

**Millersville University
School Psychology Student Portfolio**

Portfolio Document Submission Checklist

Evaluation Forms

Student Portfolio Evaluation
Professional Dispositions Checklist
PSYC 600
PSYC 685

Matrices

Self-Evaluation: Competencies

Pre-Practicum Activities

Board Meeting
Shadowing a School Psychologist
Observing a Special Classroom
Full Day Workshop
Diversity Lecture

Advising Forms

Advisor Record
Student Program Plan Flow Chart
Respecialization Documentation (*if applicable, e.g. students entering program with an approved M.S.*)
Graduation Applications
M.S. (submit the semester completing M.S. course sequence)
Ed.S. (submit the semester completing Ed.S. course sequence)

Work Samples

PSYC 600 - Role & Function Paper/Presentation
PSYC 540 – Case Paper/Presentation
PSYC 646 – Consultation Case Paper/Presentation
PSYC 671 – Case Report
PSYC 672 – Case Report
PSYC 675 – Case Report
PSYC 674 – Case Report
PSYC 634- Class paper/project
PSYC 685 – Case Study
PSYC 686 – Tiered Projects

NASP 2020 Domains	Courses
	SPED 601: Psychological Aspects of Students with Disabilities
Domain 6: Services to Promote Safe and Supportive Schools	PSYC 530: Child Development PSYC 540: Applied Behavior Analysis in an MTSS Framework PSYC 630: Group Process and Personality PSYC 631: Psychotherapy and Intervention PSYC 634: Child Psychopathology PSYC 675: Behavioral Assessment of Children and Youth PSYC 685: Practicum PSYC 686: Internship

Domain 7: Fa-1.9 8 0 Td[SrMC /ArtifMCC q6

Domain 2:
Consultation and
Collaboration

Student Learning Outcome 2:
Candidates will engage in effective
consultation and collaboration with
our educational partners.

1. Demonstrates knowledge of varied models and strategies of consultation.
2. Engages in consultative problem solving (i.e., problem identification, problem analysis, plan implementation, plan evaluation) with teachers and other school personnel in planning strategies to facilitate the learning of individual students and/or classes of students.
3. Demonstrates ability to effectively communicate in collaborative relationships with families.

Domain 9:
Research and
Evidence-Based
Practice

Student Learning Outcome 9:
Candidates engage in school-related
research and program evaluation.

1. Provides support for classroom teachers in collecting and analyzing progress monitoring data.
2. Collaborates with others to collect, analyze, and interpret systems-level program evaluation data in applied settings.
3. Evaluates a cumulative body of research and applies it to practice for effective service delivery.
4. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, program, and system levels.

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Professional Dispositions

School Psychology Program
Millersville University

Students will be

Student Portfolio Evaluation

EVALUATION SCALE
<p>1 = Not Acceptable Portfolio exhibits inadequate organization Revisions are required on the documents/Portfolio Portfolio reflects work with only part of the range for which the student will be certified</p>
<p>2 = Acceptable Portfolio has an overall professional appearance Portfolio contains all the required documents Portfolio reflects the entire range for which the student will be certified</p>
<p>3 = Exceptional Portfolio contains all the required documents Portfolio makes a visual impact Self-reflection is evident in the documents</p>

Evaluation –

School Psychology Certification Program
Millersville University of Pennsylvania

PROFESSIONAL DISPOSITIONS CHECKLIST

Candidate _____

Date _____

Key

1 = Does not meet proficiency

2 = Partially proficient

3 = Proficient

4 = Exemplary

N/O = Not observed

Communicates Professionally

**School Psychology Self-Evaluation
Millersville University
Department of Psychology**

Name: _____

Date of Evaluation: ___/___/___

Field Supervisor: _____

School District: _____

Instructions:

Please evaluate your performance using the scale provided. If you feel it would be helpful to provide a context in which to consider your ratings, please feel free to do so below.

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Millersville University*Conceptual Framework*

The cumulative knowledge content of the Pre-Practicum experiences and Practicum in School Psychology (Psychology 685) are in accordance with two important documents; the *NASP Standards for Graduate Preparation of School Psychologists (2020)* the *NASP Model for Comprehensive*

Activities:

1. *Attend a board meeting* and discuss the issues presented.
2. Spend *one full day* with a *school psychologist* to observe her/his daily activities. Hold an in-depth discussion of how the nature of the psychologist's work environment affects his/her role in terms of assessment, consultation, and intervention.
3. *Visit* a Special Classroom (e.g. EL, Life Skills, Emotional Support, Autistic Support, etc.).
4. *Attend* a regional, state, local, or national full-day (6 hours) workshop relevant to the field of school psychology. (Examples: PPA, ASPP, NASP, IU 13 Training)
5. *Attend* a lecture on diversity.

VI. Evaluation

Your academic advisor will review your *Pre-Practicum Activities Checklist* and *Student Portfolio* according to the *Student Portfolio Evaluation Criteria*. Below satisfactory ratings will result in rewriting or redoing specified documents in your *Student Portfolio*. You must clearly state the date, person or event visited, and your observations in a concise but thorough written statement. Your statements should indicate not only what you observed, but also include your commentary, reflection, and opinions about what you observed.

Pre-Practicum Activities Checklist

Advisor Record
School Psychology Program
Millersville University
(64 s.h.)

Name _____
 Address _____

Advisor _____
 M # _____
 Phone (s) _____
 E-mail: _____

Date of Admission: _____

Deficiencies: No _____ Yes _____ **Statistics:** Yes _____ No _____

Courses Needed: _____

Credits Grade Date Completed

Core (9) *Qualifying Exam; M.S.*

State reason if not recommended _____

ATTENTION

Students must pass the **Core Competency Exam** based on the three Core Courses in order to be eligible for Degree Candidacy and to progress to Skills II and Skills III courses.

A **passing grade** must be earned in Skills I courses in order to progress to Skills II and Skills III courses.

Students must be admitted to **Degree Candidacy** prior to enrolling in Skills II courses and before they may progress beyond 18 semester hours of course work in psychology.

Specified courses and a total of 30 s.h. must be completed to earn an M.S. degree in psychology (School Psychology Program requirements).

**FLOW CHART
STUDENT PROGRAM PLAN**

Educational Specialist Program in School Psychology

Name _____ M# _____ Adviser _____

YEAR 1 **Fall** _____ **Winter** _____ **Spring** _____ **Summer** _____

YEAR 2 **Fall** _____ **Winter** _____ **Spring** _____ **Summer** _____

YEAR 3 **Fall** _____ **Winter** _____ **Spring** _____ **Summer** _____

YEAR 4 **Fall** _____ **Winter** _____ **Spring** _____ **Summer** _____

YEAR 5 **Fall** _____ **Winter** _____ **Spring** _____ **Summer** _____

Re-

WORK SAMPLES

PSYC 600	Paper on the Role/Competencies of the School Psychologist
PSYC 540	Summary of Intervention Project
PSYC 671	Comprehensive Evaluation of a Child/Youth
PSYC 672	CBA Evaluation of a Child/Youth Ecological Evaluation of a Child/Youth Comprehensive Evaluation of a Child/Youth
PSYC 675	Comprehensive Evaluation of a Child/Youth
PSYC 674	Comprehensive Evaluation of Child/Youth
PSYC 646	Summary of Consultation with a Teacher
PSYC 634	Summary of Therapy with a Child/Youth
PSYC 685	Case Study
PSYC 686	Case Study Interventions