



School Psychology (EdS)

Handbook 2025

University Mission

Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.

School of Education Mission

...is committed to educating innovative, adaptable, and involved professionals in mind, body, and spirit. These individuals will promote holistic learning, global awareness, and cultural competency as responsible contributors to a challenging, pluralistic world.

(Ed-School, 2025)

Education Specialist - School Psychology Program Mission

The School Psychology graduate program seeks to train candidates in a model of comprehensive school psychological practices in applied settings. Students are prepared to provide consultation, assessment, and intervention services for schools and school children. Training emphasizes building tools for working in collaboration with students, teachers, parents, administrators, and members of the community to promote learning in school settings. The degree program develops entry-level skills in training students to identify evidence-based practices that address cognitive, academic, and social/behavioral needs of children and youth. The School Psychology program is an Arizona Department of Education (ADE) approved program and follows the requirements of ADE for graduate training in School Psychology. Students are required to complete the mandatory credit hours of course work and practical experience in practicum and internships in a school setting. (Adopted 2022)

The Compassionate Educator/Teacher

Until recently much of the focus of educator preparation has been on the development of the ability of the new teacher or school professional to reflect on his or her own practice. Schools of education have asked pre-service teachers, counselors, and principals to refine

their skills in differentiated instruction, curriculum planning, and classroom management. While those skills are important, new understandings about the children in today's schools have necessitated a fundamental change in the approach to educator preparation.

The "Adverse Childhood Experiences" survey has shown that, in the United States, 40-60 percent of school aged children have had some form of traumatic experience. This includes abuse, neglect, neighborhood violence, terrorism, natural disasters, or a death in the family. This understanding has generated a new approach to school policy and teacher/student interaction: the compassionate school. Compassionate schools and educators recognize that problematic behavior on the part of children is not best dealt with through punitive measures or policies. Rather, based on an understanding of the child's experience, behaviors and struggles are met with compassion. Focusing on the child as the key to educator preparation (rather than the development of individual skills) represents a major change of focus for educator training programs.

J--OU-School of Education Faculty, 2014

Ottawa University is accredited by **The Higher Learning Commission** and is a member of the **North Central Association**, 312.263.0456, www.ncahigherlearningcommission.org (2024).

The Ottawa University School Psychology Program in AZ is approved by the **Arizona Department of Education (ADE)** <http://www.azed.gov> (2021).

The Ottawa University School Psychology Program in AZ is accredited by the **Council for the Accreditation of Educator Preparation** (aka CAEP) (2021).

Ottawa University Equal Employment Opportunity (EEO) Statement - Employment

Ottawa University is committed to equal employment opportunity and does not unlawfully discriminate in the recruitment of applicants, employment opportunities, or general employment practices on the basis of race, age, sex, color, religion, disability, national origin, sexual orientation or any other characteristic protected by law (OU, 2010).

Non-Discrimination Statement – Students

Ottawa University is committed to equal opportunities for students and does not unlawfully discriminate in the recruitment or treatment of students on the basis of race, age, sex, color, religion, disability, national origin, sexual orientation or any other characteristic protected by law (OU, 2010).

Graduate Program

Education Specialist - School Psychology (AZ only)

School Psychology students will learn to work collaboratively with educators, parents, and students to provide preventive and remedial psychological and educational services. This

graduate program integrates theoretical and practical training, which provides candidates with expertise in the following areas: psychological and educational foundations, evaluation, intervention, consultation, research, and professional ethics and standards. The Ed.S. in School Psychology follows the requirements of the Arizona Department of Education for certification as a School Psychologist. Students must complete the required coursework and practical experience in a school setting.

“School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally... The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice.” NASP Standards for Graduate Training in School Psychology, 2010.

COGNITIVE LEARNING OUTCOMES

To demonstrate Intellectual Growth and Competence through the Education Specialist – School Psychology program, students will:

1. Analyze, integrate, and apply theories, research, and techniques to plan and serve effectively with one’s professional field of study.
 - a. Appraise major theories currently driving the field of School Psychology from empirical, historical, philosophical, and conceptual perspectives;
 - b. Interpret best practices research to effectively plan and serve diverse student populations;
 - c. Construct a wide variety of inclusive psychological practices that encourage all learners and education professionals to reach high standards of individual growth in the areas of academics, behavior, and social/emotional development.
2. Acquire knowledge of laws, ethics, and values and apply this knowledge to make decisions appropriate to one’s professional practices.
 - a. Interpret professional values and uphold the code of ethics within the field of School Psychology;
 - b. Formulate decisions related to planning for or serving one’s unique student population based on comprehensive knowledge of current legal frameworks.
3. Communicate effectively as professionals.

AFFECTIVE LEARNING OUTCOMES

To demonstrate Personal Growth through the Education Specialist – School Psychology program, students will:

4. Demonstrate an understanding of the value of continued personal and professional knowledge.
 - a. Support an on-going commitment to the growth, development, progress and well-being of learners within the school and professional community;
 - b. Create and apply reflective practices that guide personal and professional development;
 - c. Evaluate the effects of one's choices and actions on others (students, parents, colleagues, and the community).
5. Model Ottawa University values and cultures by practicing mutual respect, encouragement, and support within the learning community.
 - a. Value communities which prepare students for participation in a social/political democracy and in a diverse, global society;
 - b. Justify ethical decision-making by implementing caring and equitable practices and by embracing diverse populations.

STRUCTURE OF THE PROGRAM

The School Psychology program consists of 69 semester credit hours. Fifty-one of these credit hours are classroom courses (ground, on-line, or hybrid) pertaining to developmental and educational theories, methods, research, and related psychology and/or education topics. The remaining 18 credit hours are devoted to the school psychology **practicum** (EDC 7222 – 3 credits and EDC 7232 – 3 credits) and **internship** (EDC 8102 – 6 credits and EDC 8122 – 6 credits). The recommended course sequence is noted in this handbook.

Important Catalog Pages

Admissions: <https://ottawa.smartcatalogiq.com/en/2025-2026/catalog/graduate-program-admission/education-graduate/>

Program Courses and Descriptions:
<https://ottawa.smartcatalogiq.com/en/2025-2026/catalog/graduate-offerings/programs/education-specialist-in-school-counseling-arizona/>
(EdS School Psychology)

Academic Policies:
<https://ottawa.smartcatalogiq.com/en/2025-2026/catalog/academic-affairs/>

Course Sequence

Term I (Year 1: Summer)

EDF 7410 Foundation of Educational Research and Assessment (3) (Or take later)

Term II (Year 1: Fall 1)

EDC 7012 Educational Statistical Methods

EDC 7142 Educational & Psychological Measurement

Term III (Year 1: Fall 2)

EDC 7122 Assessment & Intervention: Academic & Alternative

EDC 7203 Theories of Learning in School Psychology

Term IV (Year 1: Spring 1)

EDC 8222 Advanced Assessment & Intervention: Academic & Alternative

EDC 8284 Child & Adolescent Development

Term V (Year 1: Spring 2)

EDC 7132 Assessment & Intervention: Social & Behavioral

EDC 7013 Behavioral Methods & Interventions

Term VI (Year 1: Summer 1)

EDF 7410 Foundation of Educational Research and Assessment (3) – **if not taken prior year**

EDC 8012 Evidence-Based Practices for School Psychology

Term VII (Year 2: Summer 2)

EDC 7172 Special Education Law & Codes – **if not taken prior year**

EDC 7133 Counseling & the Helping Professions – **if not taken prior year**

Term VIII (Year 2: Fall 1)

EDC 7102 Professional & Historical Issues in School Psychology

EDC 7192 Consultation Strategies for School Psychologists

Term IX (Year 2: Fall 2)

EDC 7303 Theories of Trauma, Grief and Loss

EDC 7202 Social & Cultural Bases of Practice

Term X (Year 2: Spring 1)

EDC 7222 Practicum I

Term XI (Year 2: Spring 2)

EDC 7232 Practicum II

Term XII (Summer 1 plus Summer 2, if needed)

EDC 8503 Master's Research Project

Term XI (Last year)

EDC 8102 Internship I (2x)

EDC 8122 Internship II (2x)

Course Descriptions

See course descriptions in OU Catalog on the www.ottawa.edu webpage at the bottom of the page.

National Association of School Psychologists (NASP) Practice Model

[NASP Practice Model Overview \(https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-overview\)](https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-overview)

Practices That Permeate All Aspects of Service Delivery

Data-Based Decision Making and Accountability

Domain 1: School Psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs. Examples of professional practices include:

1. Using the problem-solving framework as the basis for all practices.
2. Systematically collecting data from multiple sources and using ecological factors as the context for all assessment and intervention decisions.
3. Using assessment data to understand students' problems and to implement evidence-based instructional, mental, and behavioral health services.
4. Using data to analyze progress toward meeting academic and behavioral goals.

5. Evaluating treatment fidelity of student interventions.
6. Evaluating the effectiveness and/or need for modifications to school-based interventions or programs.
7. Conducting valid and reliable assessments for the purpose of identifying student's eligibility for special education services.

Consultation and Collaboration

Domain 2: School Psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and 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. Examples of professional practices include:

1. Using a consultative problem-solving process for planning, implementing, and evaluating all instructional, and mental and behavioral health services.
2. Facilitating effective communication and collaboration among families, teachers, community providers, and others.
3. Using consultation and collaboration when working at the individual, classroom, school, or systems levels.
4. Advocating for needed change at the individual student, classroom, building, district, state, or national levels.

Direct and Indirect Services for Children, Families, and Schools: Student Level Services

Interventions and Instructional Support to Develop Academic Skills

Domain 3: School psychologists have knowledge of 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, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills. Examples of professional practices include:

1. Implementing evidence-based interventions to improve student engagement and learning.

2. Using assessment data to develop and implement evidence-based instructional strategies that will improve student performance.
3. Working with other school personnel to ensure attainment of state and local benchmarks for all students.
4. Sharing information about research in curriculum and instructional strategies.
5. Promoting the use of instructional strategies for diverse learners and to meet individual learning needs.

Interventions and Mental Health Services to Develop Social and Life Skills

Domain 4: School Psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health. School Psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health. Examples of professional practices include:

1. Providing a continuum of mental and behavioral health services, including individual and group counseling, behavioral coaching, positive behavioral supports, and parent education.
2. Integrating behavioral supports and mental health services with academic and learning goals for students.
3. Facilitating the design and delivery of curricula to help students develop effective skills, such as self-regulation, planning, organization, empathy, social skills, and decision making.
4. Using systematic decision-making to consider the antecedents, consequences, functions, and causes of behavioral difficulties.
5. Developing and implementing behavior change programs at individual, group, classroom, and school-wide levels.
6. Evaluating evidence-based interventions to improve individual student social, emotional, and behavioral wellness.

Systems-Level Services

School-Wide Practices to Promote Learning

Domain 5: School Psychologists have knowledge of school and systems structure,

organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School Psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Examples of professional practices include:

1. Using knowledge of universal screening programs to identify students in need of instructional and behavioral support services.
2. Promoting policies and practices that support effective discipline, instructional support, grading, home–school partnerships, student transitions, and more.
3. Collaborating with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students.
4. Advocating for policies and practices that promote positive school environments.

Preventive and Responsive Services

Domain 6: School Psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School Psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. Examples of professional practices include:

1. Using knowledge of risk and protective factors to address problems such as school completion, truancy, bullying, youth suicide, and school violence.
2. Developing, implementing, and evaluating prevention and intervention programs that address precursors to severe learning and behavioral problems.
3. Participating in school crisis prevention and response teams.
4. Participating and evaluating programs that promote safe and violence-free schools and communities.

Family–School Collaboration Services

Domain 7: School Psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School Psychologists, in

collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children. Examples of professional practices include:

1. Collaborating with and engaging parents in decision making about their children.
2. Promoting respect and appropriate services for cultural and linguistic differences.
3. Promoting strategies for safe, nurturing, and dependable parenting and home interventions.
4. Creating links among schools, families, and community providers.

Foundations of School Psychological Service Delivery

Diversity in Development and Learning

Domain 8: School Psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School Psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery. Examples of professional practices include:

1. Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of all services.
2. Using a problem-solving framework for addressing the needs of English language learners.
3. Promoting fairness and social justice in school policies and programs.

Research and Program Evaluation

Domain 9: School Psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School Psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology

resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices include:

1. Using research findings as the foundation for effective service delivery.
2. Using techniques of data collection to evaluate services at the individual, group, and systems levels.
3. Assisting teachers in collecting meaningful student data.
4. Applying knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.

Legal, Ethical, and Professional Practice

Domain 10: 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 demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as School Psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Examples of professional practices include:

1. Remaining knowledgeable about ethical and professional standards, and legal regulations.
2. Assisting administrators, other school personnel, and parents in understanding regulations relevant to general and special education.
3. Engaging in professional development and life-long learning.
4. Using supervision and mentoring for effective practices.

Who are Program Faculty?

Our EdS in School Psychology faculty are full-time certified School Psychologists working in P-12 schools (public and charter), published researchers, national and regional presenters, instructors with accolades, members of state and national committees, university program evaluators, journal referees, entrepreneurs, represent a wide range of cultural, linguistic, and religious backgrounds and are passionately dedicated to training School Psychologists.

Who are Academic Advisors?

Our School of Education academic advisors come from various career tracks with graduate degrees in the field of education. Collectively they have experience as teachers, counselors, and other school professionals. They are dedicated to coaching the compassionate teaching disposition within our candidates.

“Once we believe in ourselves we can risk curiosity, wonder, spontaneous delight or any experience that reveals the human spirit.”

-e.e. cummings

Arizona Definitions

Role of ADE

Ottawa University’s Education Specialist in School Psychology program is approved by the state of Arizona. The University submits programs to the Arizona Department of Education for approval. Higher education faculty and licensed school psychologists from other universities review our program to ensure that it is ***aligned*** to the NASP (National Association of School Psychologists) standards. Ottawa University supplies data about the program and summarizes continuous improvement processes.

What is School Psychologist Certification?

Role of the Certification Officer and University Representative

The university representative’s role is to support the program and preservice school psychologists in their learning while working directly on policies with the state. Issues will be discussed collaboratively and handled per School of Education guidelines. The certification officer will evaluate all program completers for certification eligibility. When requirements are complete, the certification officer will issue an institutional recommendation (IR) and notify the completer the next steps for certification.

Role of CAEP

The Council of Accreditation for Educator Preparation (CAEP) is a KSDE shared accreditation body for our Arizona, Kansas, and Online Education programs. According to CAEP’s About webpage (CAEP, May 2014):

“CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. Accreditation is a nongovernmental activity based on peer review that serves the dual functions of assuring quality and promoting improvement.”

Admittance to Program

What is the Role of the Candidate?

As the candidate progresses through the course sequence of the school psychology training program, the expectation is growth in the understanding of student learning, social/emotional development, and behavior, and the educator's role in this. Initiative and independence will be fostered throughout the program. This growth and synthesis will be demonstrated over the course of the program and culminate with the school psychology internship.

What is the Role of the Academic Advisor?

The academic advisor will guide the candidate to schedule coursework in an appropriate and scaffolded manner. This will enable the student to move through academic requirements efficiently. Any academic issues will be handled by this advisor.

What is the Role of the Lead Faculty?

The Lead Faculty will work with the candidate specifically in the content area selected. Any academic issues or concerns with dispositions will be handled jointly by the academic advisor and the Lead Faculty.

Transition I: Admittance (1)

Admission to the School Psychology Program

Complete the following:

1. An application to the School of Education;
2. A cumulative GPA of 3.0.
3. A valid IVP Fingerprint Card
4. Provide two recommendations, college faculty member, or professional who can verify candidate's suitability to the school psychology profession.
5. Submit official transcripts from all higher education institutions attended.
6. Complete a disposition self-evaluation.

School of Education Application Forms

Your Enrollment Advisor will guide you through the application forms.

School of Education Application: See OU current Catalog for required information.

Transition 2: Admittance to Practicum (2)

Student Requirements

Prospective school psychology practicum students will receive an orientation to the practicum experience in the first-class meeting of EDC 7222 describing in detail the requirements and expectations of the school psychology practicum. A similar review of expectations will be conducted in the first-class meeting of EDC 7232.

School Psychology Practicum Approval Process

Once a candidate makes application for practicum the following occurs:

- A candidate's file is reviewed by their advisor to determine if all requirements have been met.
- Students may arrange a practicum site of their own (to be approved by lead faculty and practicum instructor), or may request assistance finding a practicum placement
- Students may not self-enroll in practicum courses (EDC 7222 and EDC 7232). They, so will be registered for these courses by their advisor once approved for practicum completion
- A or B in all assessment classes (EDC 7013, EDC 7122, EDC 7132, EDC 8222). Assessment courses must have an A or B to move to the next assessment course. An assessment course might need to be repeated.
- An applicant who is denied approval for Practicum is requested to consult with their advisor.
- Candidates who fail to return all required forms will not be allowed to continue in the clinical practice terms. Required forms include:
 - Letter of Introduction/Agreement
 - IVP Fingerprint Clearance Card
 - Disposition evaluation from a faculty member
 - Evidence of Professional Liability Insurance: Please note that all practicum students are required to have professional liability insurance in effect before beginning work at the field site. The requirement minimum coverage for professional liability insurance is \$1,000,000 each incident/\$3,000,000 annual aggregate. Insurance coverage is available for a discounted rate with NASP Student membership. (<https://www.nasponline.org/membership-and-community/professional-liability-insurance>)

- Students must: Participate in a Practicum orientation to be held in the first class (EDC 7222 or EDC 7232) meeting of each term and at least one group practicum meeting per term of practicum.
- Complete a supervised school psychology practicum experience of a minimum of 400 clock hours, over a full academic semester (Usually 2 terms at 200 hours per term)
- Have weekly interaction of an average of one hour per week with site supervisors and/or university supervisor.

Guidelines and documents related to Practicum (EDC 7222 & EDC 7232) may be found in this handbook.

Transition 3: Admittance to Internship (3)

Prospective school psychology interns should plan to attend the Internship Fair in early Spring the school year before they expect to begin internship. This experience allows students to interview with several school districts planning to employ and support School Psychologist interns beginning the following fall. Approval to attend the internship Fair will be determined by the process below.

School Psychology Internship Approval Process

Once a candidate makes an application for an internship the following occurs:

- A candidate's file is reviewed by their advisor or Lead Faculty to determine if all requirements have been met.
- An applicant who is denied approval to pursue internship is requested to consult with their advisor.
- A or B in Practicum I and Practicum II (EDC 7222, EDC 7232)
- Signature of practicum site supervisor and university supervisor for completion of practicum
- Candidates who fail to return all required forms will not be allowed to continue in the internship experience.

Required forms include:

- Letter of Introduction/Agreement
- IVP Fingerprint Clearance Card
- Disposition evaluation from a faculty member or a university supervisor
- Evidence of Professional Liability Insurance: Please note that all internship students are required to have professional liability insurance in effect before beginning work at the field site. The requirement minimum coverage for

professional liability insurance is \$1,000,000 each incident/\$3,000,000 annual aggregate. Insurance coverage is available for a discounted rate with NASP Student membership (<https://www.nasponline.org/membership-and-community/professional-liability-insurance>)

- Complete a supervised school psychology internship of a minimum of 1200 clock hours, over a full academic year; (Usually 4 terms at 300 hours per term)
- Have a weekly interaction of an average of 1 ½ to 2 hours per week with site supervisors
- Participate in monthly supervision meetings with university supervisor(s)

Additional information and guidelines for the internship experience can be found in this handbook.

Transition 4: Exit from Program (4)

Program Completion

A school psychology candidate who wishes to receive a recommendation from Ottawa University for school psychologist certification must demonstrate that s/he has:

- Successfully completed the practicum experience with a minimum of 400 hours.
- Successfully completed the internship experience with a minimum of 1200 hours.
- Attained a minimum cumulative GPA of 3.0.
- Attained grades of B or better in all content area courses (2 grades of C are acceptable)
- Completed all program requirements and degree requirements.
- Taken the PRAXIS Exam.
- Submit a disposition evaluation from site supervisor(s), and
- Completed exit form and internship site evaluation.
- Upon exit from the program a letter and survey for feedback/reflection is sent to new graduates and program completers.

PRAXIS Exam

Interns must complete the ETS PRAXIS examination in School Psychology (#5402). This will fulfill the requirements of the comprehensive examination. The exam must be completed by the last day of the Spring II term which culminates with the intern graduation. Results must be sent directly to Ottawa University-AZ (code 4029). Registration information is available at <https://www.ets.org/praxis>.

University Recommendation

Completing program or licensure requirements at Ottawa University does not mean that a

recommendation for certification is automatic, nor does it guarantee that certification will be issued by the State of Arizona. The Ottawa University faculty determines the minimal standards for receiving an Ottawa degree, but the Arizona Departments of Education regulate standards and issues the certificate. When a school psychology candidate has completed all program requirements and has been conferred for a degree at Ottawa University, the University Certification/Licensure Officer will issue the “institutional review” to the student. Completers will be informed by the licensing officer once the IR has been submitted. Completers then have 30 days to complete their ADE requirements for certification.

Contact information on licensure/certification from other states is available from the Department of Education of that state.

For Arizona Institutional Recommendation (IR) & Certification:

- IVP Fingerprint Clearance Card
- ADE Educator ID Number
- Completed all course work based off degree audit
- Successfully Completed EDC 8102 Internship I in School Psychology (6 credits) and EDC 8122 Internship II in School Psychology (6 credits)

Career Tracking/Professional Development

After program completion and certification, the School of Education continues to support graduates. In this way, assistance may be offered in job search, professional development, and licensure in other states. A survey is sent to all completers in the field after the first year and third year. A similar survey is sent to administrators supervising these completers. These are ways to assess program efficacy and look at changes to enhance the ability of our graduates to impact all students. The School of Education will continue to assist and serve our completers long after graduation.

Professional Behavior and Conduct Expectations

All EdS School Psychology candidates understand and acknowledge that they are required meet the standards for professional behaviors described below.

Ottawa University Code of Conduct & Ethics:

All members of the Ottawa University Community are responsible for sustaining the highest ethical standards of the University, and of the broader communities in which it functions. The University values honesty, trust, fairness, respect and responsibility and strives to integrate these values into its teaching, research and business practices. It is the intent of the Code of Conduct and Ethics to protect academic freedom, a collegial atmosphere, teaching and scholarship; to advance the mission of the University; and to

help preserve the highest standard of business dealings. The Code applies to administration, faculty, staff and students/candidates; vendors, contractors, and subcontractors of the University; and to volunteers elected or selected to serve in University positions. It shall apply to conduct that occurs on University premises, off-campus teaching locations, University sponsored activities, and to off-campus conduct, ostensibly performed under University auspices, that affects the Ottawa University Community and/or the person's fitness to perform his or her responsibilities. All persons, regardless of their position, or status within the University or the community, shall be responsible for their conduct throughout their relationship with the University.

In addition, school psychology candidates are expected to be familiar with and adhere to the ethical standards of NASP, ADE and APA and agree to consult ethical guidelines in addition to practicum and internship supervisors at any time ethical dilemmas arise.

Professional Dress:

School Psychology practicum and interns candidates understand that they are responsible for learning and following the professional dress code of the school district in which they are placed. It is important to recognize that most schools discourage or prohibit the wearing of: jeans, transparent or low cut blouses/dresses, short or very tight-fitting clothing, midriff-baring tops, sweat suits, shorts, flip flops and hats (with the exception of religious headwear). School Psychologists-in-Training are to look professional and be role models for students at all times.

Part I: OTTAWA UNIVERSITY POLICY ON STUDENT IMPAIRMENT, ETHICAL MISCONDUCT, PROBLEMATIC BEHAVIOR, AND COMPETENCE

I. Introduction

The purpose of this policy is to clarify and identify areas of professionalism and ethical conduct expected of candidates in Counseling and Psychology majors and minors at Ottawa University and to describe the procedures for identifying, assessing, and addressing issues related to impairment, ethical misconduct, problematic behavior, and competence.

The Program for Graduate Studies in Professional Counseling and School Psychology at Ottawa University has a responsibility to protect clients, students, faculty, and the public from harm. The Program also has a responsibility to protect students' rights. This policy has been developed with both of these principles in mind.

The policies are consistent with the American Counseling Association's Code of Ethics and Standards of Practice, the National Association of School Psychologists (NASP) Principles for Professional Ethics, and the American Psychological Association's Code of Ethics. It is

the responsibility of each student and faculty member to uphold the standards of professional and ethical conduct and to confront and question instances when unprofessional or unethical conduct is suspected. To have knowledge of unprofessional or unethical conduct and not confront it places one in violation of Principle IV.3. of the NASP Principles for Professional Ethics and Standards of Practice of the American Counseling Association, which explicitly assigns professionals the responsibility to monitor peer conduct and confront unethical behavior.

This policy of conduct applies to all students who are enrolled in either a graduate or an undergraduate counseling related program of study.

II. Definitions

Impairment is defined as interference in professional functioning that is reflected in one or more of the following ways:

Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;

Inability to acquire professional skills and reach an accepted level of competency; or

Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

More specifically, such health or mental health conditions often include, but are not limited to, the following:

- Physical and emotional hardships
- Chemical dependency
- Stress, burnout, and workaholism
- Extreme personal/relationship difficulties
- Emotional and mental disorders

A person may experience health or mental health difficulties without being considered impaired. Thus, a definition of the term impairment must include both deterioration in functioning and an associated health or mental health condition.

The following examples serve to illustrate some, but not all, possible forms of student impairment:

A candidate is witnessed by his peers to be drinking alcohol during class breaks. He is falling behind in his academic work and often falls asleep in class. Both faculty and candidates have noticed a drastic change in his behavior over the past few months.

A candidate who is typically known to be quite competent and organized gradually begins to fall behind academically. At first, she works with her instructors to make up the work. Then, after several weeks of sporadic attendance, she no longer attempts to get caught up. Other candidates notice that she is tearful and withdrawn whenever they see her. When they express their concern, she tells them she thinks she has become severely depressed.

A clinical supervisor begins to notice that a candidate has been arriving on site later and later over the past several weeks. When she asks the candidate about this behavior, he makes an excuse and promises to improve. Not only does he continue to arrive late, he also begins to make significant mistakes on paperwork and to miss appointments with clients. Meanwhile, he tells several classmates that he is considering divorcing his wife of 10 years. He appears visibly distraught and distracted to his peers.

(Source: Wright State School of Professional Psychology Handbook)

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct occurs when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) and/or the American Counseling Association's Code of Ethics and Standards of Practice are not followed. These codes are intended to provide both the general principles and the specific decision rules to cover most situations encountered by psychologists/counselors in their professional activities. They have as their primary goal the welfare and protection of the individuals and groups with whom psychologists/counselors work. It is the individual responsibility of each psychologist/counselor to aspire to the highest possible standards of conduct.

Psychologists/counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices

Problematic Behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

[Adapted from Lamb, Cochran, & Jackson (1991). Professional psychology: Research and practice, 22, 291-296.]

Resources:

- Council for the Accreditation of Educator Preparation (CAE)
<http://caepnet.org/>
- Arizona Department of Education:
<http://www.azed.gov/educator-certification/>
<https://cms.azed.gov/home/GetDocumentFile?id=58fe4fc71130c01f0c1cfd3a>
- Arizona Association of School Psychologists (AASP)
www.aasp-az.org
- National Association of School Psychologists (NASP)
www.nasponline.org
- American Psychological Association – Division 16 (APA)
www.apa.org
- American Psychological Association (APA) Code of Ethics
<https://www.apa.org/ethics/code/>
- National Association of School Psychologists (NASP) Principles for Professional Ethics
https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/1_Ethical%20Principles.pdf
- National Association of School Psychologists (NASP) Standards for Graduate Preparation of School Psychologists
https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_Graduate_Preparation.pdf

Practicum Guidelines

Description

Practica are designed to provide exposure to professional environments and experience in conducting discrete professional activities under field and academic supervision to enhance specific skills development prior to the internship experience. Practica are conceptually and experientially related to specific course content in which the candidate is receiving instruction concurrently with the practicum. On occasion, practicum can become a stand-alone experience required by the candidate's location in his or her course of study, or based on specific interests or needs.

It is the philosophy of the program that skills development should proceed concurrently with knowledge acquisition in a developmental profession, be clearly linked to ongoing classroom learning, and be well developed by the time of internship. Therefore, it is required that the student be enrolled in an appropriate practicum concurrent with enrollment in applied courses. The nature of practicum experiences depends on the course and practicum experience previously completed by the student, the practicum requirements of the current course in which the candidate is enrolled, and the skill development needs of the individual student. The practicum experience is meant to be developmental both within a given practicum (progressing from simulations to practice with individuals to experience in a school setting) and between practica (e.g. the assessment sequence), ultimately leading to internship.

The goals of the practicum experience is to provide an intensely supervised, applied experience in a set of discrete skill development exercises and exposure to the operations of a specific professional environment concurrent with classroom knowledge acquisition regarding the relevant empirical and clinical background material. The purpose of the experience is to assist the student with the integration of academic knowledge and professional practice and to endure competence in both the knowledge and skill domains of practice prior to the initiation of internship.

Goals:

1. To provide exposure to and observation by the practicum student of practicing school psychologists, educational, and other physical and mental health professionals in school and related settings.
2. To provide for the practicum student the opportunity to practice and master discrete clinical skills under conditions of evaluation and critical feedback.
3. To allow evaluation of the practicum student's performance by the faculty and field supervisors so that strengths may be noted and weaknesses remediated prior to internship placement.

The purpose and emphasis of practicum is on active participation and skill mastery rather than exposure to a task for a given amount of time. Time requirements will vary with the nature and

number of the tasks required during any particular practicum. Practicum assignments generally should, however, require a minimum of 25 contact hours of practical clinical and related work activity per course. Some practicum assignments may require more time investment. Eight courses in the EdS School Psychology program require completion of concurrent practicum hours. Additionally, students must complete the comprehensive practicum sequence (EDC 7222 and EDC 7232) in the spring terms prior to the start of their internship experience. Therefore, a total of ten practica are required leading to a minimum of 400 clock hours of practicum experience during the course completion portion of a student's program.

Supervision and Evaluation

The purpose of practicum is the development of discrete skills. On-going supervision, coaching, and advisement are essential to the process. This is necessary to reinforce appropriate practice and to prevent practice errors from becoming habitual. Therefore, it is essential that practicum students seek and obtain frequent, on-going supervision from field supervisors, attend all practicum seminars and supervision appointments, and submit work samples and other practicum assignments for formative evaluation in a prompt and timely manner. Work entries are expected to reflect appropriate levels of continuous, on-going field and university supervision. Failure to obtain on-going, regular, continuous supervision or to submit assignments and complete work tasks in a prompt and timely manner can result in lowering of a practicum grade, or failure of the practicum.

Supervision of practicum experiences will be provided by the university practicum instructor/supervisor and a qualified field placement supervisor. Supervision will consist of direct observation of real performance, review of video and/or audio taped performances, and critique of written work products, such as test protocols, evaluation reports, treatment plans, behavior management plans, counseling session notes, and consultation progress notes. Practicum instructors schedule practicum seminar meetings and/or private office sessions to review progress and provide supervision. Practicum instructors will grade observed and taped performances and submitted work. Practicum instructors also will provide copies of the Practicum Competency Assessment appropriate for a given practicum to the field supervisors for performance ratings. Students maintain a portfolio of time logs, work products, and field-based ratings for each practicum as specified in the individual practicum syllabi. They also should maintain a master portfolio of all practicum work organized by practicum. The master portfolio will be required to document mastery of required key performances and readiness for internship.

Professional and Ethical Conduct

The professional practice and conduct of the practicum instructors, field-based supervisors and practicum students must adhere to the NASP Principles for Professional Ethics at all times and under all circumstances. The instructors and supervisors should discuss the ethical, professional and legal dilemmas with the practicum students as they arise and generally assist the students in developing an appreciation for the professional, ethical, and legal concerns of practice.

School Psychology Practicum I & II

Student Letter

Date:

To Whom It May Concern:

I, _____, intend to complete my 400 hour school psychology
(Candidate's Name. Please print.)

practicum during the following terms: _____ and _____. I understand that as a school psychology
practicum student, I am responsible for the following:

- (a) Securing a practicum site in a public school district,
- (b) Using the title "School Psychologist in Training,"
- (c) Obtaining a signed contract from the school district that indicates placement site and commitment to
provide supervision,
- (d) Completing academic course requirements

Candidate's Signature

University Professor's Signature

Practicum Activity Log

Practicum Student Name _____

Site: _____

Date	Activity Description	Activity Code	Total Time	Comments

Activity Codes: A=Assessment activities, O=Observation, S=Other/Supplemental Activities

Assessment Hours:	
Observation Hours:	
Other/Supplemental Activities Hours	
Total Hours this Page:	
Cumulative Hours:	

Signature: _____ (Date) _____

Onsite Supervisor

Signature: _____

Supervisor Name (please print)

PRACTICUM COMPETENCY ASSESSMENT

NASP Professional Work Characteristics Evaluation

Ottawa University

Dear Practicum Site Supervisor:

Please use the five-point scale below (1=Minimal, 5 = Excellent) to evaluate the intern student. For each item, circle the numerals that best indicate the level of performance for that area in question. Your evaluations will be used to help improve the students' performance and to determine the grade earned for the internship. All evaluations are confidential. Your cooperation and assistance are greatly appreciated.

Candidate:

Site-Supervisor:

Term:

Date:

School:

Data-Based Decision-Making & Accountability (NASP Domain 1)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Systematically collects information to identify the problem and determine strengths and needs.						
Accurately administers and scores tests.						
Appropriately analyzes and interprets assessment data.						
Utilizes assessment information to plan services and make decisions.						
Utilizes data to evaluate the outcomes of services.						
Comments:						
Consultation & Collaboration in Home/School/Community (NASP Domains 2 & 8)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Establishes collaborative relationships						
Communicates effectively with school personnel.						
Communicates effectively with families.						
Communicates effectively with children and youth.						
Communicates effectively with community professionals.						
Shows concern, respect, and sensitivity to others.						
Appropriately mediates and resolves conflicts.						
Facilitates home-school communication and collaboration.						

Comments:						
Effective Instruction & Development of Cognitive/Academic skills (NASP Domain 3)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Utilizes appropriate assessment strategies to assess learning difficulties.						
Links assessment data to development of instructional interventions.						
Develop appropriate cognitive and academic goals for students with different strengths/needs.						
Utilizes empirically based instructional methods/interventions to achieve desired outcomes.						
Evaluate the effectiveness of interventions.						
Comments:						
Socialization & Development of Life Skills (NASP Domain 4)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Utilizes appropriate assessment strategies to assess behavioral, social, affective, and adaptive domains.						
Links assessment data to development of social/affective/adaptive interventions.						
Develop appropriate social, and adaptive goals for students with different strengths/needs.						
Utilizes empirically based methods/interventions to achieve desired outcomes.						
Assesses treatment integrity of intervention implementation.						
Comments:						
Student Diversity in Development and Learning (NASP Domain 5)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Assists in the integration of all students into the school environment and educational programs.						
Develops academic and social/behavioral interventions that reflect knowledge and understanding of children and families' cultures, backgrounds, and individual learning characteristics.						
Comments:						
School & Systems Organization, Policy Development & Climate (NASP Domain 6)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Is knowledgeable of general education, special education, and other educational and related services.						

Applies principles of systems theory to promote learning, prevent problems, and create effective learning environments.						
Participates in the development, implementation, and /or evaluation of programs that promote safe schools.						
Comments:						
Prevention, Crisis Intervention, & Mental Health (NASP Domain 7)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Is knowledgeable of current theory and research about child/adolescent development, psychopathology, societal stressors and crises in schools.						
Has knowledge of effective prevention strategies needed to respond appropriately to crises.						
Displays initiative and resourcefulness to meet students' mental health needs.						
Comments:						
Research & Program Evaluation (NASP Domain 9)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Utilizes principles of measurement and psychometric standards in the selection and use of assessment tools.						
Critically evaluates the professional literature in the selection of assessment and intervention strategies.						
Demonstrates knowledge of basic principles of research design, including single subject design, needed to evaluate the effectiveness of interventions.						
Is familiar with current issues and trends in the field of school psychology.						
Comments:						
School Psychology Practice & Development (NASP Domain 10)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Presents appropriate personal/professional demeanor.						
Demonstrates dependability (punctual; follows through on tasks).						
Promotes due process guidelines in all decisions affecting students .						
Presents information in a clear, appropriate manner.						
Responds appropriately to feedback from others.						
Shows evidence of continued self-evaluation and professional development.						

Adheres to ethical and legal standards for service delivery.						
Comments:						

Summary of Strengths:

Areas of continued development:

Internship Guidelines

The goal of the guidelines described here is to direct the development of the internship experience and the written internship contract so as to provide for a supervised applied experience as a School Psychologist for one academic year in order to prepare the student for independent practice as School Psychologist in the state of Arizona.

Goals:

1. To train interns to become proficient in: child and adolescent assessment, measurement and diagnosis; designing and implementing student interventions, consultation with teachers and other school personnel; and program planning and evaluation
2. To train interns to become effective members of multidisciplinary teams
3. To promote sensitivity to individual differences and unique developmental status.
4. To promote sensitivity to multicultural issues and cultural diversity
5. To train interns to work with and be sensitive to the needs of parents, families, and children
6. To train interns to assume positions of leadership in various school meetings, assignments, and roles
7. To train interns to practice within the scope of accepted ethical and professional guidelines
8. To train interns in the scientist-practitioner, data-based problem-solving model in regard to all preceding goals

Time Requirements

A minimum of 1200 clock hours covering four academic (8-week) terms in a public school setting over an academic year is required. Interns may complete up to 600 hours of the required 1200 hours in a setting other than a public school system if the intern's career goals justify such a placement (see below).

Other placements can only be approved by the Lead Faculty for the program.

Location

Interns should be based primarily at no more than three (3) schools. Interns should gain experiences working with preschool, elementary, middle, and high school students. The location should provide experience working with a diverse population of students in regard to ethnic, cultural, and gender characteristics and disability classifications.

Interns with specific, well-articulated career goals (e.g. residential treatment of children with autism) may seek internship placement in relevant agencies other than public school systems if satisfactory supervision is available; no more than 600 clock hours of the internship are completed in the alternative setting, and prior permission and approval of the Lead Faculty in the School Psychology program is obtained. Alternative placements may only be initiated after 600 or more hours of public-school experience have been completed.

Professional Ethics and Conduct

The professional practice and conduct of the field-based supervisor and the intern should adhere to the NASP Principles for Professional Ethics at all times and under all circumstances. The supervisor should discuss ethical, professional, and legal dilemmas with the intern as they arise

and generally assist the intern in developing an appreciation for the professional, ethical, and legal concerns of practice.

Supervision

Field supervisors must:

- have Arizona Department of Education (ADE) certification as a school psychologist with a minimum of 3 years prior experience in a public-school setting.
- have a minimum of 1 year prior experience within his/her current school district
- be employed by the district or charter school. **Contracted School Psychologists may not supervise interns.**
- be actively supervising no more than 2 interns at a given time.
- provide a minimum of 2 hours of face-to-face supervision weekly.

Supervision must be documented in the intern's log. Supervision should encourage the continual accumulation of knowledge, refinement of skills, development of the student's professional identity, and prudent ethical practice.

Attendance by the intern at scheduled internship seminars as scheduled by the university supervisor is mandatory for academic supervision. It is a requirement of internship that the school district grant the intern time to attend the mandatory internship seminars. Field supervisors are encouraged to communicate frequently with the OU Internship Coordinator and/or Lead Faculty.

Interns, Field Supervisors, and University Supervisors may consult via email. The University Supervisor will make a minimum of one on-site or virtual visit with the intern and field supervisor per semester. Supervisors and interns should make adequate scheduling preparations for these visits.

Recommended Activities

Interns are encouraged to work with their supervisors to seek out the following experiences during the course of the internship year:

- ☐ Assessment/testing cases at both the elementary and secondary levels for students with a variety of needs, referral concerns, and potential eligibility categories
- ☐ Consultation case(s) focused on an academic concern that will allow for implementation of the problem-solving model and an evidence-based intervention, as well as collection of progress-monitoring data
- ☐ Consultation case(s) focused on a behavioral concern that will allow for implementation of the problem-solving model in the form of an FBA and BIP, as well as collection of progress-monitoring data
- ☐ Systems-level consultation case(s) that will allow for implementation of the problem-solving model (ideally to *promote learning and prevent learning, behavior, and mental health problems*) including an opportunity for program evaluation
- ☐ Individual counseling case(s)
- ☐ Social skills group(s)

- ☐ Crisis response activities (e.g., attending building/district crisis team meetings, observing and eventually conducting risk assessments)
- ☐ Parent/family collaboration activities, including opportunities to present evaluation results to parents
- ☐ Opportunities to work with culturally and linguistically diverse learners and LGBTQ+ students
- ☐ IEP writing and case management experience
- ☐ Classroom observations, including opportunities to visit out-of-district placements
- ☐ Participation in RtI, MTSS, or other pre-referral intervention team(s)
- ☐ Observation of manifestation determination meetings (MDTs)
- ☐ Attendance at faculty, PTA, and Board of Education meetings

Ottawa University

EDC 8102/8122

School Psychology Internship I & II

Candidate Letter of Agreement

Date:

Intern:

I intend to complete my 1200 hour School Psychology Internship during the following terms:

Assigned school sites (name of school and address):

Site Supervisor's Name:

Site Supervisor's Contact Info (Email and Phone):

(signatures are required for university credit)

Intern's Signature

Site Supervisor Signature

University Supervisor Signature

Sample Inventory Activity Log

Date	Activity Description	NASP Domain	Total Time	Comments
Date	Activity Description	NASP Domain	Total Time	Comments
Date	Activity Description	NASP Domain	Total Time	Comments
Date	Activity Description	NASP Domain	Total Time	Comments
Date	Activity Description	NASP Domain	Total Time	Comments
Date	Activity Description	NASP Domain	Total Time	Comments

Total Hours:

Cumulative Hours:

Signature of Onsite Supervisor: _____

Print Supervisor's name:

INTERNSHIP COMPETENCY ASSESSMENT

NASP Professional Work Characteristics Evaluation

Ottawa University

Dear Intern Site Supervisor:

Please use the five-point scale below (1=Minimal, 5 = Excellent) to evaluate the intern. For each item, circle the numerals that best indicate the level of performance for that area in question. Your evaluations will be used to help improve the intern's performance and to determine the grade earned for the internship. All evaluations are confidential. Your cooperation and assistance are greatly appreciated.

Intern:

Site-Supervisor:

Term:

Date:

School:

Data-Based Decision-Making & Accountability (NASP Domain 1)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Systematically collects information to identify the problem and determine strengths and needs.						
Accurately administers and scores tests.						
Appropriately analyzes and interprets assessment data.						
Utilizes assessment information to plan services and make decisions.						
Utilizes data to evaluate the outcomes of services.						
Comments:						
Consultation & Collaboration in Home/School/Community (NASP Domains 2 & 8)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Establishes collaborative relationships						
Communicates effectively with school personnel.						
Communicates effectively with families.						
Communicates effectively with children and youth.						
Communicates effectively with community professionals.						
Shows concern, respect, and sensitivity to others.						
Appropriately mediates and resolves conflicts.						
Facilitates home-school communication and collaboration.						

Comments:						
Effective Instruction & Development of Cognitive/Academic skills (NASP Domain 3)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Utilizes appropriate assessment strategies to assess learning difficulties.						
Links assessment data to development of instructional interventions.						
Develop appropriate cognitive and academic goals for students with different strengths/needs.						
Utilizes empirically based instructional methods/interventions to achieve desired outcomes.						
Evaluate the effectiveness of interventions.						
Comments:						
Socialization & Development of Life Skills (NASP Domain 4)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Utilizes appropriate assessment strategies to assess behavioral, social, affective, and adaptive domains.						
Links assessment data to development of social/affective/adaptive interventions.						
Develop appropriate social, and adaptive goals for students with different strengths/needs.						
Utilizes empirically based methods/interventions to achieve desired outcomes.						
Assesses treatment integrity of intervention implementation.						
Comments:						
Student Diversity in Development and Learning (NASP Domain 5)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Assists in the integration of all students into the school environment and educational programs.						
Develops academic and social/behavioral interventions that reflect knowledge and understanding of children and families' cultures, backgrounds, and individual learning characteristics.						
Comments:						
School & Systems Organization, Policy Development & Climate (NASP Domain 6)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Is knowledgeable of general education, special education, and other educational and related services.						
Applies principles of systems theory to promote learning, prevent problems, and create effective learning environments.						

Participates in the development, implementation, and /or evaluation of programs that promote safe schools.						
Comments:						
Prevention, Crisis Intervention, & Mental Health (NASP Domain 7)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Is knowledgeable of current theory and research about child/adolescent development, psychopathology, societal stressors and crises in schools.						
Has knowledge of effective prevention strategies needed to respond appropriately to any crises.						
Displays initiative and resourcefulness to meet students' mental health needs.						
Comments:						
Research & Program Evaluation (NASP Domain 9)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Utilizes principles of measurement and psychometric standards in the selection and use of assessment tools.						
Critically evaluates the professional literature in the selection of assessment and intervention strategies.						
Demonstrates knowledge of basic principles of research design, including single subject design, needed to evaluate the effectiveness of interventions.						
Is familiar with current issues and trends in the field of school psychology.						
Comments:						
School Psychology Practice & Development (NASP Domain 10)	1 Minimal	2 Beginning	3 Adequate	4 Proficient	5 Excels	ND No Data
Presents appropriate personal/professional demeanor.						
Demonstrates dependability (punctual; follows through on tasks).						
Promotes due process guidelines in all decisions affecting students.						
Presents information in a clear, appropriate manner.						
Responds appropriately to feedback from others.						
Shows evidence of continued self-evaluation and professional development.						
Adheres to ethical and legal standards for service delivery.						
Comments:						

Summary of Strengths:

Areas of continued development:

Internship Supervisor Signature:

Intern Signature:

Date:

Internship Supervisor Recommendation

I attest that _____ has completed the 1200 hours for internship and has met the competencies to advance to school psychology certification.

Signature: _____ Date _____
Onsite Supervisor

Supervisor Name (please print):