LEHIGH
U N I V E R S I T Y®

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: August 2024

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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 on the College of Education website 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.

Program Requirements

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. 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

The final 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 from their internship that demonstrate their mastery of all 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 NASP domains that align with Lehigh competencies. The portfolio consists of the following:

(1) A curriculum vitae or resume

(2) Completed checklist of required minimum activities

(3) Completed Matrix of Evidence aligned to NASP domains

(4) Five (5) primary pieces of evidence. One (1) piece of evidence must address academic skills; one (1) piece of evidence must address social-emotional and behavioral skills; one (1) piece must address systems-level efforts; the focus of the remaining two (2) pieces of evidence are selected by the candidate and should ensure appropriate coverage of the NASP domains.

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

(6) A description of two cases selected to demonstrate "Evidence of Impact." One case must depict a behavioral concern and one an academic concern. The NASP Case Study rubric should be followed when writing the description of each case. Students will be expected to provide regular updates during internship supervision on their progress toward completing both cases.

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

scale and rubric:

4: Superior. Evidence indicates candidate demonstrates skills and knowledge reflective of
an experienced school psychologist. Evidence supports candidate's skills and knowledge across
the elements of the NASP domain.

3: Competent. Evidence indicates candidate demonstrates skills and knowledge reflective of the
equivalent of an entrance level school psychologist. Evidence supports candidate's skills and
knowledge in most of the elements of the NASP domain.

2: Reservations. Evidence indicates candidate requires additional guidance and support in
developing skills and knowledge. Evidence supports candidate's skills and knowledge in only
some elements of the NASP domain.

1: Minimally competent with much supervision at an entrance level for school psychologists;
needs continued, direct supervision in this area. Evidence supports candidate's skills and
knowledge are limited in the elements of the NASP domain.

0: Not competent. Evidence indicates candidate does not demonstrate competency necessary for
an entrance level for school psychologist.

In addition to the competency rubric describe above, Evidence of Impact is evaluated

with the NASP Case Study Rubric (see Appendix P). To successfully demonstrate Evidence of

Impact, students must receive a rating of "Effective" by 2 of 3 faculty reviewers for each of the

five sections of the rubric for each case (Elements of an Effective Case Study, Problem

Identification, Problem Analysis, Intervention, and Evaluation). A rating of Effective vs. Needs

Development is a holistic evaluation for the entire section. Specific sub-criteria listed within the

section are meant to be used as a reference in developing the evaluation. Counting the number of

Effective vs. Needs Development sub-criteria is not the sole basis for making the determination

of Effective vs. Needs Development for the section. 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 a 3 or greater across the

faculty ratings in each domain and meet the criteria for the Evidence of Impact for each case described previously. If the student does not achieve these standards, 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 previously, 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 as listed on the University Registrar website. This evidence could be case- based; however, the student may submit an alternative piece of evidence if it addresses the area of need identified in the portfolio process and is based upon the student's internship experience. The faculty again has one week to review the additional evidence. If the median rating for the evidence still falls below 3, the student will be dismissed from the program without conferral of the EdS degree. Portfolio guidelines, including examples of appropriate pieces of evidence, are provided in Appendix Q.

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Student Academic Expectations

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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.

Program and College Procedures

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 (located on the PDE website). 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

Any student requesting a medical leave of absence or an academic leave of absence should complete a petition form (obtained from the program secretary), detailing the reason for the requested leave of absence. The academic advisor, program director, department chair and associate dean, in that order, will review the request and each will make a recommendation on action. The petition then moves on to the Committee on the Standing of Graduate Students for consideration and the Registrar's Office will inform the student of the decision on the petition. A student may request up to a total of two years of leave and time spent on leave is not counted against the maximum time allowed to earn the degree.

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.

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 on the College of Education website. 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 and Associate Dean for Research, College of Education
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
B.S., Wesleyan, 1979; M.S., 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 Acting Dean College of Education

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.

Seth Laracy (2024). Visiting Assistant Professor
B.A., University of Pennsylvania, 2004; M.Ed., Lehigh University, 2013; Ph.D., Lehigh University, 2022

Professional Interests: Supervision, applying research findings to inform effective assessment and intervention practices that support academic, social, and emotional development.

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 and Program Director
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. Faculty in the Special Education program who may teach courses include Drs. Minyi Shih Dennis, Sara Kangas, Lee Kern, (Director of Center for Promoting Research to Practice), and Kristi Morin. Faculty in the Counseling Psychology program who may teach courses include Drs. Vanesa Mora-Ringle, Jonathan Sepulveda, Grace Caskie, Nicole Johnson, Christopher Liang, Susan Woodhouse. Students may also take courses from faculty in the Educational Leadership program, and these faculty include Drs. Floyd Beachum, Cameron Anglum, and Craig Hochbein. Finally, the school psychology program is fortunate to have several dedicated adjunct faculty who continue to support our program, including Drs. Kevin Kelly and Lauren Moulton.

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.

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 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.	SchP 425 Academic Assessment and Intervention 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 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 423 Social Emotional and Behavioral Assessment and Intervention 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.

1	2	3	N/A
Needs Improvement: Below expected level of practicum student (remediation required)	Adequate: At the expected level of a practicum student	Exemplary: Above expected level of a practicum student	No opportunity for supervisor to assess.

Mid Year	End of Year	
		Domain 1: Data-Based Decision Making
		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 ability to communicate assessment findings in written reports.

		Demonstrates ability to make meaningful and practical recommendations based on assessment results.
Comments on above area:		
Domain 2: Consultation and Collaboration		
		Demonstrates knowledge of problem-solving procedures, as implemented through consultation.
		Demonstrates ability to engage teaching staff in consultation processes to address student concerns.
		Demonstrates clinical skill in engaging family members in consultation processes to address student concerns.
		Demonstrates awareness and responsiveness to the interface of the various cultural and individual differences among consultees (i.e., teachers, family members, students).
Comments on above area:		
Domain 3: Academic and Instructional Supports		
		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 knowledge of interventions for academic problems.
Comments on above area:		
Domain 4: Mental and Behavioral Health Services and Interventions		

		Demonstrates ability to conduct direct observations in educational settings.
		Demonstrates accuracy in completing and interpreting behavioral and mental health assessment tools (e.g., rating scales; functional behavioral assessments)
		Demonstrates knowledge of interventions for behavioral and mental health problems.

Comments on above area:

Domain 5: School-Wide Practices to Promote Learning

		Demonstrates knowledge of general education, special education, and other educational and related services.
		Demonstrates awareness of system-level influences/considerations when consulting with teaching staff.
		Demonstrates knowledge and skill to develop, implement, and evaluate interventions and instructional support to develop students' academic skills at a school-wide level.
		Demonstrates knowledge and skill to develop, implement, and evaluate interventions and instructional support to develop students' behavioral and social-emotional skills at a school-wide level.

Comments on above area:

Domain 6: Services to Promote Safe and Supportive Schools

		Demonstrates knowledge about policies and practices that create and maintain safe, supportive, and inclusive learning environments.
		Contributes to prevention programs that promote learning, mental health, and/or social-emotional well-being of children and adolescents.
		Demonstrates ability to identify steps for intervention in a crisis event.

Comments on above area:

Domain 7: Family, School, and Community Collaboration

		Demonstrates ability to work collaboratively with school personnel.

		Demonstrates ability to establish rapport and express ideas verbally in an understandable manner with teachers.
		Demonstrates ability to work collaboratively with families.
		Demonstrates ability to establish rapport and express ideas verbally in an understandable manner with families and children.
		Demonstrates ability to foster collaboration among school, family, and child-serving community agencies
		Demonstrates an understanding of appropriate boundaries within a system and times to advocate on behalf of students and families.
		Has knowledge of other child-serving systems and resources in the community and processes for informing educators and families about them.
Comments on above area:		
Domain 8: Equitable Practices for Diverse Student Populations		
		Demonstrates skills for identifying and responding to cultural, linguistic, and other individual factors that influence student performance.
		Effectively integrates information regarding historical and environmental factors that influence behavior and learning into school psychology practice.
		Demonstrates culturally competent practices for serving students and families, and for collaborating with educators and professionals.
		Has an understanding of, and demonstrates cultural humility, sensitivity and respect for, human diversity.
Comments on above area:		
Domain 9: Research and Evidence-Based Practice		
		Demonstrates understanding of principles and research related to resilience and risk factors associated with academic learning.
		Demonstrates understanding of principles and research related to resilience and risk factors associated with mental and behavioral health.
		Demonstrates ability to apply evidence-based practices in school settings in a manner that considers fidelity and student outcomes.

Comments on above area:

		Domain 10: Legal, Ethical, and Professional Practice
		Is knowledgeable and acts in accordance with relevant federal and state laws and policies in practice.
		Is knowledgeable of and acts in accordance with relevant organizational, local, and regional regulations, rules, and policies.
		Is knowledgeable of and acts in accordance with NASP Principles and Professional Ethics.
		Conducts self in an ethical manner in all professional activities.

Comments on above area:

		Domain 11: Interpersonal and Professional Skills
		Demonstrates professional skills related to confidentiality, appropriate communication, and 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 Recommendation:

Supervisor, please calculate the following in order to compute the student's recommended grade:

Total number of items rated at *Adequate* level (rating of 2) or higher = _____

Divided by

Total number of items rated (not counting items rated as N/A) = _____

Percentage of items rated at *Adequate* level or higher = % _____

Grades: Letter grades for the semester will be based on the percentage calculated above.

Note. Students must receive a grade of a B or higher to pass. If a student does not receive a passing grade, a remediation plan addressing areas of need will be developed and put into place. Please refer to the handbook for information about remediation.

A	93 – 100%	A-	90 – 92%
B+	87 – 89%	B	83 – 86%
B-	80 – 82%	C+	77 – 79%
C	73 – 76%	C-	70 – 72%
D+	67 – 69%	D	63 – 66%
D-	60 – 62%	F	59% or Below

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   ≥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   ≥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 **Rose Tree Media School District**, a public school district located at 308 North Olive Street, Media, Pennsylvania ("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: <u>Weekly seminar, mid-year site visit, other as needed</u>

- Formal evaluation will occur: <u>End-of-semester (fall and spring) ratings by field supervisor</u>

- Internship logs: <u>Logged by intern, verified by field supervisor, submitted to university supervisor</u>

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, Achievement	Assessment: CBA / CBM	Assessment:	Report Writing	Intervention/Consultation	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: University	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	Brief Description of Activity	Date Completed	Field Supervisor Signature
Attend at least one professional development session in the district (NASP Domain 10: Legal, Ethical, and Professional Practice)			
Participate in providing at least one professional development session in the district (NASP Domain 10: Legal, Ethical, and Professional Practice)			
Participate in systems-level or school-wide data collection/analysis or intervention (e.g., normative data collection, data analysis, facilitation of RTI or SWPBIS) (NASP Domain 5: School-wide Practices to Promote Learning; Domain 1: Data-based Decision Making; Domain 3: Academic Interventions and Instructional Supports; Domain 4: Mental and Behavioral Health Services and Interventions; Domain 9: Research and Evidence-Based Practice)			
Conduct at least one evaluation for a student referred for special education eligibility (NASP Domain 1: Data-based Decision Making; Domain 8: Equitable Practices for Diverse Student Populations)			

Conduct at least one assessment for a behavior problem (e.g., direct observation, FBA) (NASP Domain 1: Data-based Decision Making; Domain 4: Mental and Behavioral Health Services and Interventions; Domain 8: Equitable Practices for Diverse Student Populations; Domain 9: Research and Evidence-Based Practice)			
Conduct at least one curriculum-based assessment for a student referred for academic skills problems (NASP Domain 1: Data-based Decision Making; Domain 3: Academic Interventions and Instructional Supports; Domain 8: Equitable Practices for Diverse Student Populations; Domain 9: Research and Evidence-Based Practice)			
Conduct at least one assessment for a student with a low-incidence disability (e.g., ID, ASD) (NASP Domain 1: Data-based Decision Making; Domain 7: Family, School, and Community Collaboration; Domain 8: Equitable Practices for Diverse Student Populations; Domain 9: Research and Evidence-Based Practice)			
Conduct at least one consultation or intervention for a student with an academic skill problem (NASP Domain 5: School-wide Practices to Promote Learning; Domain 1: Data-based Decision Making; Domain 2: Consultation and Collaboration; Domain 3: Academic Interventions and Instructional Supports; Domain 7: Family, School, and Community Collaboration; Domain 8: Equitable Practices for Diverse Student Populations; Domain 9: Research and Evidence-Based Practice)			

Conduct at least one consultation or intervention for student with a behavior problem (NASP Domain 5: School-wide Practices to Promote Learning; Domain 1: Data-based Decision Making; Domain 2: Consultation and Collaboration; Domain 4: Mental and Behavioral Health Services and Interventions; Domain 7: Family, School, and Community Collaboration; Domain 8: Equitable Practices for Diverse Student Populations; Domain 9: Research and Evidence-Based Practice)			

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.
		9. Demonstrates effective interpersonal skills.
		10. Demonstrates effective oral and written communication skills.

		11. Is dependable (e.g., punctuality, meets deadlines, etc.).
		12. Demonstrates competence with technology necessary to the role and function of school psychologists.
Comments:		

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

Yes No With Additional Supervision

Grade Assessment

Using the anchor points noted below, please indicate your estimation of a grade for internship for this semester. Consider student progress in relationship to expected levels of progress through the last five months of the internship.

In considering the grade assignment, this is an overall judgment that incorporates a student's professionalism, interpersonal relationships, skills, and responsiveness to supervision.

<u>A</u>

Student has met or exceeded all goals set for the semester and has performed at a level expected for a first/second semester certification intern. "A" indicates the student meets the criteria at a level of excellent to superior, a grade of "A-" indicates that the student meets the criteria at a strong level.

<u>A-</u>

<u>B</u>

Student has not met all goals set for the semester and has performed at a level below expectations for a first/second semester certification intern. However, the student has shown that they will be likely to reach entry level competency by the end of the internship period in June. A grade of "B" indicates some deficiencies in the criteria, a grade of "B-" indicates significant deficiencies in the criteria.

<u>B-</u>

<u>C</u>

Student has not met all goals set for the semester and has performed at a level far below expectations for a first/ second semester certification intern. The deficiencies are severe enough that some question may be raised as to whether the student is likely to reach entry level competency by the end of the internship period in June.

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:

_____	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:

Completed Checklist of Required Minimal Experiences: ALL   PARTIAL

Comments:

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 competency in the specified
NASP domain

Rating Rubric
4: Superior. Evidence indicates candidate demonstrates skills and knowledge reflective of an
        experienced school psychologist. Evidence supports candidate's skills and knowledge
        across the elements of the NASP domain.
3: Competent. Evidence indicates candidate demonstrates skills and knowledge reflective of
        the equivalent of an entrance level school psychologist. Evidence supports candidate's
        skills and knowledge in most of the elements of the NASP domain.
2: Reservations. Evidence indicates candidate requires additional guidance and support in
        developing skills and knowledge. Evidence supports candidate's skills and knowledge in
        only some element of the NASP domain.
1: Minimally competent with much supervision at an entrance level for school psychologists;
        needs continued, direct supervision in this area. Evidence supports candidate's skills and
        knowledge are limited in the elements of the NASP domain.
 0: Not competent. Evidence indicates candidate does not demonstrate competency necessary for
an entrance level for school psychologist.

NASP Domain and Criteria for Evidence	Rating and comments
Domain 1: Data-based Decision Making Candidate demonstrates an understanding and use of assessment methods for identifying strengths and needs as well as developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. Candidate demonstrates use of a problem-solving framework as the basis for all professional activities Candidate's evidence includes data from multiple sources. Candidate demonstrates consideration of ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.	
Domain 2: Consultation and Collaboration Candidate demonstrates knowledge of 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. Candidate demonstrates skills to consult, collaborate, and communicate effectively with others.	

Domain 3: Academic Interventions and Instructional Supports Candidate demonstrates knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. Candidate uses assessment and data collection methods to implement and evaluate services that support academic skill development in children.	
Domain 4: Mental and Behavioral Health Services and Interventions Candidate demonstrates an understanding of 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. Candidate demonstrates skills in collaborating with others, designing, implementing, and evaluating services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.	

Domain 5: School-wide Practices to Promote Learning Candidate demonstrates an understanding of 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. Candidate demonstrates skills in collaborating with others, developing and implementing practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.	
Domain 6: Services to Promote Safe and Supportive Schools Candidate demonstrates an understanding of 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. Candidate demonstrates skills in collaborating with others, promoting 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.	

Domain 7: Family, School, and Community Collaboration Candidate demonstrates an understanding of 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. Candidate demonstrates skills in designing, implementing, and evaluating services that respond to culture and context. Candidate demonstrates skills in facilitating family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.	
Domain 8: Equitable Practices for Diverse Student Populations Candidate demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. Candidate understands 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. Candidate implements evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. Candidate demonstrates 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. Candidate recognizes that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.	
Domain 9: Research and Evidence-Based Practice Candidate demonstrates 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. Candidate has skills in evaluating and applying research as a foundation for service delivery and, in collaboration with others, uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.	
Domain 10: Legal, Ethical, and Professional Practice Candidate demonstrates 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. Candidate demonstrates skills in providing services consistent with ethical, legal, and professional standards; engages in responsive ethical and professional decision-making; collaborate with other professionals; and applies 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.	

NASP Case Study Rubric for Evidence of Impact

The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

Section 1: Elements of an Effective Case Study

	Effective	Needs Development
1.1	☐ Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	☐ Demographic information does not include sufficient information.
1.2	☐ Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.	☐ Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.
1.3	☐ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	☐ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.
1.4	☐ Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	☐ The steps of the problem-solving process are not followed.
1.5	☐ Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	☐ Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	☐ Personal identifying information of the case study subject is redacted from the report.	☐ Personal identifying information is not sufficiently redacted from the report.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

Comments:

Section 2: Problem Identification

	Effective	**Needs Development**
2.1	☐ Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	☐ Data are not gathered from multiple sources. The following are missing: ☐ Record Review ☐ Interview ☐ Observation ☐ Testing
2.2	☐ The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	☐ The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	☐ Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). AND ☐ The difference between actual and expected levels of performance is explicitly stated.	☐ Expected performance is not based on an appropriate source for comparison or is not included OR ☐ The difference between actual and expected levels of performance is not explicitly stated.
2.4	☐ Baseline data are graphed AND ☐ Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND ☐ Use an appropriate comparison standard.	☐ Baseline data are not graphed AND/OR ☐ Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR ☐ Do not use an appropriate comparison standard.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

Comments:

Section 3: Problem Analysis

	Effective	**Needs Development**
3.1	☐ The problem behavior is stated as a skill or performance deficit	☐ The problem behavior is not stated as a skill or performance deficit.
3.2	☐ Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. AND ☐ All hypotheses are testable.	☐ Multiple hypotheses are not developed AND/OR ☐ Hypotheses are untestable.
3.3	☐ Hypotheses are stated in observable/measurable terms.	☐ Hypotheses are NOT stated in observable/measurable terms.
3.4	☐ Proposed hypotheses are empirically tested AND ☐ Appropriate sources of data are used to confirm or reject each hypothesis.	☐ Hypotheses are not tested AND/OR ☐ Appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	☐ A conclusive statement that formally describes the cause of the problem is included AND ☐ Leads to a logical intervention.	☐ A conclusive statement formally describing the cause of the problem is not included AND/OR ☐ Does not lead to a logical intervention.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

Comments:

Section 4: Intervention

	Effective	Needs Development
4.1	☐ A single evidence-based intervention is implemented AND ☐ Is linked to preceding sections.	☐ Multiple interventions are implemented simultaneously. AND/OR ☐ The intervention is not evidence-based. AND/OR ☐ The intervention is not linked to preceding sections of the report.
4.2	☐ Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.	☐ Acceptability of the intervention by one or more stakeholders is not verified.
4.3	☐ The intervention is replicable: 　☐ Intervention components [i.e., independent and dependent variable(s)] are clearly described 　　AND 　☐ Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	☐ The intervention is not replicable: 　☐ Intervention components [i.e., independent and dependent variable(s)] are not clearly described 　　AND/OR 　☐ Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
4.4	☐ A skill or performance goal is stated. AND ☐ Described using the same metric as the dependent variables AND ☐ Is linked to baseline data AND ☐ Achievable based on research or other data.	☐ A skill or performance goal is NOT stated. AND/OR ☐ Is not described using the same metric as the dependent variables AND/OR ☐ Is not linked to baseline data AND/OR ☐ Is not achievable based on research or other data.

Section 4: Intervention (Continued)

	Effective	Needs Development
4.5	☐ Progress monitoring data are presented.	☐ Progress monitoring data are not presented.
4.6	Treatment integrity/fidelity data are: ☐ Reported AND ☐ Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: ☐ Reported AND/OR ☐ Are not used in the interpretation of intervention efficacy.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

Comments:

Section 5: Evaluation (Summative)

	Effective	Needs Development
5.1	☐ A single graph is depicted for the target behavior and includes the following elements: ☐ Baseline data AND ☐ Goal/Target indicator or aimline AND ☐ Treatment/progress monitoring data with a trend line.	☐ A single target behavior is presented on multiple graphs AND/OR ☐ Relevant graphs are not included. AND/OR The following components are not included in the graph: ☐ Baseline data ☐ Goal/Target indicator or aim line ☐ Treatment/progress monitoring data with a trend line.
5.2	☐ Adequate intervention data are collected to meaningfully interpret the results of the intervention.: ☐ At least 7 data points collected over AND ☐ A minimum of 6 weeks)	☐ Insufficient intervention data are collected to meaningfully interpret the results of the intervention. ☐ Less than 7 data points AND/OR ☐ Less than 6 weeks
5.3	☐ Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) were used AND ☐ The intervention was effective.	☐ Visual or statistical analyses were not used OR ☐ The intervention was ineffective.
5.4	☐ Strategies for generalizing outcomes to other settings are included.	☐ Strategies for generalizing outcomes to other settings are not included.
5.5	☐ Strategies for follow-up are included.	☐ Strategies for follow-up are not included.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

Comments:

Appendix Q

Portfolio Guidelines

Ed S Portfolio Guidelines

The portfolio process is intended to be a summative evaluation of the candidate's competence in each of the domains of practice delineated by the National Association of School Psychologists. Evidence for the portfolio is expected to be derived entirely from your internship experience as 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 portfolio consists of a completed Minimum Required Internship Checklist; Evidence of Competencies; and Evidence of Impact. Each of these components is described in detail in the next sections.

Minimum Required Internship Checklist. The purpose of the minimum required activities is two fold: (1) to ensure that candidates are engaging in activities during internship that will assist them in developing competencies aligned the NASP domains and (2) to provide candidates with opportunities that are likely to generate permanent products that can be submitted as evidence of their competency. Examples of evidence that can be derived from the required internship activities and the corresponding NASP domain are indicated in the table below.

Evidence of Competencies. To demonstrate competency in the NASP domains, each candidate must submit five (5) primary pieces of evidence for the portfolio. One (1) piece of evidence must address academic skills; one (1) piece of evidence must address social-emotional and behavioral skills; one (1) piece must address systems-level efforts; the focus of the remaining two (2) pieces of evidence are selected by the candidate and should ensure appropriate coverage of the NASP domains. For each piece of evidence selected, candidates must provide a written statement that describes how the evidence demonstrates candidate competence in the skills and knowledge related to the NASP domains, specifically citing the domains addressed in the evidence. The connection to each domain should be substantive and clearly described. Additionally, each candidate will complete the Matrix of Evidence and NASP Domains to ensure that competency in the NASP domains has been addressed collectively across the pieces of evidence submitted for the portfolio. For each piece of evidence (represented as columns) the candidate will mark an X in the NASP domain (represented as rows) that is reflected in that evidence.

Evidence should consist of permanent products derived directly from the internship experience wherever possible (e.g., case report, analysis of school-wide data with a narrative report, small group counseling planning and evaluation documents). In the event that a permanent product of an internship experience is not available, the candidate may submit either (a) a description of the event along with a detailed reflection that describes the connection(s) between the event and the relevant NASP domain(s), or (b) a reflection of the candidate's experiences related to a particular domain. For example, a candidate may participate in a data team meeting to review universal screening data as part of a school's MTSS process and submit a detailed description of the event indicating the candidate's role and participation in the event along with a reflection of how participation demonstrates the candidate's competency in the selected NASP domain. Alternatively, a candidate may write a detailed analysis and reflection of the legal and ethical issues they have encountered during their internship to demonstrate their competency as related to Domain 10. Please note, if a standard district report is submitted as evidence **it must be accompanied by a detailed reflection** that clearly articulates the connection to the relevant

NASP domains. A standard report without a detailed reflection will result in a request for additional information, delaying the portfolio evaluation process and jeopardizing timely program completion. Pieces of evidence, including a single case report may be used to address multiple NASP domains, provided that the connection between the evidence and the NASP domains addressed are clearly and convincingly articulated.

Evidence of Impact. In addition to evidence of competency aligned with the NASP domains, each candidate must submit evidence of impact on student outcomes in the academic and social emotional domains. Evidence typically consists of a case report (one for academic and one for social emotional domains) that includes the following elements: specific (a) target(s) and goal(s) for intervention, (b) steps (components) included in the intervention, (c) time period for intervention implementation, (d) assessment method(s) used to evaluate the intervention, (e) intervention evaluation design, (f) outcome data displayed in graph and/or table, (g) effect size data to represent magnitude of impact on student learning, and (h) conclusions regarding impact of intervention on student learning including proximal and distal outcomes as well as other factors that could have affected the result of the intervention. Please note that a case study submitted for Evidence of Impact may also be used to demonstrate evidence of competency in NASP domains as described under Evidence of Competency. Evidence of Impact will be rated using the NASP Case Study Rubric (see Appendix P). The following headings should be used to organize your written summary of each case. (1) Background information and reason for referral (2) Problem Identification (3) Problem Analysis (4) Intervention (5) Summative Evaluation.

Matrix of Evidence and NASP Domains

NASP Domain	Pieces of Evidence				
	1	2	3	4	5
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 multitiered 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.					
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.					
Domain 3: Academic Interventions and Instructional Supports 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.				
Domain 4: Mental and Behavioral Health Services and Interventions 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.				
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.				
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.				
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.					
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 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.					
Domain 10: Legal, Ethical, and Professional Practice 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.					

Examples of Evidence Aligned with Required Internship Activity.

NASP Domain	Required Internship Activity	Examples of Evidence
Domain 1: Data-based Decision Making	Conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan) 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 evaluation for a student referred for special education eligibility Conduct at least one assessment for a student with a low-incidence disability (e.g., ID, ASD)	A written analysis of systems level data. A data-based evaluation of a school-based program. Case report that includes performance data (academic or behavioral). Case reports should include a description of the decision-making process at the center of the case and how data were used to inform conclusions in the case. Standard district reports submitted as evidence **must be accompanied by a detailed reflection** that clearly articulates the connection to the relevant NASP domains.
Domain 2: Consultation and Collaboration	Conduct at least one consultation/intervention program for a student with an academic skill problem that involves collecting baseline and intervention data to demonstrate impact of services provided Conduct at least one consultation/intervention program for a	Permanent products of the consultation experience along with a description of the focus of consultation, the process that was conducted, and a summary of the outcomes that includes graphic representation of the data collected.

	student with a behavior problem that involves collecting baseline and intervention data to demonstrate impact of services provided	
Domain 3: Academic Interventions and Instructional Supports	Conduct at least one consultation/intervention program for a student with an academic skill problem that involves collecting baseline and intervention data to demonstrate impact of services provided Participate in providing at least one professional development session in the district.	Case report that focuses on the intern's role in implementing or evaluating an intervention or instruction to support student academic performance. Case reports can be at the individual or group level of analysis. Documentation of professional development that focused on academic intervention or instruction and was provided by the intern accompanied by a critical reflection of this professional practice activity.
Domain 4: Mental and Behavioral Health Services and Interventions	Conduct at least one consultation/intervention program for a student with a behavior problem that involves collecting baseline and intervention data to demonstrate impact of services provided Participate in providing at least one professional development session in the district	Case report that focuses on the intern's role in implementing or evaluating an intervention or instruction to support student mental and behavioral health. Case reports can be at the individual or group level of analysis. Documentation of professional development that focused on mental or behavioral health and was provided by the intern accompanied by a critical reflection on this professional practice activity.
Domain 5: School-wide Practices to Promote Learning	Conduct a process impacting system or school-wide variables (e.g., data analysis of triannual screening data; participation data-based decision making meetings)	A written analysis of systems level academic data. A written reflection on participation on school-wide data-based decision making team for academic success.
Domain 6: Services to Promote Safe and Supportive Schools	Conduct a process impacting system or school-wide variables (e.g., data analysis of screening data; participation data-based decision-making meetings)	A written analysis of systems level behavioral or social emotional data (e.g, universal screening, universal social emotional initiative, positive behavior intervention and supports data)

		A written reflection on participation on school-wide data-based decision making team for academic success.
Domain 7: Family, School, and Community Collaboration	Conduct at least one consultation/intervention program for a student with an academic skill problem that involves collecting baseline and intervention data to demonstrate impact of services provided Conduct at least one consultation/intervention program for a student with a behavior problem that involves collecting baseline and intervention data to demonstrate impact of services provided Conduct at least one assessment for a student with a low-incidence disability (e.g., ID, ASD)	A case report that details that includes efforts to facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. An assessment report along with a description of how the family and or community agencies were involved in the evaluation and intervention planning process.
Domain 8: Equitable Practices for Diverse Student Populations	Conduct at least one evaluation for a student referred for special education eligibility Conduct at least one consultation/intervention program for a student with an academic skill problem that involves collecting baseline and intervention data to demonstrate impact of services provided Conduct at least one consultation/intervention program for a student with a behavior problem that involves collecting baseline and intervention data to demonstrate impact of services provided	A case report with a written analysis, demonstrating the candidate's knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. The case report should demonstrate the candidate's competency in School psychologists implementing evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity.

	Conduct at least one assessment for a student with a low-incidence disability (e.g., ID, ASD)	
Domain 9: Research and Evidence-Based Practice	Conduct at least one consultation/intervention program for a student with a behavior problem that involves collecting baseline and intervention data to demonstrate impact of services provided. Conduct at least one consultation/intervention program for a student with an academic skill problem that involves collecting baseline and intervention data to demonstrate impact of services provided. Conduct a process impacting system or school-wide variables (e.g., data analysis of screening data; participation data-based decision making meetings).	A case report that includes evidence of the candidate's ability to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.
Domain 10: Legal, Ethical, and Professional Practice	Attend at least one professional development session in the district Participate in providing at least one professional development session in the district.	Documentation of professional development that was provided by the intern accompanied by a critical reflection on this professional practice activity. Written description of a legal or ethical dilemma that occurred during the internship that clearly identifies the issue, the steps taken to resolve the issue and the outcome. Documentation of participation in professional development accompanied by a critical reflection on this professional practice activity.

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* |

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

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 _____