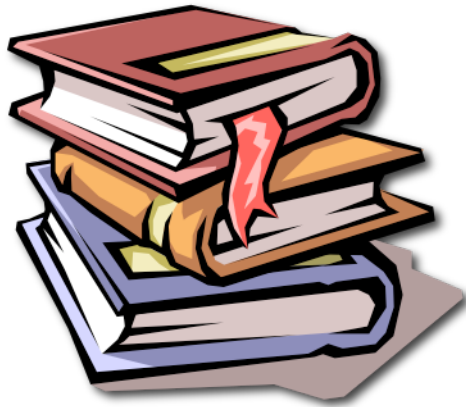


Miami University School Psychology Program



**Student Handbook
2008/2009**

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Program Goals and Philosophy

The Miami University School Psychology graduate program seeks to prepare school psychologists to provide consultation, assessment, and intervention services for schools and school children. School psychologists, by working with students, teachers, parents, administrators, and with members of the community promote learning environments in which all children can be helped to achieve their potential. Miami's program emphasizes the provision of services to individual schools and school children, in addition to attaining a functional understanding of systems consultation and the ability to promote and implement primary and secondary prevention programs for school problems.

The specialist degree program develops entry-level skills in the delivery of consultation, assessment, and intervention services. The program prepares school psychologists who can consult with teachers, administrators, and parents concerning learning and behavior difficulties, who can reliably and validly assess the nature of such learning/behavioral difficulties, and who can design, implement, and monitor interventions based on this assessment. The program is designed to provide the student not only with a foundation in a broad range of potential role expectations of employing school districts but also with a grounding in child development and learning, an ability to plan and implement interventions within a variety of contexts, and skills in helping teachers create learning environments that are enriching for all.

The Miami University School Psychology Program is grounded in practice and views the school psychologist as an active participant in developing the contexts within schools that promote healthy development of children. The program is three years in length: the first year is spent attaining educational and psychological foundations which are the bases for further in-depth skill development; the second year develops specific skills in the school psychology knowledge base and includes a strong emphasis on field experience; the third year is dedicated to a full year internship in a cooperating school system, which allows practical application of students' prior education and experience.

The program provides students an opportunity to develop consultation, assessment, and intervention skills. Students are trained in the scientist-practitioner tradition, with an orientation toward a problem-solving process, and with emphasis on practice guided by scientific knowledge. In addition, students also develop research skills and apply

those skills by conducting a thesis research project related to the practice of school psychology.

The ethical codes of the National Association of School Psychologists (NASP) and the American Psychological Association (APA) are the foundation for the school psychology program. Students are introduced to ethical codes and ethical decision making early in the program, and they are expected to demonstrate high standards for professional conduct in coursework and fieldwork. Consistent with our ethical codes and professional standards, students are taught to respect the dignity and worth of the individual, and to strive for the preservation and protection of fundamental human rights. Throughout their program, students must demonstrate a commitment to using the science of psychology to promote human welfare. Recognizing the pluralistic nature of our society, the Miami University program is committed to fostering in its students sensitivity to, appreciation for, and understanding of diversity in the characteristics, strengths, and needs of individual learners.

Historical Perspectives

Prior to the 1950s, there were few school psychologists in the public schools. School psychologists employed prior to 1950 typically worked as psychological examiners. Their primary role was to administer psychological tests to identify children who needed special education class placements and those ineligible for public school attendance because of their disabilities.

In the 1950s, developments in the field of psychology gave impetus to the growth of the discipline of school psychology. There was increased recognition of the importance of the childhood years as contributing to the mental health of the eventual adult. This heightened awareness of the mental health needs of children along with increasing school enrollments created a demand for psychologists in the schools. In the 1950s, school psychologists began to function as both psychological examiners and mental health consultants in the schools.

In 1954, the APA sponsored a conference to explore the roles, qualifications and training of school psychologists. The "Thayer Conference" was organized in recognition of the shortage of well-trained psychologists to work in the schools. The Thayer conference marked the emergence of school psychology as a unique discipline devoted to the application of psychological knowledge to the problems of schools and school children.

In the 1960s and 1970s, developments in the field of special education gave further impetus to the growth of school psychology.

Court cases filed on behalf of children with disabilities determined that all children have a right to a public education, no matter how severe their disabilities. Congress passed the Education of All Handicapped Children Act in 1976 (P.L. 94-142). This law provided funds to states to ensure a free and appropriate education to all children with disabilities. As a result of this law, subsequent amendments, and civil rights legislation, each state had to develop a plan to assure that every child with disabilities received special education and related services in conformance with an individualized education program. Children had to be assessed on the basis of non-discriminatory assessment and evaluation procedures, and provided an individualized education program in the least restrictive (most typical or normal) setting feasible. School psychologists are an important member of the multidisciplinary committee involved in assessment and program planning to assure all children receive an appropriate education.

The Miami University School Psychology Program began in the 1960's. At that time, the Master of Science Degree program was the terminal degree for professional preparation. In 1980, the Ohio Board of Regents approved the Specialist Degree Program in School Psychology that was designed to exceed the minimal requirements for state certification as a school psychologist. The Education Specialist Degree (Ed.S.) was not conceived as an intermediate degree on the path to a doctorate, but rather as the professional degree in school psychology as advanced by the National Association of School Psychologists (NASP) and the National Council on the Accreditation of Teachers (NCATE).

The program counts more than 375 graduates who span the continent providing school psychological services. Many of the graduates are now in positions of administration, superintendents, principals, directors of psychological services, and university professors. Yearly communication occurs with graduates and the program sponsors periodic reunions on campus in conjunction with alumni weekend or special practitioner workshops.

Department and Program Faculty

The School Psychology program at Miami University is located in the Department of Educational Psychology in the School of Education and Allied Professions. The department currently has 15 full-time tenure-track faculty members in four separate programs: School Psychology, Special Education, Educational Psychology, and Instructional Design and Technology. Four faculty serve full-time instruction or administrative duties for the School Psychology Program.

Dr. Raymond Witte, Associate Professor & Acting Program Coordinator
Ph.D. School Psychology: University of Kentucky

Dr. Witte has taught several of the courses within the School Psychology Program including assessment and intervention, consultation, along with practicum and internship. He has also taught support courses in the department including human learning, applied behavior analysis, research methodology, and educational assessment and measurement. His primary research and clinical interests are in assessment, post-secondary transition for students with disabilities, student diversity issues, mental health and related issues including head trauma. Dr. Witte is a Nationally Certified School Psychologist and has a school psychology license from the Ohio Board of Psychology.

Dr. Alex Thomas, Visiting Professor
PhD. Educational Psychology, University of Toledo

Dr. Thomas has been an editor of all five volumes of *Best Practices in School Psychology*, an associate editor of the *Journal of School Psychology*, and editor of the NASP Communique. He has been President of the National Association of School Psychologists (1986/1987, 1998/1999) and the Ohio School Psychologists Association (1979/1980, 1993/1994). Dr. Thomas is a Nationally Certified School Psychologist and has a psychologist license from the Ohio Board of Psychology. He provides supervision of the internship.

Dr. Steuart Watson, Professor
PhD. School Psychology: Minor in Applied Behavior Analysis, University of Nebraska

Dr. Watson is a co-editor of the Journal of Evidence Based Practices for Schools and the Encyclopedia of School Psychology. His primary research interests are in Direct Behavioral Consultation, olfaction, over justification effect, novel behavioral treatments, and the application of behavioral technology in schools. Dr. Watson's teaching and clinical interests include pediatric psychology, psychopathology, applied behavior analysis, and consultation.

Dr. Michael Woodin, Visiting Assistant Professor
PhD School Psychology, Ball State University, Postdoctoral Fellowship, University of Pennsylvania Medical School/Children's Hospital of Philadelphia

Dr. Woodin is a licensed psychologist and school psychologist who specializes in pediatric neuropsychology and school consultation. His publications have been in the areas of behavioral genetics,

Velocardiofacial syndrome, nonverbal learning disabilities, anxiety disorders, giftedness, and learning disabilities. Dr. Woodin's teaching and clinical interests include the link between assessment and intervention, use and evaluation of evidence-based academic interventions, neurodevelopmental disorders, high stakes testing, and the academic impact of deficits in attention, working memory, and executive functions.

School Psychologist Roles and Responsibilities

Listed below are some of the current job roles and responsibilities of school psychologists. University programs have become oriented toward preparing school psychologists who can effectively assume a broad range of professional roles to serve the increasingly diverse needs of all children. These include:

- ✓ Consultation with school personnel, parents, and outside agencies
- ✓ Comprehensive assessment of educational related problems
- ✓ Interpretations of psychological and educational data to school personnel and parents in a meaningful manner
- ✓ Planning and implementing interventions for students with identified behavioral and/or academic problems
- ✓ Counseling and therapeutic intervention with students
- ✓ Conducting research and providing consultation on specific issues to school districts
- ✓ Working collaboratively with other educational and community specialists
- ✓ Prevention of learning and mental health problems

Specialist Program in School Psychology

The Specialist degree program is a three-year, 99-semester hour program, designed specifically to meet NASP/NCATE accreditation standards and to lead to state and national credentialing as a school psychologist. Students obtain a Master's of Science degree at the completion of the first year of study. After completion of the supervised internship (end of the third year), students receive a school psychology license from the Department of Education, State of Ohio and are eligible to become a Nationally Certified School Psychologist (NCSP). The state credential allows for employment as a school psychologist within Ohio. The NCSP credential indicates completion of a program that meets national standards and increases the likelihood of certification in other states. The Specialist degree is awarded after the student successfully completes the internship year and a thesis research project.

Students complete coursework that prepares them to be knowledgeable in the following core content areas: psychological and educational foundations, research methods, psychological and educational assessment, intervention strategies, and professional school psychology.

School Psychology Program Objectives

The School Psychology program has adopted training objectives which are consistent with the NASP Domains of School Psychology Training and Practice (detailed in the *NASP Standards for Training and Field Placement Programs in School Psychology, 2000*). The goal is to prepare students for a career in school psychology using state-of-the-art research and critical training experiences to achieve entry-level competence.

School psychology students will acquire knowledge and skills in:

1. data-based decision-making and accountability.
Key courses: EDP 611, 662, 596, 658, 612, 666, 654, 660, 795/796
2. consultation and collaboration.
Key courses: EDP 612, 666, 660, 654, 795/796
3. effective instruction and development of cognitive/academic skills.
Key courses: EDP 603, 656, 611, 612, 635, 658, 660, 657, 795/796
4. socialization and development of life skills.
Key courses: EDP 662, 596, 621, 672, 666, 675, 660, 654, 795/796
5. student diversity in development and learning.
Key courses: EDP 656, 611, 612, 635, 621, 660, 654, 650, 795/796
6. school and system organization, policy development, and climate.
Key courses: EDP 666, 695, 660, 654, 795/796, EDL 618
7. prevention, crisis intervention, and mental health.
Key courses: EDP 662, 672, 666, 675, 654, 660, 795/796

8. home/school/community collaboration.
Key courses: EDP 666, 695, 654, 660, 795/796
9. research and program evaluation.
Key courses: EDP 667, 651, 652, 800
10. school psychology practice and development.
Key courses: EDP 604, 695, 660, 654, 795/796
11. information technology and written communication.
All courses.

School Psychology Course Sequence

(adopted August, 2005)

Though the course sequence is relatively stable there are circumstances that require students to take these courses out of the recommended sequence. In addition, continual program development and changes in national and state training standards may result in changes in curriculum or course sequence. Many of the courses require considerable field experience so students need to plan their schedules accordingly.

Students without a state teacher certification must have two additional course sequences: a course in school organization or leadership (e.g., EDL 618) and a course in curriculum (e.g., EDP 657, EDL 639). Currently, the program allows for one 3-hour elective course. The elective must be related to the field of school psychology and approved by the student's academic advisor.

<u>Course</u>	<u>Name</u>	<u>When</u>	<u>Hrs.</u>
603	Theories of Human Learning	Fall 1	3
604	Role/Function of School Psychology	Fall 1	3
656	Education of Indiv with Exceptionalities	Fall 1	3
667	Behavioral Statistics 1	Fall 1	3
611	Assessment and Intervention 1	Spring 1	5
662	Personality Theories/Measurement	Spring 1	3
651	Educational Research	Spring 1	3
635	Theories of Human Development	Spring 1	3
672	Counseling Theories and Issues	Summer 1	3
596	Behavioral Interventions	Summer 1	3
652	Educational Research Practicum	Summer 1	3
658	Diagnostic-Prescriptive Teaching	Summer 1	3

612	Assessment and Intervention 2	Fall 2	5
666	Consultation/Community Psychology	Fall 2	3
675	Introduction to Group Counseling	Fall 2	3
620	Research Project	Fall 2	1
650	Seminar—Issues in School Psych.	Spring 2	3
654	Counseling Practicum	Spring 2	4
660	School Psychology Practicum	Spring 2	4
620	Research Project	Spring 2	1
	Elective - approved by advisor	Anytime	3
795	Internship	Fall 3	10
800	Specialist Thesis Research	Fall 3	5
796	Internship	Spring 3	10
800	Specialist Thesis Research II	Spring 3	5
657	Curriculum Theory	Summer 2	3
EDL 618	Teacher Leadership	Summer 2	3
695	Public School Experience	Fa/Sp 1/2	4

Academic Advisors

Each student is assigned an academic advisor in the School Psychology Program. The advisor's responsibilities include (a) assisting with planning a program of study to fit student needs and satisfy departmental/Graduate School requirements and (b) providing ongoing feedback on academic and professional performance. The advisor will also assist in determining if courses taken in other study programs can apply to the program, provide guidance regarding course substitutions, and answer other questions related to the school psychology program.

At least once during each semester, students meet with their academic advisors for formal feedback on academic progress (i.e., grades, competencies attained) and professional work characteristics (i.e., communication skills, respect for human diversity, interpersonal skills, ethical responsibility, adaptability, and initiative and dependability). These characteristics are evaluated and verified through information collected during courses, field experiences, practica, internship, and graduate assistantships.

Plan of Study

All students will prepare a "plan of study" with their academic advisor during their first semester of study. If the student is essentially joining the program without prior graduate work the School Psychology

Course Sequence represented previously will constitute the plan of work. The plan should include a semester sequencing of all courses required in the program and identification of courses to be transferred or waived (if any). Changes in prescribed programs may be made with the approval of the student's advisor and the program coordinator.

It is essential to understand that professional academic preparation and the provision of excellent field experiences are important in the development of future school psychologists. These are necessary but not sufficient conditions for successful program completion. Students must be able to demonstrate appropriate interpersonal and group collaborative skills to effectively function as school psychologists. Please note the intern competencies listed below and appreciate that development of professional skills and the ability to relate to others are both necessary for successful program completion.

Students may be counseled to leave the graduate program at any time it appears that continuation in their program seems unwise. A graduate student whose cumulative grade point average falls below 3.0 (not including incompletes) may register for one additional semester (or two summer terms) beyond the term in which the unsatisfactory grade point average results. If at the end of the additional semester (or two summer terms) the student's cumulative grade point average remains below 3.0, the student may not register for any further graduate credit at Miami University. Appropriate adjustments are made for students enrolled on a part-time basis. Students with grade point averages below 3.0 will receive a warning letter.

Graduate students must have a 3.0 grade point average and may not have grades of Incomplete to be eligible to take the final examination (Master's Examination or Thesis defense) for any graduate degree.

Credit/No Credit - Students enrolled in any departmental program may not take required EDP courses for credit/no credit.

Master's of Science Requirements

After completion of the first full academic year of study, students are eligible to receive the Master's of Science degree that is awarded during summer commencement. A Master's Comprehensive Examination for the M.S. degree is required and is scheduled immediately following the first Spring semester. Application for receiving the M.S. degree needs to be completed in two places: students must register with the Commencement Office by the end of the Spring Semester for summer graduation and application for the award must be filed by the student in

cooperation with their advisor at least 15 days prior to graduation. These two procedures must be followed.

The Master's Comprehensive Examination, given during the week following Spring term final examinations, covers four foundation areas: role and functions in school psychology, learning, development, and statistics/research. The examination is two days in length and each of the four sections allows three hours to complete.

Thesis Research Project

The overall purpose of conducting research in education is to guide educators in evidence-based practices in educational settings. One of the primary roles of school psychologists is to evaluate research findings, translate these findings to practice, and conduct investigations and program evaluations for effective service delivery with children. Students will be involved in a research project that is associated with the field of school psychology and contributes to their development as a practitioner in school psychology.

Early in the program, students will have the opportunity to interact with school psychology and other departmental faculty regarding current faculty research as well as their own interests in the field of school psychology. Selecting a topic and thesis advisor is an important first step in the process. A research seminar course (EDP 652) will address the procedures and particulars of the thesis project, as well as allow students to hear about current school psychology faculty research. EDP 652, along with EDP 620 and EDP 800 provide students course credit for thesis research. Students are assigned a 'Satisfactory' or 'Unsatisfactory' grade according to the advisor's evaluation of progress toward task completion. Once the thesis is successfully defended, course credit for 620, 652, and 800 is provided.

The thesis committee includes four members (three who are faculty of the Educational Psychology Department and one who is external to EDP). Committee membership should be determined early in the deliberations between the student and the research advisor but must include (a) the research project advisor (Level A graduate faculty); (b) at least 1 school psychology faculty member; and (c) a Level A graduate faculty member external to the Department of Educational Psychology. A listing of Level A graduate faculty in the department is available from the department chair.

The thesis project must be approved by the committee prior to implementation. This involves a written document and proposal meeting

with all committee members. Upon completion of the research, the Ed.S. candidate must pass a final oral defense over the project. The examination shall be conducted by the student's research committee. There can be no more than one dissenting vote on the committee for the passing of the examination.

It is the research advisor's responsibility to coordinate and monitor all aspects of the student's research progress, including the above procedures, from initial planning through to the completion of the final oral examination.

It is the student's responsibility to submit all necessary paperwork to their thesis and academic advisors, as well as submit the thesis electronically to the graduate school. Students must provide the department a bound copy of the thesis must be provided to the Department of Educational Psychology.

Student Timelines

It is the student's responsibility to meet associated timelines for university, college, departmental, and individual course requirements. Information about all of these requirements can be obtained from a careful review of the Miami University Graduate catalog, academic year calendars, course syllabi and website.

Students must be aware of strictly enforced timelines associated with graduation: application (through the Commencement office) and payment of fees (Bursar's office). In addition, students must be aware of current requirements for class registration, applications for graduate assistantships and grants-in-aid, and applications for certification and Praxis-II exams.

Grievances

The Departmental appeals procedure indicates that the route of appeals of any nature begins with the instructor in those cases where a student has a complaint relative to a specific course. In case of committee decision the route of appeals begins with the particular committee. Subsequent, sequential steps in the appeal process are as follows: Department Chair, the Coordination and Referral Committee, the department faculty (in total) and the Dean of the School of Education and Allied Professions.

There is a grievance procedure outlined in [A Handbook for Graduate Students and Faculty](#) that is available in the Graduate School office

and/or website. In all endeavors, it is encouraged that any grievances or concerns be resolved on an informal basis and in a personal manner.

Field Experiences, Practica and Internship

Field experiences are an integral part of the school psychology program. The School Psychology Program maintains active communication with over 75 local practitioners who introduce students to their school systems and provide mentoring through spending a day with students, highlighting exemplary programs in their districts, and being available to answer questions or discussing professional issues. The blend of formal academic coursework and practical experience is seen as essential in the training process. Field experiences begin during the first semester, as the primary focus in EDP 695 is to provide students with exposure to a variety of school settings, educators, and instruction. Since students are working directly with children throughout their training, all students must have background checks through fingerprinting; these can be done at the Miami University or Oxford police departments.

Formally organized field experiences begin during the second year, second semester with involvement in a school psychology (EDP 660) and counseling (EDP 654) practicum, each requiring one full day of service in a school system with a supervising school psychologist or counselor. A minimum of 120 hours of field contact is expected for each of the two practica. Prior to that semester, there is ample opportunity to be involved in school-based activities through the courses in Role and Function (EDP 604), Assessment & Intervention (EDP 611 & 612), Consultation (EDP 666), and other courses. Such practical activity is vital, as understanding the structure and dynamics of a school system is integral in being effective school psychologists.

The third year is entirely devoted to the school psychology internship. Each internship site is approved by both Miami University School Psychology Training Program and the Ohio Department of Education. This internship (EDP 795 and EDP 796, 10 hours each semester) is a paid full time position totaling a minimum of 1200 hours in the school district during the academic year. In addition to this employment, the intern attends monthly seminars on campus, and participates in Ohio Department of Education, Division of Special Education sponsored events as well as one Ohio School Psychologists Association professional development conference. Attendance and participation at the National Association of School Psychologists annual conference is also encouraged. Upon acceptance of a paid internship

funded by the Ohio Department of Education, the intern student is obligated to provide at least one year of service as a school psychologist in the schools of Ohio upon completion of that internship. The university internship supervisor works closely with each student in making internship placements.

For all field experiences and visitations, students and interns are under the supervision of a field facilitator and a university supervisor. All practicum and internship supervision experiences meet the requirements stated in the *NASP Standards for Training and Field Placement Programs in School Psychology (2000)*.

Intern Competencies

The intern competencies follow the professional practice domains indicated in the NASP Standards. Domains are detailed fully in the NASP Standards (2000) and the *Intern Competency Evaluation for Training and Professional Practice* form. Interns are evaluated by their supervisors three times yearly: December, March, and May using the form that follows.

Miami University School Psychology Program

Intern Competency Evaluation for Training and Professional Practice

Dear Internship Supervisor:

Your support is vital in providing our students with an exemplary intern experience. We thank you for your time, energy and expertise. Your feedback to us regarding the intern's performance is very important to us. In addition to assisting in the intern's professional growth and development, feedback from internship supervisors helps us to evaluate and improve our training program at Miami. Thank you, in advance, for your cooperation on this important task.

Sincerely,

Alex Thomas
University Supervisor

Instructions:

The ratings of the intern should be based on your actual observation and/or reports received from school staff, parents, students, etc. regarding the intern's performance. Please take the time to read each item and rate it independently by circling the number of the scale that best describes the intern's competencies *at this time*. Interns are formally evaluated three times during the year (December, March, and May).

- 1 **Minimal Competence** – competence below the level expected of an intern, or minimal or no competence noted; individual can only function as an assistant to the supervising psychologist in regard to this area.
 - 2 **Adequate Competence** – competence developed to the level that allows for adequate functioning without direct supervision (e.g., without being directly observed or without engaging in co-led activities); competence that would be expected of a beginning pre-service intern; requires on-going supervision.
 - 3 **Emerging Competence** – competence beyond that expected for a beginning pre-service intern, but not yet at the entry-level; requires on-going supervision.
 - 4 **Entry-Level Competence** – competence at the level expected of a beginning certified school psychologist; requires only occasional supervision.
 - 5 **Professional Competence** – well-developed competence that reflects capability for independent functioning with little or no supervision required.
- **No Data** – insufficient data to make rating at this time.

Miami University School Psychology Program
Intern Competency Evaluation for Training and Professional Practice

Intern: _____ Date: _____
 Supervisor: _____ District: _____

Key: 1 – Minimal; 2 – Adequate for beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

Performance Area

Performance Rating

Data-Based Decision-Making & Accountability (NASP domain 2.1)

Systematically collects information to identify the problem and determine strengths & needs	1	2	3	4	5	No Data
Utilizes assessment information to plan services & make decisions	1	2	3	4	5	No Data
Utilizes data to evaluate the outcomes of services	1	2	3	4	5	No Data
Demonstrates fluency in the problem-solving process	1	2	3	4	5	No Data

Comments:

School and Systems Organization, Policy Development, & Climate (NASP domain 2.6)

Is knowledgeable of general education, special education, and other educational and related services	1	2	3	4	5	No Data
Applies principles of systems theory to promote learning, prevent problems, & create effective learning environments	1	2	3	4	5	No Data
Participates in the development, implementation &/or evaluation of programs that promote safe schools	1	2	3	4	5	No Data

Comments:

Prevention, Crisis Intervention, & Mental Health (NASP domain 2.7)

Is knowledgeable of current theory & research about child/adolescent development, psychopathology, societal stressors, crises in schools	1	2	3	4	5	No Data
Effectively collaborates with school personnel, parents, & community in the aftermath of crises	1	2	3	4	5	No Data
Displays initiative & resourcefulness to meet mental health needs	1	2	3	4	5	No Data

Comments:

Key: 1 – Minimal; 2 – Adequate for beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

Performance Area

Performance Rating

Student Diversity in Development & Learning (NASP domain 2.5)

Assists in the integration of all students into instructional programs	1	2	3	4	5	No Data
Keeps families’ cultures, backgrounds & individual learning characteristics in mind when developing interventions	1	2	3	4	5	No Data

Comments:

Consultation and Collaboration in Home/School/Community (NASP domains 2.2, 2.8)

Establishes collaborative relationships	1	2	3	4	5	No Data
Communicates effectively with school personnel	1	2	3	4	5	No Data
Communicates effectively with families	1	2	3	4	5	No Data
Communicates effectively with children and youth	1	2	3	4	5	No Data
Communicates effectively with community professionals	1	2	3	4	5	No Data
Shows concern, respect, & sensitivity to others	1	2	3	4	5	No Data
Appropriately mediates and resolves conflicts	1	2	3	4	5	No Data
Facilitates home-school communication & collaboration	1	2	3	4	5	No Data

Comments:

Effective Instruction and Development of Cognitive/Academic Skills (NASP domain 2.3)

Utilizes appropriate assessment strategies to assess learning difficulties	1	2	3	4	5	No Data
Properly administers assessment strategies	1	2	3	4	5	No Data
Appropriately analyzes & interprets assessment data	1	2	3	4	5	No Data
Links assessment data to development of instructional interventions	1	2	3	4	5	No Data
Utilizes empirically-demonstrated instructional methods/interventions	1	2	3	4	5	No Data
Assesses acceptability of intervention ideas	1	2	3	4	5	No Data
Appropriately evaluates outcomes of interventions	1	2	3	4	5	No Data
Utilizes intervention data to guide instructional decisions	1	2	3	4	5	No Data
Assesses treatment integrity of intervention implementation	1	2	3	4	5	No Data

Comments:

Key: 1 – Minimal; 2 – Adequate for beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

Performance Area

Performance Rating

Socialization & Development of Life Skills (NASP domain 2.4)

Utilizes appropriate assessment strategies to assess behavioral, social, affective, & adaptive domains	1	2	3	4	5	No Data
Properly administers assessment strategies	1	2	3	4	5	No Data
Appropriately analyzes & interprets assessment data	1	2	3	4	5	No Data
Links assessment data to the development of interventions	1	2	3	4	5	No Data
Utilizes ecological & behavioral approaches when developing behavior change programs	1	2	3	4	5	No Data
Assesses acceptability of intervention ideas	1	2	3	4	5	No Data
Appropriately evaluates outcomes of interventions	1	2	3	4	5	No Data
Utilizes intervention data to guide instructional decisions	1	2	3	4	5	No Data
Assesses treatment integrity of intervention implementation	1	2	3	4	5	No Data

Comments:

Research & Program Evaluation (NASP domain 2.9)

Utilizes principles of measurement & psychometric standards in the selection and use of assessment techniques	1	2	3	4	5	No Data
Critically evaluates the professional literature in the selection of assessment and intervention strategies	1	2	3	4	5	No Data
Utilizes single-subject research designs in the evaluation of interventions	1	2	3	4	5	No Data

Comments:

Information Technology & Written Communication (NASP domain 2.11)

Maintains thorough, organized case notes	1	2	3	4	5	No Data
Presents information in a clear and useful manner for intended audience	1	2	3	4	5	No Data
Offers relevant recommendations	1	2	3	4	5	No Data
Has adequate writing skills	1	2	3	4	5	No Data
Incorporates supervisor feedback into reports	1	2	3	4	5	No Data
Effectively uses various sources of information technology	1	2	3	4	5	No Data

Comments:

Key: 1 – Minimal; 2 – Adequate for beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

Performance Area

Performance Rating

School Psychology Practice & Development (NASP domain 2.10)

Presents appropriate personal demeanor	1	2	3	4	5	No Data
Demonstrates dependability (punctual; follows through on tasks)	1	2	3	4	5	No Data
Interacts with others in a professional manner	1	2	3	4	5	No Data
Presents information to stakeholders in a clear manner	1	2	3	4	5	No Data
Responds appropriately to feedback from others	1	2	3	4	5	No Data
Is flexible and open to suggestions	1	2	3	4	5	No Data
Exhibits a level of comfort and ease with other professionals	1	2	3	4	5	No Data
Shows evidence of continued self-evaluation	1	2	3	4	5	No Data
Adheres to ethical and legal standards for service delivery	1	2	3	4	5	No Data

Comments:

Training/Professional Goals:

Given the above ratings of the intern’s current skills, what goal(s) should be established for his/her continued training?

Internship Supervisor

Date

Intern

Date

University Supervisor

Date

** The intern’s signature indicates only that this evaluation has been discussed with him or her; it does not indicate the intern’s agreement with the report in part or in whole.*

Development of Culminating Portfolio

All interns are required to maintain a current portfolio that demonstrates internship activities as well as skills represented by the 11 intern competencies. Though this is a required portion of the internship it is encouraged that students maintain documentation of all activities and competencies gained throughout training during the first two years. The culminating portfolio not only provides performance-based evidence of competencies for faculty but also is very helpful in securing future school psychology positions. Guidelines for development and evaluation of the portfolio are distributed and discussed with students.

School Psychology Credentialing

State Credentialing

At the completion of the second year of study, immediately prior to internship, students receive a temporary pupil personnel certificate that is an initial professional credential and is necessary for employment as an intern school psychologist.

At the successful completion of the intern year, a five-year school psychology license is issued which is necessary for initial employment as a school psychologist. In addition to successful completion of the internship, the candidate must receive a passing score of 630 on the Praxis-II School Psychology exam.

All graduates of the Miami University School Psychology program have exceeded the requirements for OH licensure eligibility.

National Credentialing

The National Association of School Psychologists has created a national credential in school psychology to verify to the public and to state credentialing authorities that those holding this credential have graduated from an approved program and have passed the Praxis-II School Psychology exam.

The National Certified School Psychologist (NCSP) designation is awarded to individuals who have successfully completed the internship year and have received a score of 660 or above on the Praxis-II exam.

Eligibility for Ohio Licensure for Independent Practice

State and national credentialing provides the opportunity to work as a school psychologist in a variety of educational settings. To pursue independent or private practice in Ohio it is necessary to meet the

requirements of the Ohio Board of Psychology. Candidates are eligible for Ohio licensure as a school psychologist if they have four years of successful school experience (this includes the internship year), receive a score of 650 or greater on the Praxis-II School Psychology exam, and successfully pass an essay examination on professional issues and an oral exam on ethical issues.

* For the most current policies and procedures of the School Psychology program, Miami University Graduate School, and School Psychology credentialing, visit each of the websites.

Miami University School Psychology Program Student Assurances

I have carefully read and understand the contents outlined in the Miami University School Psychology Student Handbook. I am also aware that if, at any time, I have any questions about the program, curriculum, or my own plan of study that I can seek assistance from my academic advisor, the Coordinator of the School Psychology Program, or the Chair of EDP.

Please print name

Signature Date

As part of the Ohio internship training program, Miami University partners with local school districts and the Ohio Department of Education in providing quality preparation of school psychologists. Funding for the internship is provided by the Ohio Department of Education; and upon acceptance of the state's financial support, interns agree to repay Ohio's investment by providing school psychological services to Ohio's learners for a minimum of one year following internship.

Students and the university internship supervisor meet in advance to discuss placement options. If a student is unable to commit in writing to one year of service following internship, an alternative out-of-state placement is considered. If a student accepts an Ohio-supported internship and, as an intern, breaks the one-year commitment, Miami School Psychology faculty will refrain from endorsing the student (i.e., write a letter of recommendation).

I have read and understand this policy for the Ohio Internship in School Psychology.

Signature _____ Date _____