitioner
  3: collective evidence is commensurate with expectations for an entry-level school-based practitioner
  2: collective evidence is below expectations for an entry-level school-based practitioner
  1: collective evidence is far below expectations and in need of substantial revision

LU Program Objectives	NASP Standards	Rating	Comments	
			Evaluation of Individual Evidence	Summative Evaluation
Core Psychological Knowledge: To produce school psychologists who demonstrate knowledge and applied competencies in core psychological areas	Domain 1 Data-based Decision Making Domain 3: Academic Intervention and Instructional Supports Domain 4: Mental and Behavioral health Services and Interventions Domain 7: Family, School, and Community Collaboration Domain 8: Equitable Practices for Diverse Student Populations			
Research Design: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis	Domain 1: Data-based Decision Making Domain 9: Research and Evidence-Based Practice			

Psychological Applications: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns	Domain 1: Data-based Decision Making Domain 2: Consultation and Collaboration Domain 3: Academic Interventions and Instructional Supports Domain 4: Mental and Behavioral Health Services and Interventions Domain 5: School-wide Practices to Promote Learning Domain 6: Services to Promote Safe and Supportive Schools Domain 7: Family, School, and Community Collaboration Domain 8: Equitable Practices for Diverse Student Populations			
Diversity and Multicultural Perspective: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health	Domain 8: Equitable Practices for Diverse Student Populations			
Professional Responsibility: To produce school psychologists who are knowledgeable of and practice according to professional, ethical, and legal standards	Domain 10: Legal, Ethical, and Professional Practice			

Evidence of Impact		
NASP Standard	Objective	Rating

Domain 1: Data-based Decision Making	Candidate demonstrates skills in the design, implementation, and evaluation of services and programs. For example, data collection and analysis are described; graphic representations of data are included, and conclusions about the intervention are based on the data provided.	
Domain 3: Academic Interventions and Instructional Supports	Candidate provides an adequate description of case focused on an academic intervention.	
Domain 4: Mental and Behavioral Health Services and Interventions	Candidates provides an adequate description of a case that focuses on an intervention related to behavior, mental health, and/or social and life skills.	
Domain 8: Equitable Practices for Diverse Student Populations	Candidate demonstrates knowledge of individual differences, the influence of contextual factors, and an evaluation of their skills in providing culturally- and contextually-relevant services.	
Domain 9: Research and Evidence-Based Practice **Domain 10: Legal, Ethical, and Professional Practice**	Candidate demonstrates ability to evaluate interventions, using a variety of methods. For example, case includes attention to intervention integrity and acceptability, and/or multiple methods of evaluating outcomes.	

Checklist of Required Minimal Experiences expected of students completed: ALL   PARTIAL

Comments:

CV comments:

Appendix Q

Portfolio Guidelines

Ed S Portfolio Guidelines

Keep in mind that much of your evidence is expected to come from your internship, and that the internship "is designed as an opportunity for students to merge scientific and educational concepts into an operational practice for the welfare of school children and the development of competent school psychologists" (the latter of which is viewed as an ever-evolving process).

The required content of the portfolio follows, with some comments for you to consider as you select your content and write your statements. Please use this as a springboard for thinking about how to put together your portfolio rather than a definitive guide!

Current Resume – for assistance with preparing a resume or help editing, contact
the Center for Career and Professional Development by email at
careercenter@leghigh.edu or by phone at 610 758 3710.

Personal statement ~ 2-3 pages (single space); include title, then state purpose, which is to describe your development within each of the program objectives, integrating how coursework, practicum, and other applied experiences have contributed to your skills and knowledge. Provide a brief overview of how you have met competencies (e.g., through coursework in…; application in the field on internship; assistantship activities; self-study for certification exam; NASP or other professional activities. Also, describe the range of experiences within these areas you have had (e.g., with specific tools, diverse groups, etc). Conclude with a summary of your strengths and weaknesses – where do you have ample evidence of experience? Where do you need more experience? Both are to be expected! Also, include your goals – explain how you plan to address the areas in which you are still learning; include short range as well as long range goals (where do you hope to be in 5-10 years and how do you plan to get there? What is your plan for life-long learning?)

Organize your statement around the five program objectives, linked to 10 NASP training standards (these can be found in the handbook or go to the NASP website under training domains: http://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains) (Also see below)
- Objective 1: Core Psychological Knowledge: To produce school psychologists who demonstrate knowledge and applied competencies in core psychological areas (NASP Domains 1, 3, 4, 7, and 8, primarily)
- Objective 2: Research Design: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis (NASP Domains, 1 and 9 primarily)
- Objective 3: Psychological Applications: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns (NASP Domains, 1, 2, 3, 4, 5, 6, 7, and 8)
- Objective 4: Diversity and Multicultural Perspective: To produce school psychologists who are knowledgeable and competent in contextual and cultural

influences relevant to children's development, academic achievement, and behavioral health (NASP Domain 8)
- Objective 5: Professional Responsibility: To produce school psychologists who are knowledgeable of and practice according to professional, ethical, and legal standards (NASP Domain 10)

For each of the program objectives, submit one piece of evidence that best illustrates your competency in meeting that objective. You may also submit one additional piece of supporting evidence. In the written statement that precedes the evidence, describe how the evidence illustrates your achievement of the competency and your skills and knowledge in each of the related NASP Domains.

For Objective 1: Core Psychological Knowledge: To produce school psychologists who demonstrate knowledge and applied competencies in core psychological areas, consider evidence from Developmental Psychology, Applied Cognitive, Behavioral Neuroscience, Behavioral Assessment, Academic Assessment, and other electives. If you choose a more practice-oriented sample of your work (e.g., behavioral assessment report) be sure to emphasize how the evidence demonstrates your knowledge in core psychological areas and how this is critical to effective practice (see beginning description in NASP Domains).

For Objective 2: Research Design: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis, consider literature reviews conducted for classes, a reflection of your research experiences, NASP presentations, and case reports from Social Emotional and Behavioral Assessment, Consultation, Academic Assessment, or evidence from Single Case Design. Of note, if you choose a case report, be sure to emphasize the data-based decision making and research elements (i.e., use of a single case design) as opposed to the content of the case.

For Objective 3: Psychological Applications: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns, choose two reports from internship that show integration of competencies across assessment, consultation-intervention, and communication. You may not hit every area with each report, but the two reports should provide a nice overview of your skills with assessment, consultation-intervention and communication. Other experiences can be mentioned in your introduction or included under your minimum requirements evidence. Critically appraise your evidence in your statement. Provide more than a reiteration of the case; explain what competencies you demonstrated and how these were integrated to achieve the program objective. You may organize the statement around the NASP domains, discussing domains common across the two cases, or you may organize around the two cases, discussing relevant domains for each, regardless of overlap. Either way, focus on the processes that you used rather than the specific data; be explicit in linking your skills and knowledge to NASP Domains (rather than leaving this up to the reader to determine). Remember, the reports that you include contain all the data, diagnoses, and recommendations – in your statement, you might present the "back story" or what thought processes, systems interactions led to the final decisions contained in the report. Be creative in thinking about the many ways you have demonstrated competencies, emphasizing the specific domains relevant to the cases you have chosen. Be

reflective in describing what you learned or how you applied knowledge from coursework (i.e. "merge scientific and educational concepts into an operational practice"), rather than simply stating "I demonstrated the ability [to communicate, etc]"

For Objective 4: Diversity and Multicultural Perspective: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health, choose one internship report that demonstrates your competency in achieving this objective, referencing the relevant NASP domains.

For Objective 5: Professional Responsibility: To produce school psychologists who are knowledgeable of and practice according to professional, ethical, and legal standards, choose one internship report that demonstrates your competency in achieving this objective, referencing the relevant NASP domain.

Choose the best reports to cover the range of NASP domains, and be explicit in explaining how these reports represent your skills. Focus on critical reflection, rather than simply reiterating the cases; how did these cases require you to integrate skills, examine your knowledge base, extend your comfort zone? Why did you choose these cases, and what did you learn from them?

Past students have emphasized the diversity aspect of school psychology service delivery (evaluations of ELL or otherwise diverse students); you might also include a report for a case in which there was a legal, ethical or professional practice issue (e.g., the fit between RTI and traditional identification methods in schools using both; best practice for identification of EBD/SED and procedures used in the field, etc). Don't shy away from discussing how you might carry out practice (what you would do differently) if you see areas where this applies.

To demonstrate Evidence of Impact, include a description of the two activities in which you are engaged (i.e., academic case and behavioral case), the measure you are using to provide evidence of impact, the procedures for data collection, how you will summarize the data, and an anticipated timeline for completing the cases.

The Required Minimum Activities Checklist should be uploaded to the first page of your portfolio along with any evidence you have to support your activities.

PROCESS

1. Your portfolio will be reviewed by a committee consisting of your advisor and two other faculty members.
2. Portfolios are submitted mid-March
3. Within 2 weeks, the review committee completes the evaluation of your portfolio.
4. You must achieve a median rating of 3 for each objective area to pass the portfolio requirement. Please refer to the Handbook for the process required if the median rating for each area is not achieved.

NASP PRACTICE DOMAINS (2020)

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

Appendix R

Faculty Feedback Student Annual Evaluation Form

Faculty Feedback on Student Annual Evaluation

Date
Dear STUDENT,

      As you know, the faculty in school psychology meet annually to review the progress of all students. Student performance is reviewed against program goals, objectives and competencies in the areas of Core Psychology Knowledge, Diversity & Multicultural Perspective, Research Design & Application, Psychological Applications, and Professional Responsibility. Faculty also comment on your professional activities, personal goals and progress through the program. The purpose of this letter is to provide you feedback regarding the review process and to serve as an evaluation of your progress. Ratings provided below are based on the examination of your self-reported progress as well as faculty discussion.

I. Program Objectives and Competencies

    1=Limited skills and knowledge in this area
    2=Emerging skills and knowledge in this area.
    3=Foundational skills and knowledge in this area
    4=Advanced skills and knowledge in this area

Core Psychological Knowledge
Objective 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychology areas. (NASP Domains 3, 4, 6 and 8)

Faculty Rating	Comments

Diversity and Multicultural Perspective
Objective 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health. (NASP Domain 8)

Faculty Rating	Comments

Research Design and Application *Objective 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis. (NASP Domains 1 and 9)*	
Faculty Rating	**Comments**

Psychological Applications *Objective 4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns. (NASP domains 1, 2, 3, 4, 5, 6, 7, and 8)*	
Faculty Rating	**Comments**

Professional Responsibility *Objective 5: To produce school psychologists who are knowledgeable and practice according to professional, ethical, and legal standards. (NASP Domain 10)*	
Faculty Rating	**Comments**

II. Faculty Comments on Progress in Other Areas

1=Insufficient progress in this area
2=Limited progress in this area.
3=Consistent progress in this area
4=Above expected progress in this area

Research
(Progress toward qualifying project and dissertation; participation in research; presenting research at the local, regional, or national level)

Faculty Rating	Comments

Professional values, attitudes and behaviors
(Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others; engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness)

Faculty Rating	Comments

Communication and Interpersonal skills
(Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services; produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts; demonstrate effective interpersonal skills and the ability to manage difficult communication well)

Faculty Rating	Comments

Diversity, Inclusion, and Equity
(The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles; the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers; the ability to work effectively

Faculty Rating	Comments
with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own).	

IV. Additional Comments by Faculty

Please note that all requirements for the degree must be completed by _____.
Please retain one copy of this letter for your records and return the other copy signed with your comments (if necessary).

_____   _____

Student Signature   Date

Appendix S

Remediation Plan

Remediation Plan

Part I Initial Approval of Remediation Plan
Student name:

Date of initial meeting with student:

Faculty members present (Must include the student's advisor):

Summary of problem (include specific behaviors, setting, and who first identified the problem):

Part II Faulty Approval of Remediation Plan
Date of faculty review meeting:

Faculty decision: ___ Remediation plan approved (attach copy of plan) ___ Revisions required (attach copy of required revisions)

Signatures:
Student_____ Date_____

Student's Advisor _____ Date _____

Program Director _____ Date _____

Part III Implementation of Remediation Plan
Remediation Plan and Schedule:

Specific Behavioral Objectives	Remediation Steps	Target Date	Met (Y/N)	Comments
1.				
2.				
3.				
4.				

Date of review meeting:

Evaluation of progress: ___ Sufficient ___ Insufficient ___ Not Applicable

Faculty comments and/or recommendations:

Student Comments and/or Reactions:

Student _____ Date _____

Student's Advisor _____ Date _____