

RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

*DEPARTMENT OF COUNSELING, EDUCATIONAL LEADERSHIP, AND
SCHOOL PSYCHOLOGY*

**SCHOOL PSYCHOLOGY PROGRAM
HANDBOOK**

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I. CONCEPTUAL FRAMEWORK FOR TRAINING

Curricula in the *Feinstein School of Education and Human Development* (FSEHD) at *Rhode Island College* (RIC) are guided by the FSEHD's Mission Statement (See Appendix A for Conceptual Framework Executive Committee Summary) which is:

“to prepare educational and human service professionals for success in school and agency settings. To fulfill this mission, the School offers approved programs that are built on a conceptual framework of the Reflective Practitioner. The Reflective Practitioner describes the consummate professional who applies effective principles of practice to a learner-centered curriculum and who practices the three major aspects of professional practice: planning, action, and reflection.”

This guiding statement is based on the belief that the best professional decisions are made after reflection and with utmost consideration for the interest and welfare of the human beings affected by them. Reflective practitioners monitor, analyze, and modify their behavior according to both its underlying rationale and its consequences. Becoming a reflective practitioner is an ongoing process. Faculty members model this to students as they strive toward excellence in teaching and research, work with local, state and national organizations, and contribute to the growth of FSEHD and RIC.

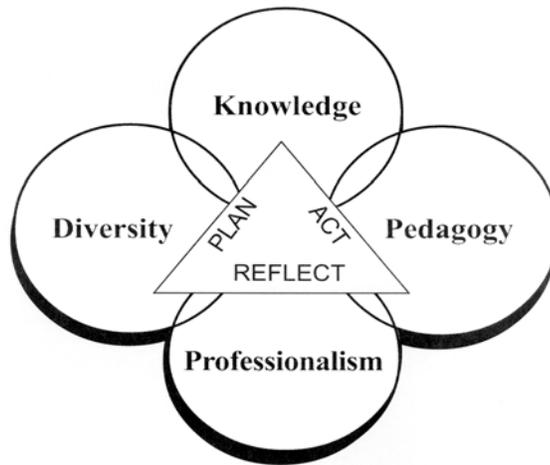
Faculty members plan instruction to develop student competence in the educational and psychological knowledge base of school psychology by providing a theoretical and practical grounding in pedagogy and school psychology practice, by imparting agreed-upon standards of professionalism, and by fostering sensitivity and responsiveness to human diversity. (See Appendix B for programmatic links to the *Conceptual Framework*.)

A. PHILOSOPHY FOR PREPARATION AND KNOWLEDGE BASE

RIC's School Psychology Program is part of the *Counseling, Educational Leadership, and School Psychology Department* (CEP) and is a 3-year, integrated, sequential program of study and supervised practice. The program is designed to prepare future school psychologists to provide a range of psychological and educational services with specialized focus on the developmental processes of children and youth within their schools, families, and other social systems. Instructional content is rooted in developing an awareness of and respect for the dignity and worth of all people. Course work integrates theory and research in child and adolescent development, consultation,

Figure 1. FSEHD Model

Reflective Practitioner Model



counseling, assessment, and empirically based interventions. A triadic model of school psychological service delivery is in place emphasizing (a) assessment, (b) direct intervention, and (c) indirect intervention. Assessment competencies include skill in selection, interpretation, and synthesis of data from multiple sources and across multiple settings. Direct and indirect interventions (e.g., individual/group counseling, needs assessment, and prevention programs) are designed to achieve goals in behavioral, social, emotional, and academic areas. Consultation and collaborative problem solving involves planning, implementing, and evaluating programs with other professionals, parents, and school personnel.

An important mission of our program is to develop students' professional attitudes and skills that are essential for lifelong learning and scientific problem solving. We adhere to the reflective practitioner model in preparing highly qualified school psychologists to practice in public schools or related educational settings.

B. RESPECT FOR HUMAN DIGNITY AND DIVERSITY

Training goals are founded on respect for the dignity and worth of all people, with a commitment to appreciating and responding to human diversity. Issues in diversity may be related to cognitive ability, developmental differences, ethnicity, language, learning style, race, religion, sexual orientation, or socioeconomic status. Respect for human dignity and diversity is a professional work characteristic and core value that students are encouraged to internalize during their training.

C. PROGRAM DESCRIPTION

RIC's School Psychology Program is 3-year, entry-level professional training program designed to prepare school psychologists to be proficient in delivering psychological and psychoeducational services to children and youth in school settings. The program emphasizes a reflective problem-solving approach to professional practice. The combined Master of Arts/Certificate of Advanced Graduate Study (M.A./C.A.G.S.) plan of study is organized to meet the standards for the National Association of School Psychologists (NASP), which is a constituent of the National Council for Accreditation of Teacher Education (NCATE). The program also satisfies credentialing requirements for the Rhode Island Department of Education (RIDE). Table 1 outlines the three phases of the program for all candidates. Ideally, all candidates will attend full-time and complete one phase per year, finishing after three years of study and practice.

Table 1. Program Content by Year

Year 1 Foundational Knowledge	Year 2 Practica	Year 3 Internship
<i>Admissions Portfolio</i> CEP 531 CEP 532 CEP 533 CEP 534 CEP 536 CEP 537 CEP 538 CEP 551 CEP 552 CEP 554 CEP 603 and either ELED 534 or SPED 531 <i>Professional Mission Statement</i>	<u>Fall semester:</u> CEP 601 CEP 602 CEP 605: Part I and <i>Comprehensive Examination</i> <u>Spring semester</u> CEP 604 CEP 605: Part II CEP 675 and either CEP 544 or SPED 534 <i>e-Training Portfolio</i>	<u>Fall semester:</u> CEP 629 <u>Spring semester</u> CEP 629 <i>Praxis II Test #10400 (min. score = 500) e-Performance Portfolio</i>

D. PROGRAM GOALS

As an extension of our program philosophy and mission, the Program has developed six goals for students. These goals are designed so that students reach proficiency in applying the reflective practitioner model and align themselves with the standards for training articulated in *Standards for School Psychology* (NASP, 2000).

RIC School Psychology Program graduates are expected to demonstrate competency in the following.

- Application of the *reflective practitioner model* in school settings, using data-based decision making to ensure interventions result in measurable, positive change.
- Acquisition of a *developing knowledge base* in school psychology. This evolves from classroom-based learning infused with emergent technology, field-based experience, and stresses practical application of human learning and development theories to the prevention and intervention of school-based problems.
- *School psychological service delivery* including assessment, collaborative problem solving, prevention, individual and group counseling, behavioral intervention, and consultation.
- *Critical consumption of and collaborative contribution* to psychological and educational *research* in the field.
- *Ethical, legal, and responsible practice* resulting in school psychologists who clearly are socialized into the profession.
- Meeting the needs of students and families *diverse backgrounds*.

E. PROGRAM OBJECTIVES

Graduates of the *School Psychology Program* must demonstrate competency in NASP's 11 domains of school psychology training and practice and professional work characteristics (NASP, 2000). (See Appendix C for programmatic links to NASP standards).

1. NASP'S 11 DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

- a. ***Data-based decision-making and accountability.*** Students will have know knowledge of a variety of models and methods of assessment that yield information useful in identifying strengths and weaknesses, in understanding problems, and in measuring progress and accomplishments. Students will use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate service outcomes.
- b. ***Consultation and collaboration.*** Students will have knowledge of behavioral, mental health, collaborative, and other consultation models

and how to apply them to particular situations. Students will learn to effectively collaborate in planning and decision-making.

- c. ***Effective instruction and development of cognitive/academic skills.*** Program graduates will have knowledge of human learning processes and how to assess them. They will be able to apply both direct and indirect interventions aimed at the development of cognitive and academic skills. In collaboration with others, students will develop appropriate cognitive and academic goals for students of differing levels of ability and skill. Students will learn to develop, implement, and assess progress in these areas. Such interventions include, but are not limited to, instructional interventions and consultation.
- d. ***Socialization and development of life skills.*** Program graduates will have knowledge of human development processes and how to assess them. They will know about direct and indirect services that can be applied in the development of a range of behavioral, affective, adaptive, and social skills. In collaboration with others, graduates will be able to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities. Students will be able to implement and then evaluate the effectiveness of such interventions. Such interventions include, but are not limited to, consultation, behavioral assessment, and counseling.
- e. ***Student diversity in development and learning.*** Students will have knowledge of individual differences, abilities, disabilities and their relationship to biological, social, cultural, ethnic, experiential, socioeconomic, gender, and linguistic factors in development and learning. Students will demonstrate an awareness of such factors and skills needed to work with individuals of diverse backgrounds. Program graduates will be able to implement plans of action that will be adapted to individual characteristics, strengths, and needs.
- f. ***School and systems organization, policy development, and climate. RIC*** *School Psychology Program* graduates will have knowledge of general education, special education, and other related services. They will demonstrate an understanding of schools and other related education settings as systems. Students will work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children.
- g. ***Prevention, crisis intervention, and mental health.*** Students will have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Graduates will provide or contribute to the provision of prevention and intervention programs that promote the mental health and physical well-being of students,

- h. ***Home/school/community collaboration.*** *RIC School Psychology Program* graduates will have knowledge of family systems. This will include family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. Students will work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
- i. ***Research and program evaluation.*** Students will have knowledge of research, statistics, and evaluation methods. They will be able to evaluate research and translate it into practice. They will understand research design and statistics in sufficient depth to plan and implement investigations and program evaluations for improvement of services.
- j. ***School psychology practice and development.*** *RIC School Psychology Program* graduates will have knowledge of the history and foundation of their profession, various service models and methods, public policy development related to services for children and families, and ethical, professional, and legal standards. Students will practice in ways that are consistent with applicable standards, be involved with school psychology as a profession, and have knowledge and skills needed for career-long professional development.
- k. ***Information technology.*** Students will have knowledge of information sources and technology. They will be able to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the delivery of school psychology services.

2. **PROFESSIONAL WORK CHARACTERISTICS**

Because of the significant responsibility to the public that is placed on future school psychologists, students' professional work characteristics (PWC) will be monitored and evaluated by *School Psychology Program* faculty through information collected within courses, field experiences, and self-evaluations (See Table 2 for *PWC Assessment Schedule*). PWCs identified by NASP (2000) are:

- Respect for human diversity
- Effective communication skills
- Effective interpersonal relations
- Ethical responsibility
- Initiative and dependability
- Adaptability

Table 2 – PWC Assessment Schedule by Program Phase

Admissions (Baseline)	Years 1 & 2 (Formative)	Year 3 (Summative)
<ul style="list-style-type: none"> ◆ Admissions portfolio disposition rating forms completed by applicant chosen references. ◆ Score earned during admissions interview by <i>School Psychology Program Admissions Committee</i>. 	<ul style="list-style-type: none"> ◆ Rated by field- and college-based supervisors; score becomes part of course grade. ◆ Advisor feedback during Professional Mission Statement and transcript review (end <i>Year 1</i>). ◆ Self-evaluation in <i>e-Training Portfolio</i> (end <i>Year 2</i>). 	<ul style="list-style-type: none"> ◆ Rated by field- and college-based supervisors; score becomes part of course grade (mid and end <i>Year 3</i>). ◆ Self-evaluation in <i>e-Performance Portfolio</i> (end <i>Year 3</i>).

II. PROGRAM POLICIES

Prospective students interested in obtaining school psychology certification will apply to the combined M.A./C.A.G.S. degree program in school psychology. Students who enter with a bachelor's degree will apply to the M.A./C.A.G.S. degree program. Students entering with a master's degree in counseling or a related field may apply directly for admission to the C.A.G.S. program. However, all *RIC School Psychology Program* master's degree level course work must be completed before beginning the C.A.G.S. phase of the program (*Phases 2 and 3*).

A. SCHOOL PSYCHOLOGY PROGRAM ADMISSION REQUIREMENTS

To be considered for admission, all applicants must provide the following:

- A completed application form accompanied by a \$35 nonrefundable application fee.
- Official transcripts of all undergraduate and graduate records.
- A minimum of three undergraduate or graduate courses in psychology, including child or adolescent development, personality, and abnormal psychology.
- A minimum cumulative grade point average (GPA) of B (3.00 on a 4.00 scale) in undergraduate course work, and a minimum GPA of 3.25 in previous graduate work.
- An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
- A written statement of professional work or volunteer experience.
- An admissions essay.
- Three letters of recommendation accompanied by disposition rating forms.
- An interview.
- An integrated and sequential plan of study approved by the advisor and appropriate dean. Previous graduate course work completed by students with a master's degree in psychology, counseling, or a related field, will be considered for transfer credit.

B. ADMISSION OF TRANSFER STUDENTS

Transfer students interested in school psychology certification who apply to the program with a master's degree in counseling or a related field must complete the courses for the Master of Arts in Counseling with a concentration in Educational Psychology before moving on to advanced graduate study courses specific to school psychology. Application procedures and admission requirements are the same as above plus:

- A master's degree in counseling, educational psychology, or related field.
- A minimum grade point average of 3.25 in previous graduate work.

C. ADMISSION TIMELINES

The deadlines for students to submit a complete application packet are October 1 and March 1. *No late materials will be accepted; if materials are late your application packet will be considered in the next application cycle.* The yearly maximum admittance is 12, full-time students. Part-time students are considered on a case-by-case basis. (See Table 3 for Admissions Schedule)

Table 3. Admissions Schedule

Submission Deadline	Earliest Admission Point
Postmarked October 1st	Spring Semester
Postmarked March 1st	Fall Semester

D. ADVISORS

Upon admission to the program, new graduate students are assigned to a faculty advisor. As soon as possible, students must confer with their advisor to develop a plan of study. This plan is created in collaboration with the assigned advisor; the plan is then signed by the candidate, the candidate's advisor, and the CEP Department Chair. The plan is then filed with the Associate Dean for Graduate Studies. A candidate is not formally accepted into the program until the plan is on file at the Office of the Associate Dean for Graduate Studies.

Evaluation of student progress is program-embedded beginning with the admissions portfolio and followed during the program in the form of student portfolios, instructor observations of professional work characteristics, and field-supervisor evaluation of student progress. Instructors with serious concerns about a student's performance will talk with the student and then submit a written statement describing the nature of the problem, a plan to solve the problem, evaluation criteria, and possible outcomes (e.g., grades, continuation in the program). The candidate's program advisor coordinates

efforts to resolve the issue with the student, instructor, campus services, and other faculty as needed. Formal review of student progress in *RIC's School Psychology Program* is conducted by faculty upon completion of the requirements for the M.A. degree and, again, prior to the internship. In general, advisors and advisees may meet at any time to monitor academic progress and to work together on program-related concerns.

E. PLAN OF STUDY

Upon acceptance into the program, students must meet with their faculty advisor to develop a plan of study. This plan will serve as official documentation and be filed with the Associate Dean for Graduate Studies after review by the Department Chair. After this initial planning session, it is the candidate's responsibility to apprise the assigned faculty advisor of any anticipated changes to the documented plan. *Changes in the plan of study must be made on the appropriate forms and be approved by the advisor, Department Chair, and Associate Dean for Graduate Studies.* It is important to note that plans of study can contain no more than 9 credit hours of coursework taken before full acceptance into the program.

1. FULL VS. PART TIME PLAN OF STUDY

Students are encouraged to attend full-time from the start of the program. Full-time study is considered 9 credits per semester and is promoted for two reasons. First, coursework is organized in an integrated, sequential fashion, each course building upon the previous. When students follow a part-time plan of study, the integrated sequence becomes disrupted and students do not receive the full experience necessary for the most effective training. Second, part-time students are less likely to become a part of a cohort, an important part of the learning process. With that being said, for the applicant who desires part-time enrollment it is allowed for *Year 1* coursework only, but *Years 2 and 3* must be completed on a full-time basis. Exceptions to this policy are leaves of absence or course load reductions granted by the program director.

2. M.A./C.A.G.S PLAN OF STUDY

School psychology certification requires completion of 69 credit hours beyond the bachelor's degree. Students entering the *School Psychology Program* with an undergraduate degree will apply for the joint M.A./C.A.G.S. program in school psychology. After successful completion of the first required 30 credit hours and passing the comprehensive examination, the student will be awarded the Master of Arts in Counseling with a concentration in Educational Psychology. Upon completion of the M.A. degree, students complete the remaining 39 credits, submit satisfactory formative and summative performance portfolios, and earn a passing score on the National School Psychology Examination (Praxis II, Test #10400) in order to earn the C.A.G.S. (See Table 4 for the plan of study followed by the full-time student entering with a bachelor's degree).

Table 4. M.A./C.A.G.S. Plan of Study

Year One – Foundation Year
<p><i>Fall Semester:</i> CEP 531 Human Development and Counseling CEP 532 Theories and Methods of Counseling CEP 533 Psychology of Students with Exceptionalities CEP 552 Psychological Perspectives on Learning and Teaching</p>
<p><i>Spring Semester:</i> CEP 537 Introduction to Group Counseling CEP 538 Clinical Practicum I CEP 551 Behavioral Assessment and Intervention CEP 603 Professional School Psychology</p> <p><i>(Meeting with advisor and review of Professional Mission Statement)*</i></p>
<p><i>Summer Session I:</i> CEP 534 Quantitative Measurement and Test Interpretation <u>ONE COURSE from</u> ELED 534 Developmental Reading: Pre-K to 8 SPED 531 Instructional Approaches to Children with Special Needs in Regular Classes</p> <p><i>Summer Session II:</i> CEP 536 Biological Perspectives in Mental Health CEP 554 Research Methods in Applied Settings</p>
Year Two – Practica Year
<p><i>Fall Semester:</i> CEP 601 Cognitive Assessment and Intervention CEP 602 Social-Emotional Assessment and Intervention CEP 605 Practicum in School Psychology</p> <p><i>(M. A. in Counseling – Comprehensive Examination)*</i></p>
<p><i>Spring Semester:</i> CEP 604 Psychoeducational Assessment and Intervention CEP 605 Practicum in School Psychology CEP 675 Consultation and Collaboration in School and Community Settings</p> <p><u>ONE COURSE from</u> CEP 544 Family Counseling Theory and Practice SPED 534 Involvement of Parents and Families who have Children with Disabilities</p> <p><i>(Submission of E-Training Portfolio)*</i></p>
Year Three – Internship Year
<p><i>Fall Semester:</i> CEP 629 Internship in School Psychology <i>(National School Psychology Examination)*</i></p>
<p><i>Spring Semester:</i> CEP 629 Internship in School Psychology <i>(Submission of Performance Portfolio)*</i></p>

* = Programmatic Assessment Point

3. C.A.G.S. PLAN OF STUDY

Candidates admitted to the C.A.G.S. program must have earned a master’s degree in a related field before entering advanced graduate study in school psychology. Even though an earned master’s degree in a related field has been recognized, candidates must also complete prerequisite courses for the M.A. in Counseling at RIC. Such determinations will be made in collaboration with the faculty advisor who will determine prerequisites that must be satisfied before beginning the C.A.G.S. program. (See Table 5 for a sample C.A.G.S. plan of study).

Table 5. Sample Full-Time C.A.G.S.-only Plan of Study

Year One – Foundation Year
<p><i>Spring Semester:</i> <u>ONE COURSE from</u> ELED 534 Developmental Reading: Pre-K to 8 SPED 531 Instructional Approaches to Children with Special Needs in Regular CEP 551 Behavioral Assessment and Intervention CEP 603 Professional School Psychology</p>
Year Two – Practica Year
<p><i>Fall Semester:</i> CEP 601 Cognitive Assessment and Intervention CEP 602 Social-Emotional Assessment and Intervention CEP 605 Practicum in School Psychology</p> <p><i>Spring Semester:</i> CEP 604 Psychoeducational Assessment and Intervention CEP 605 Practicum in School Psychology CEP 675 Consultation and Collaboration in School and Community Settings <u>ONE COURSE from</u> CEP 544 Family Counseling Theory and Practice SPED 534 Involvement of Parents and Families who have Children with Disabilities</p> <p><i>(Submission of E-Training Portfolio)*</i></p>
Year Three – Internship Year
<p><i>Fall Semester:</i> CEP 629 Internship in School Psychology <i>(National School Psychology Examination)*</i></p> <p><i>Spring Semester:</i> CEP 629 Internship in School Psychology <i>(Submission of Performance Portfolio)*</i></p>

* = Programmatic Assessment Point

F. DEGREE REQUIREMENTS

1. MASTERS OF ARTS IN COUNSELING WITH CONCENTRATION IN EDUCATIONAL PSYCHOLOGY (M.A.)

The M.A. in counseling (educational psychology option) is awarded when the student has completed at least 30 credit hours (CEP 531, 532, 533, 534, 536, 537, 538, 540, 552, & 554) and satisfactorily passed a written examination prepared by the CEP Department. The examination is based on the student's knowledge of human development, counseling approaches, and intervention strategies. *The M.A. in counseling with concentration in educational psychology is not a terminal degree and does not meet requirements for certification as a school psychologist.*

2. CERTIFICATE OF ADVANCED GRADUATE STUDY IN SCHOOL PSYCHOLOGY (C.A.G.S.)

The following criteria must be met in order to earn the C.A.G.S. in School Psychology:

- An additional 27 credit hours of graduate coursework beyond the master's level as specified in the student's integrated and sequential plan of study.
- A one-year, 1200-hour, 12-credit internship in a cooperating school system.
- A passing score (as determined by CEP Department) on the National School Psychology Examination administered by the Educational Testing Service (ETS/PRAXIS II #10400).
- A satisfactory *Performance Portfolio* submitted at the conclusion of internship.

G. COMPREHENSIVE EXAMINATION

In order to earn the M.A. in Counseling, students must take and earn a passing score on a comprehensive examination. The content of the examination is based on students' knowledge of human development, theories of counseling, and intervention strategies. The examination is taken when all work in the major areas required by the Department has been completed and in accordance with the student's plan of study. This is a written examination that is offered in November and April of each year. Graduate students may not take the comprehensive examination more than twice.

H. NATIONAL SCHOOL PSYCHOLOGY EXAMINATION

This examination is administered by the *Educational Testing Service* (ETS/Praxis II #10400) and is taken by C.A.G.S. candidates during their internship year. The passing score of 500 must be earned in order to be awarded the C.A.G.S. Although the faculty determined that the mean score is an appropriate cut-off passing score for

the program, students are strongly encouraged to aim for a score of 660, which is the cut-off score for national certification. Students may take this examination more than once.

I. PROGRAM RETENTION

M.A./C.A.G.S. School Psychology candidates must maintain the following in order to be retained in the Program.

- A minimum cumulative GPA of 3.25 each semester. Grades below B are not considered of graduate quality and are of limited application to degree work.
- A minimum grade of B- in CEP 531, 533, 552, and 603. Students who receive a grade of B- in any of these courses must consult with their advisor before registering for any subsequent course in their Plan of Study.
- A passing score on the M. A. comprehensive examination.
- A satisfactory rating on the *E-Training Portfolio* and a recommendation to continue from the Program Director.

Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

J. ACADEMIC STANDING

Program faculty is responsible for addressing issues of academic honesty, which can affect students' academic standing. A description of academic honesty and consequences for violations of this principle are explained in the *RIC Handbook of Policies, Practices, and Regulations* (See Appendix D for RIC's Academic Honesty policy).

K. GRIEVANCE PROCEDURES

The route of appeals of any nature within the *School Psychology Program* begins with the instructor in those cases where a student has a complaint relative to a specific course. Subsequent, sequential steps in the appeal process within the department are as follows: Program Director, Department Chair, Associate Dean for Graduate Studies. In all endeavors, it is encouraged that any grievances or concerns be resolved on an informal basis and in a personal manner.

In the case of a committee decision (like admissions and comprehensive examination results), the route of appeal begins with that committee. Subsequent appeal can be made to the Department Chair and to the Associate Dean for Graduate Studies.

The *RIC Handbook of Policies, Practices, and Regulations* outlines the procedure for handling a grievance, which must be presented in writing (See Appendix E for RIC's Grievance Procedure).

L. TIME LIMIT FOR COMPLETION OF DEGREE

The school psychology academic program and internship will be completed within three years if students follow the full-time plan of study, which includes summer sessions. Both part- and full-time students must complete their program, including all coursework, practica and internship, within six years.

III. FIELD EXPERIENCES

Field experiences include both practica and internship and are an integral part of the training of future school psychologists. They provide opportunities for students to practice and master skills consistent within the reflective practitioner model of FSEHD's Conceptual Framework and NASP's 11 domains of school psychology training and practice. The goals and objectives of field experiences include training and practice in:

- roles and functions of school psychologists;
- public school organization and operation;
- human diversity and multicultural issues;
- assessment of children's needs and eligibility for special education;
- interpretation of assessment results to families and other members of school-based multidisciplinary teams;
- communication and consultation skills to engage in team work efforts;
- direct counseling intervention methods;
- indirect intervention methods;
- collaborative consultation with families and professionals;
- prevention and crisis intervention;
- research and program evaluation;
- ethical, legal, and cultural aspects of school psychology;
- effective utilization of community resources;
- use of emergent technologies; and
- professional growth through in-service training, observation, and study.

Students involved in both types of field experiences will have appropriately certified field supervisors and a college-based faculty overseeing their experiences. The Program affords students with a contact pool of over 60 practicing school psychologists in the United States (i.e., Colorado, Connecticut, Massachusetts, New Hampshire, and Rhode Island).

During *Year 2* a full-year practicum experience (CEP 605) is completed by all program

candidates. A minimum of 400, pre-internship hours must be completed by candidates, as they conduct supervised, school-based activities appropriate for their level of training. *Year 2* candidates attend weekly seminars where field-based experiences are integrated with best practices in school psychology. *Year 3* consists of a 1200-hour, full-year internship experience. Interns are required to attend a weekly professional issues seminar (CEP 629) taught by a RIC faculty member.

A. OBSERVATIONS AND INTERVIEWS

During *Year 1*, students are introduced to the roles and functions of school psychologists, legal and ethical issues related to the profession, and operations and organizations of public schools in *CEP 603: Professional School Psychology*. Learning activities for this course include school visits, classroom observations, and interviews with a minimum of two school psychologists. Students are free to select any school psychologists they prefer, as long as they are currently practicing, certified school psychologists, with a minimum of three years of employment as a school psychologist.

B. PRACTICA

In *Year 2*, candidates must complete a year-long, 400-hour practicum (CEP 605) under the supervision of college- and field-based supervisors. The aim of this experience is to provide program candidates with a continuous academic year of school-based practice. Practica students are expected to perform beginning level school psychological services with increasing responsibilities as they acquire skills through this yearlong experience. Students are responsible for keeping a log of their hours and activities.

Practica activities include:

- *orientation* to the educational process and organizational issues,
- cognitive, psychoeducational and social-emotional *assessment* and interventions,
- *direct intervention* in the form of individual and group counseling and classroom-based prevention programs,
- *indirect intervention* with parents, teachers, and students in the form of consultation and collaborative problem solving, and
- *outcome assessment* of intervention goals and efficacy.

In all activities, practica students are expected to act in a manner that demonstrates awareness of the ethical principles of practice, legal constraints, and a respect for diversity.

1. ROLES AND RESPONSIBILITIES OF PRACTICA SUPERVISORS

Practicum students are supervised by college faculty and on-site certified school psychologists. In a manner consistent with the Program's objectives, the field

supervisor and RIC faculty evaluate student performance collaboratively. The field-based practica require completion of 400 clock hours. Students and field supervisors receive no monetary compensation for practica functions. Quality of student performance during field-based practica is also used as a measure of preparedness to enter internship year (i.e., *Year 3*).

2. EVALUATION OF PRACTICA STUDENTS

The progress of practica students is monitored closely. Each semester, students are evaluated by both field-based and faculty supervisors (See Appendix F for Practicum Student Evaluation Form). Forms developed to reflect program goals and objectives are used for evaluation and to establish subsequent training experiences and goals. Practica students are required to compile a *E-Training Portfolio* demonstrating their mastery of the basic concepts and practice in school psychology prior to starting their internship. The documents to be submitted will be produced during foundation and practica courses completed in *Year 1* and *Year 2* of students' program. Artifacts selected for the *E-Training Portfolio* should address the NASP domains for school psychology training and practice. Upon students' completion of *Year 2* of the Program, the *E-Training Portfolio* will be reviewed by the *School Psychology Program Director* to determine students' readiness to begin the internship experience (See Appendix G for *E-Training Portfolio Requirements* and *Rubric*).

3. PRACTICA SITES

Table 6. 2000 – 2006 Practica Sites

Connecticut	Cranston
Griswold*	East Providence*
Putnam*	Foster-Glocester*
	Henry Barnard**
Massachusetts	Johnston
	Lincoln*
Attleboro*	Narragansett*
Bi-County Youth Collaborative**	Newport County Regional*
Dighton-Rehoboth*	North Kingstown*
Douglas*	North Providence
	Pawtucket*
	Providence*
Rhode Island	Providence Interim Middle School**
	St. Thomas' (Providence)**
Barrington	Warwick*
Burrillville	Westerly
Central Falls*	West Warwick*
Coventry*	Woonsocket

* RIC School Psychology Internship Consortium Member** alternative/private school

From 2000 through 2005, practica sites have included, but are not limited to, those listed in Table 7. When practicum students choose a site also belonging to the *RIC School Psychology Internship Consortium*, practica students have the dual benefit of receiving field supervision from an experienced school psychologist and interaction with at least one current *RIC School Psychology Program* intern.

C. INTERNSHIP

A comprehensive internship is the culminating, year-long experience in *RIC's School Psychology Program*. Internship experiences provide for an integration of established competencies in assessment, counseling, prevention programs, crisis intervention, consultation, and collaborative problem solving in school or other education settings. The internship affords the student the opportunity to work with diverse student groups in promoting positive educational and mental health practices. Interns confront a wide range of individual, group, and organizational problem and apply a full range of school psychological services.

The internship is ordinarily completed on a full-time basis. Six credit hours are earned for each full semester of the internship (CEP 629), for a total of 12 credit hours and a required 1200 hours of school-based services. An internship agreement is required with all conditions met prior to an intern being placed at a site (See below). At least half of the required 1200 hours internship experience is arranged in a preK-12 school setting. Students may complete the remaining time in an approved school-related clinic or agency. A minimum of two hours per week of scheduled, face-to-face, individual supervision is provided by the student's on-site supervisor. Additional supervision is provided by *RIC School Psychology Program* faculty and through weekly seminars (CEP 629).

An option is available to complete the internship on a part-time basis. This option requires the student to complete 600 hours of supervised experience the first year, and another 600 hours to be completed the second year. Individual supervision must be in place at the internship sites during those two years.

1. THE RIC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM – This Consortium was created to ensure continuity and quality of preparation of interns. School systems that join the Consortium make a 3-year commitment to provide internship experiences for *RIC School Psychology Program* candidates for a minimum stipend. Consortium members also become members of *RIC's School Psychology Program's Advisory Council* by virtue of their commitment to the Consortium. During the academic year, field supervisors who are a part of this Consortium are invited to take part in professional development activities related to supervision issues. (See Table 8 for 2000-2006 Consortium Districts and Appendix H for *Consortium Contract*)

Table 7. 2000 – 2006 Participating *Consortium* Districts

Colorado	New Hampshire
Colorado Springs	Nashua Oyster River
Connecticut	Rhode Island
Griswold Putnam	Central Falls Coventry East Providence Foster-Glocester Lincoln
Massachusetts	Narragansett Newport County Regional North Kingstown Pawtucket Providence West Warwick
Attleboro Dighton-Rehoboth Douglas Newton	

2. INTERNSHIP SITE REQUIREMENTS

Consortium sites are required to provide the following:

- A one-year, 1200-hour on-site, preK-12 experience. The intern must work five days a week. The site shall provide a balanced exposure to regular and special education programs.
- An average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist.
- Field-based supervisors shall be responsible for no more than two interns at any given time.
- Release time shall be provided to field supervisors for on-site supervision of interns.
- The site shall provide adequate supplies and materials (e.g., test kits, test manuals, record forms) sufficient for the intern to be able to administer, score, and interpret such tests without undue inconvenience caused by sharing materials.
- The site shall allocate office space for the intern.

- The site shall provide secretarial services to the intern in the same manner as accorded district school psychologists.
- The site shall provide a schedule of appointments consistent with that of school psychologist employees (e.g., office hours, in-service workshop participation, and holidays).
- The site shall provide the opportunity to participate in continuing professional development activities (i.e., release time for conferences, seminars, and workshops).
- The site shall ensure a full and diversified training experience for the intern including prekindergarten to high school experience, teaming (e.g., pre-referral, multidisciplinary, and crisis), psychological evaluations, individual and group counseling, behavioral assessment and intervention, and teacher/parent consultation and collaboration.

3. ROLES AND RESPONSIBILITIES OF ON-SITE SUPERVISORS

The *Consortium* requires the following of the on-site school psychologist(s):

- On-site supervisors shall assist the intern to formulate a written individualized training plan (ITP) that specifies internship objectives and activities. This plan will include outcome measures and performance-based evaluations.
- On-site supervisors shall provide at least two hours of direct supervision per week for the intern.
- On-site supervisors shall evaluate intern performance monthly, and shall provide summative evaluations at the end of each semester.
- On-site supervisors shall maintain regular contact with college- based supervisors.
- On-site supervisors shall ensure the intern's full-scale involvement in school psychological services. This includes working with children at all age/grade levels and a broad spectrum of cases referred for psychological services (i.e., assessment, prevention, intervention, and consultation).
- Field-based supervisors must provide careful supervision such that they are able to make a judgment, independent of the intern's evaluation, concerning the assessment results and intervention plan for a referred student. Field-based supervisors are ultimately responsible for the diagnostic and prescriptive plan for a child in their school district.

4. ROLES AND RESPONSIBILITIES OF COLLEGE-BASED SUPERVISORS

- College-based supervisors are not responsible for more than 12 interns at any time.
- College-based supervisors make a minimum of one on-site visit each semester and are available for additional contacts at any time.
- Collaborate with field-supervisors to monitor intern's progress.

5. ROLES AND RESPONSIBILITIES OF INTERNS

- The intern must work the full time for which they are scheduled each day, accruing a minimum total of 1200 internship hours.
- The intern will create and complete an individualized training plan (ITP) based on the intern's unique training needs.
- The intern will attend weekly, college-based seminars (CEP 629).
- The intern will meet for a minimum of two hours weekly with a field-based supervisor for face-to-face supervision.
- The intern will meet a minimum of once per semester with an assigned college-based supervisor.
- The intern will complete evaluation forms about their field- and college-based supervisors' competencies.
- Upon completion of internship, the intern will submit a *Performance Portfolio* to provide evidence of entry-level school psychologist skills attained during internship year.

6. EVALUATION OF INTERNS

The progress of interns is monitored closely. Interns must develop an individualized internship training plan (ITP) with their on-site supervisors during the first month of the internship. Each quarter interns attend a weekly seminar to evaluate their progress on their ITPs. Evaluation forms are completed by the field-based supervisor at the mid-year (formative) and end of the year (summative) (See Appendix I for *Intern Evaluation Forms*). At the end of the spring semester of their internship year, interns are required to submit a portfolio of professional activities. This *Performance Portfolio* is evaluated by the College supervisor to determine whether the portfolio meets the standards required of an entry-level school psychologist (See Appendix J for *Performance Portfolio Requirements and Rubric*).

7. EVALUATION OF INTERNSHIP SITES

Program candidates are also asked to evaluate the strengths and weaknesses of their sites and supervisors (See Appendix K for *Consortium Site Evaluation Form*). Surveys are administered the summer after internship completion to and are used to determine effectiveness of sites and supervisors from the graduates' perspective. Responses are tallied and shared with faculty to determine future appropriateness of future *Consortium* membership.

IV. PERFORMANCE-BASED ASSESSMENT AND ACCOUNTABILITY

As suggested by NASP (Waldron, Prus, & Curtis, 2001), *RIC's School Psychology Program* employs a continuous, performance-based assessment (PBA) system in the evaluation of program candidates as well as faculty, supervisors, internship sites, and course requirements. This is done at a programmatic level to provide a systematic, integrated evaluation of all candidate and program variables.

A. EVALUATION OF CANDIDATES

Outside of traditional grades for coursework a variety of performance-based assessments are conducted with program candidates from the admissions phase (baseline) through mid program (formative assessment) to evaluate their progress from the beginning through the end of program involvement.

1. ADMISSIONS DATA – In the admissions phase, data are collected and examined by the *School Psychology Admissions Committee*. This committee is comprised of two core school psychology faculty and one other CEP department faculty member.

- a. *Application packet. (Admissions Phase I)*** The candidate assessment process begins during admissions, when all applicants are required to submit an application packet that includes the following quantitative data: MAT/GRE scores, undergraduate or graduate grade point averages, admissions essay rubric score, and Likert-scale formatted disposition rating forms completed by three applicant chosen references. Qualitative data includes three letters of reference, written statement of work history, and an admissions essay.
- b. *Admissions interview. (Admissions Phase II)*** All applicants who pass the application packet review are invited to an admissions interview. Each candidate is asked a series of standardized interview questions and responses are ranked objectively by the admissions committee members. Scores from both the paper review and interview are tallied. Interrater reliability for these scores has ranged from .89 to .94.

2. YEAR 1 DATA -

- a. Professional mission statement and transcript review.** At the end of *Year 1*, students are required to meet with and review their *Professional Mission Statement* (created in CEP 603) and transcript with their advisor. This must be completed before registering for *Year 2* coursework.
- b. Comprehensive examination.** Described in the Degree Requirements section, students must receive a passing score on this examination before being allowed to enter C.A.G.S. level coursework.

3. YEAR 2 DATA -

- a. e-Training Portfolio.** As a mid-program assessment point and conditional upon moving on to internship year (*Year 3*), candidates are required to create and submit a *e-Training Portfolio* that provides evidence of their developmental progression toward mastery of the basic concepts and practice in school psychology. The documents are student selected and a narrative integrating and reflecting upon the significance of each artifact submitted is part of this portfolio. The portfolio will be used to determine candidates' readiness to begin the internship experience. (See Appendix G for *e-Training Portfolio Assignment & Rubric*).

4. YEAR 3 DATA -

- a. National School Psychology Examination Score.** Administered by the *Educational Testing Service* (ETS/Praxis II #10400) this must be taken by C.A.G.S. candidates during their internship year. A passing score of 500 must be earned in order to be awarded the C.A.G.S. Although the faculty determined that the mean score is an appropriate cut-off passing score for the program, students are strongly encouraged to aim for a score of 660, which is the cut-off score for national certification. Students may take this examination more than once.
- b. e-Performance Portfolio.** Interns are required to create this to provide evidence of their mastery in delivering basic school psychological services by the end of their internship. Documents are selected by the intern to represent his or her best work and a reflective paper is submitted to accompany the artifacts, explaining their significance and relationship to professional development.. (See Appendix J for *e-Performance Portfolio Requirements and Rubric*)

TABLE 8. Candidate Assessment System

DATA	ADMISSIONS	YEAR 1	YEAR 2	YEAR 3	POST-GRAD
QUANTITATIVE	<p><u>Part I: Paper Review Score generated from:</u></p> <ul style="list-style-type: none"> • GPA • MAT/GRE score • Admissions essay • Curriculum vita • Reference letters • Disposition ratings <p><u>Part II: Admissions Interview</u></p> <ul style="list-style-type: none"> • Admissions Interview Score 	<ul style="list-style-type: none"> • Comprehensive examination score • Faculty evaluation of knowledge, skills, & PWCs <p>• GPA</p>	<ul style="list-style-type: none"> • <i>E-Training Portfolio</i> score • Faculty & field supervisor evaluation of knowledge, skills, & PWCs <p>• GPA</p>	<ul style="list-style-type: none"> • <i>Performance Portfolio</i> score • Faculty & field supervisor evaluation of knowledge, skills, & PWCs • PRAXIS Test #10400 Score • GPA 	ALUMNI SURVEY & JOB PLACEMENT INFORMATION
	QUANTITATIVE	<ul style="list-style-type: none"> • <i>School Psychology Admissions Committee</i> observations of PWCs during <u>Admissions Interview</u>. 	<ul style="list-style-type: none"> • Faculty observations of students' PWCs • Advisor feedback 	<ul style="list-style-type: none"> • Faculty & field supervisor observations of students' PWCs • Advisor feedback 	

B. PROGRAM ACCOUNTABILITY

The *School Psychology Program* also uses qualitative and quantitative data to monitor program efficacy (See Table 10 for Program Accountability Checkpoints). Qualitative information used includes verbal and written communication from students, alumni, faculty, supervisors, and about the strengths and weaknesses of the Program, while quantitative data is in the form of Likert-scale rating forms.

1. EXTERNAL PROGRAM REVIEWS

Feedback about our Program's quality will be an ongoing process and sought from NASP, NCATE, and RIDE in the review cycles each association follows.

2. CONSORTIUM SITE EVALUATION

At the end of *Year 3*, students are asked to evaluate the efficacy of their Consortium site experiences (See Appendix K for *Consortium Site Evaluation*) which includes the skills and practices of their field-based supervisors. Results are tabulated and shared with field supervisors at the annual year end meeting to identify potential areas for improvement.

3. SCHOOL PSYCHOLOGY PROGRAM ADVISORY COUNCIL

The *School Psychology Program Advisory Council* provides a forum for program faculty to receive feedback from a variety of practitioners and consumers of our services. The Council shares constructive feedback about the quality of the program from their perspective, and recommends changes in course or field experience requirements when necessary. The Council may be comprised of practicing school psychologists, a graduate student representative, teachers, school administrators, other educational personnel, members of the community, and representatives of the *Rhode Island School Psychologists Association (RISPA)*. Meetings are held at least once per annually.

4. ALUMNI SURVEY

One year following graduation from the program, a survey is sent to all post-graduates asking them to report on their current employment and to rate the efficacy of *RIC'S School Psychology Program* from their perspective as practicing school psychologists. (See Appendix L for *Alumni Survey*) Results are aggregated and shared with faculty to determine areas of program strength and weakness.

C. EVALUATION OF CORE FACULTY AND INSTRUCTORS—

1. COURSE EVALUATIONS

At a course-by-course level, RIC policy requires all instructors to administer a course evaluation form to their students. Both qualitative and quantitative data are collected. Quantitative results are tabulated and shared with the instructors and their department chairpersons after the semester has ended and all grades have been submitted. Qualitative responses are solicited through the request for narratives about the students' experiences with the instructor. Such information should be used by instructors to evaluate their instructional practices as perceived by the student

TABLE 9. Program Accountability Checkpoints

DATA	FACULTY & INSTRUCTORS	FIELD SUPERVISORS	SITES	PROGRAM GESTALT
QUANTITATIVE	<ul style="list-style-type: none"> • Course evaluations. 	<ul style="list-style-type: none"> • <i>Consortium Site Evaluation.</i> 	<ul style="list-style-type: none"> • <i>Consortium Site Evaluation.</i> 	<ul style="list-style-type: none"> • <i>Consortium Site Evaluation.</i> • <i>Alumni Survey</i>
QUALITATIVE	<ul style="list-style-type: none"> • Student feedback shared at <i>School Psychology Program Town Meetings</i> or during meetings with advisor. 	<ul style="list-style-type: none"> • Student feedback shared at <i>School Psychology Program Town Meetings</i> or during meetings with advisor. • <i>Reflection Journal</i> contents. 	<ul style="list-style-type: none"> • Student feedback shared at <i>School Psychology Program Town Meetings</i> or during meetings with advisor. • <i>Reflection Journal</i> contents 	<ul style="list-style-type: none"> • External reviews (<i>i.e., NASP and RIDE</i>) • <i>School Psychology Program Advisory Council</i> feedback

2. ALUMNI SURVEY

One year following program completion, the *School Psychology Program* solicits feedback from post-graduates regarding the skills and practices of the college-based supervisors (See Appendix L for *Alumni Survey*). Results are tabulated and shared with faculty to identify potential areas for improvement.

D. EVALUATION OF FIELD SUPERVISORS

1. STUDENT REFLECTION JOURNALS

Student experiences and concerns are evaluated qualitatively through recordings of their experiences in a reflection journal. This is one reason why such journals are part of the requirements for CEP 605 and CEP 629 (course codes for the practicum and internship, respectively).

2. CONSORTIUM SITE EVALUATION

At the end of *Year 3*, students are asked to evaluate the efficacy of their Consortium site experiences (See Appendix K for *Consortium Site Evaluation*) which includes the skills and practices of their field-based supervisors. Results are tabulated and shared with field supervisors at the annual year end meeting to identify potential areas for improvement.

V. PROGRAM RESOURCES

A. SCHOOL PSYCHOLOGY FACULTY

The credentials and areas of expertise of the three core faculty members are as follows:

1. **Dr. Krista L. R. Cournoyer**, Assistant Professor and School Psychology Program Director, is also a Rhode-Island licensed psychologist and a certified school psychologist in Massachusetts and Rhode Island. She holds a Ph.D. in Psychology from the University of Rhode Island. Dr. Cournoyer is an experienced school psychologist who has practiced in the public school, outpatient mental health, and private practice settings. Dr. Cournoyer teaches the following courses: cognitive assessment, educational psychology, professional school psychology, research methods, and the school psychology practicum. Areas of interest include the education of children from low-income backgrounds and school psychology training and supervision issues.

2. **Dr. Mifrando S. Obach**, Associate Professor and Chair of the CEP Department, holds degrees in counseling and school psychology from St. Mary's College (Minnesota) and Tulane University. His areas of interest include metacognitive and frontal lobe processes, motivational beliefs, positive behavioral support, and spiritual direction. Dr. Obach teaches courses in behavioral assessment, child psychopathology, educational psychology, psychoeducational assessment, and social-emotional assessment. He is a licensed psychologist with a declared specialty in school psychology.

3. **Dr. Mary Ellen Tillotson**, Assistant Professor, earned a Masters Degree in School Psychology from the University of Massachusetts at Boston and her Ph.D. in Psychology from the University of Rhode Island. Her areas of interest include attention deficit hyperactivity disorder, adolescent development, assessment, and professional school psychology. She is a lifetime certified school psychologist with over a decade of experience working with children, schools and families in a variety of clinical settings. Dr. Tillotson. teaches courses in social emotional assessment, psychoeducational assessment, behavioral assessment and intervention, clinical practice, organization and operation of counseling services in schools, teaching and learning in the middle school and educational psychology.

B. SCHOOL PSYCHOLOGY ASSESSMENT LIBRARY

The *School Psychology Assessment Library* (School PAL) is equipped with cognitive, behavioral, and social-emotional assessment measures, protocols, scoring software, and training videos. These materials are available only to students matriculated in *RIC's School Psychology Program* and are used in *Years 2* and *3* during practica and internship. There is a wealth of resources available, many of which are listed in Table 11.

Table 10. School PAL Resources

Assessment Tools
<i>Achenbach System of Empirically-Based Assessment (ASEBA)</i>
<i>Behavioral Assessment System for Children (BASC)</i>
<i>Battelle Developmental Inventory (BDI)</i>
<i>Beery-Buktenica Developmental Test of Visual-Motor Integration, Fourth Edition</i>
<i>Bilingual Verbal Ability Test (BVAT)</i>
<i>Brown ADD Scales</i>
<i>Children's Depression Inventory (CDI)</i>
<i>Conners' Behavior Rating Scales</i>
<i>Culture Free Self-Esteem Inventory, Third Edition (CFSEI-3)</i>
<i>Dean-Woodcock Sensory Motor Battery</i>
<i>Kaufman Brief Intelligence Test (K-BIT)</i>
<i>Multidimensional Anxiety Scale for Children (MASC)</i>
<i>Parenting Stress Index</i>
<i>Peabody Picture Vocabulary Test, Third Edition (PPVT-III)</i>
<i>Robert's Apperception Test for Children (RAT-C)</i>
<i>Social Skills Rating System (SSRS)</i>
<i>Stanford-Binet Intelligence Scale, Fifth Edition (SB-V)</i>
<i>Vineland Adaptive Scales</i>
<i>Test of Nonverbal Intelligence, Third Edition (TONI-3)</i>
<i>Wechsler Adult Intelligence Scale, Third Edition (WAIS-III)</i>
<i>Wechsler Individual Achievement Test, 2nd Edition (WIAT-II)</i>
<i>Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)</i>
<i>Wechsler Memory Scale</i>
<i>Wechsler Preschool and Primary School Scale, Third Edition (WPPSI-III)</i>
<i>Woodcock-Johnson Tests of Achievement, Third Edition (WJ III ACH)</i>
<i>Woodcock-Johnson Tests of Cognitive Ability, Third Edition (WJ III COG)</i>
<i>Woodcock-Munoz Language Survey</i>
Technology & Multimedia
ASEBA scoring software
BDI Training Video
BASC scoring software
BVAT Training Video
DIBELS Implementation Video
WGBH & All Kinds of Minds Series
SB-V scoring software
WAIS-III Training Video
WJ III Compuscore Program
WJ III Training Video

C. CEP LIBRARY

Housed within the CEP Department are two other resources accessible to all qualified CEP graduated students. The first is a professional library of mental health resources including such items as educational videos, journals, and textbooks. These professional materials can be easily accessed by and are available only to matriculated graduate students in the department. Second, there is an appropriately appointed room that is equipped with video camera links where students may be observed in real time by classmates and instructors during practice assessment, consultation, and counseling sessions.

D. PROFESSIONAL DEVELOPMENT

School psychology faculty members actively seek out opportunities to provide professional development resources for area school psychologists and other school-based professionals. This has manifested in a variety of activities that alumni and local practitioners have taken advantage of including:

- free group supervision for newly certified school psychologists
- annual *Psychology in the Schools Institute*
- Professional development seminars offered on RIC campus (co-sponsored with RI School Psychologists Association)
- Invitations to area school psychologists to take part in guest lecture series offered by RIC's Sherlock Disabilities Center.
- Guest speakers provided at annual luncheon for RIC School Psychology Internship Consortium members.

To access current professional development offerings, the announcement center at our website should be perused at www.ric.edu/schoolpsych

E. RIC TECHNOLOGY RESOURCES

Beyond the *School PAL*, much emergent technology is available at RIC for the Program's students. They include:

1. JAMES P. ADAMS LIBRARY

With the activation of their RIC student identification card, students receive online access to their course schedules, grades, and RIC-based email accounts. Students will be able to search electronic databases (such as ERIC and PsycInfo) and locate documents from their homes. Adams Library participates in Rhode Island's Higher Education Library Information Network (HELIN) allowing RIC students to borrow from the libraries of Brown University, the Community College of Rhode Island, Johnson & Wales University, Providence College, Roger Williams University, and the University of Rhode Island.

2. RIC'S AUDIOVISUAL DEPARTMENT

The Audiovisual Department allows access to equipment such as video and audio recorders and duplication services, projection media, and interactive videodisc players.

3. CURRICULUM RESOURCES CENTER (CRC)

Located in Adams Library, makes the CRC available audiovisuals, microcomputer software, and multimedia materials related to instructional material and curriculum development for education professionals. The CRC has a web-site that enables fast access to over 150 high-quality Web sites for all areas of K-12 curriculum.

4. HORACE MANN TECHNOLOGY CENTER

RIC has two walk-in microcomputer facilities with over 150 PCs and Apple Macintoshes available for student use. All locations are connected by a campus-wide Ethernet Network and have access to the Internet and World Wide Web.

F. STUDENTS WITH DISABILITIES

For students with disabilities, RIC and the *School Psychology Program* are committed to an inclusive model. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), reasonable accommodations are provided within a campus environment that is physically and socially accessible and that enables the students to achieve their academic and career goals. The Office of Student Life (OSL) is the centralized facility for disability-related support services which include, but are not limited to, advisement, advocacy, and assistive technology. It is suggested that the OSL be an initial contact point for students with disabilities (Located at 127 Craig Lee, Ms. Ann Roccio, Director, 401-456-8061.)

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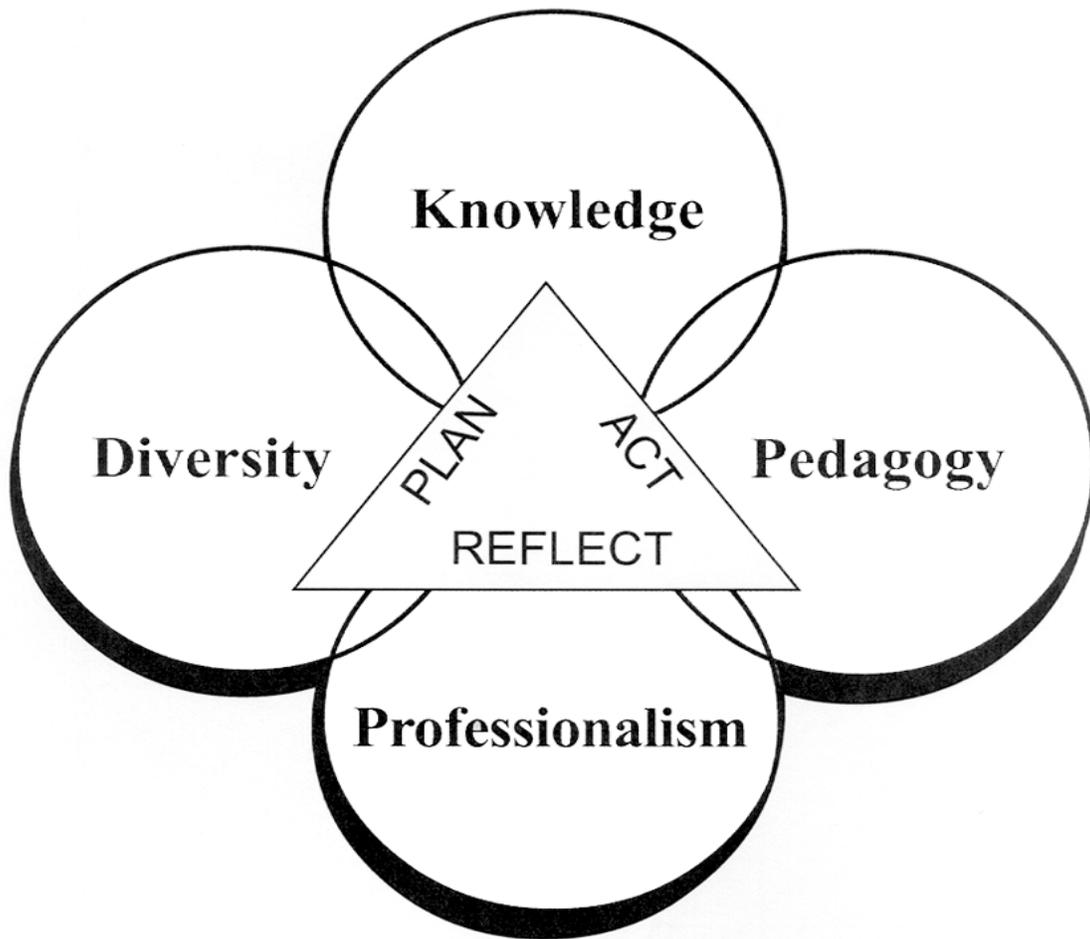
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APPENDIX A
Reflective Practitioner Model

Reflective Practitioner Model



Developing Reflective Practitioners
Feinstein School of Education and Human Development
Rhode Island College

Conceptual Framework Summary, 1999

The faculty of the Feinstein School of Education and Human Development is committed to preparing **Reflective Practitioners** – education professionals who integrated theory and practice for the benefit of the people they serve.

Reflective practice is a concept grounded in the pragmatism of John Dewey. Applied to education, it means that skilled professionals monitor, analyze, and modify their behavior according to both its underlying theoretical rationale and its practical consequences. It further implies that they are committed to advancing democratic values of justice, caring, and respect. Accordingly, our programs prepare professional educators to be effective, principled, and ethical practitioners – people who carefully apply, adapt, and revise their knowledge as the situation and their principles demand, with the ongoing aim of advancing the welfare of others.

Two motifs – **PAR** and the **Four Themes** – organize the Conceptual Framework. The first motif, **PAR**, an acronym for “Planning, Acting, and Reflecting,” represents the recursive **process** involved in reflective educational practice. Taken separately, the three phases signify three different aspects of reflective practice, but taken together they highlight the theory-practice relationship, situating practice in a larger context of meaning and focusing theory towards achieving concrete results.

The second motif is the **Four Themes** – Knowledge, Pedagogy, Diversity, and Professionalism – which constitute the shared **knowledge base** of reflective practice.

Whereas PAR denotes the way in which reflective practitioners ply their craft, the Four Themes represent a School-wide consensus on the shared body of knowledge and skills which informs best educational practice and which all reflective practitioners draw on and employ. We believe the foundation for best professional practice includes (1) Knowledge of content, context, and human development, (2) theoretical and practical grounding in Pedagogy, (3) sensitivity and responsiveness to human Diversity, and (4) Professionalism based on collective standards, collaboration, advocacy, and lifelong learning.

As depicted in the School's graphic of The Reflective Practitioner, PAR forms the core of reflective, values, and skills which inform it. That is, a solid foundation in these four areas is necessary to wise and effective planning, acting, and reflecting.

For prospective and practicing educators to engage in reflective practice so conceived, it is crucial that they not only have the opportunity to balance theoretical study and practical experience but that the two inform and enlighten each other. The Feinstein School of Education and Human Development has adopted and implemented the Conceptual Framework with this goal in mind. Each department and program supports a healthy balance of classroom instruction and field experiences and is continuously seeking new ways to play the two off one another.

APPENDIX B
Programmatic Links to FSEHD Conceptual Framework

APPENDIX C
Programmatic Links to NASP Standards

APPENDIX D
RIC Academic Honesty Procedure
taken from *RIC Handbook* (RIC, 2004)

3.9.1 Academic Honesty

An academic community cannot achieve its aims unless its members subscribe to a basic principle of intellectual honesty. The search for truth and the communication of truth demand that the participants have a deep-seated mutual confidence in the integrity of those with whom they work. All members of the Rhode Island College community ought to be sensitive to the need for intellectual honesty, even as a member of the larger community ought to be sensitive to the need for intellectual honesty. As the larger community expects its citizens to refrain from breaching its rules of personal property and rights, so also the academic community expects its members to refrain from breaching its rules.

A student who searches sincerely and honestly for knowledge and truth achieves a meaningful education. Students who willfully violate principles of academic honesty (*e.g.*, by cheating on examinations and assignments, plagiarizing, altering or changing records, *etc.*) cheat themselves, destroy any presumption of personal integrity, and debase the meaning of education.

Therefore, students, the faculty, and the Administration are expected to strive for academic excellence: the faculty through constant appraisal of their teaching and examining methods and through intellectual challenge to their students; students through constant appraisal of their own needs and desires in the educational process and through honest achievement of their goals; and the Administration through support of the ethical and academic goals of both students and faculty.

When willful violation of intellectual honesty does occur, the effect will be felt throughout the entire academic community. Just as violations of the laws of society are met with certain sanctions, a student who is willfully dishonest academically is subject to a range of consequences, including grading penalties, academic probation, or expulsion from the College depending on the seriousness of the act.

Any student accused of academic dishonesty may appeal any disciplinary action taken by a faculty member to the Board of College Discipline.

(a) Faculty/Staff Role

Any member of the faculty or staff of the College who discovers an act of academic dishonesty shall report this act to the Vice President for Academic Affairs. Acts not committed in the classroom, such as alteration of records or breaking into offices, are included. It is especially important that all students understand the nature of plagiarism, for their written work will be judged rigorously for honesty. The following are examples of plagiarism:

i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (book, magazine or newspaper article, unpublished paper or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

(b) Faculty Role in the Classroom

The state of academic ethics in a college community is proportional to the cumulative effort of faculty to discourage acts of intellectual dishonesty and to promote high standards of intellectual integrity. In order to obtain a salutary standard of intellectual honesty, the faculty has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are reported and dealt with appropriately.

Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.

A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline consider further action.

(c) Board of College Discipline

The Board of College Discipline shall consider cases referred to it and has the option to recommend any of the penalties available to the faculty member. It also may place the student on academic probation or expel that student from the College.

i. Appeal. Any student accused of academic dishonesty may appeal action taken by the instructor in a case to the Board of College Discipline.

ii. Appeals procedure.

Appeals or referrals to the Board will follow the standard procedure of the Board.

Appeals or referrals to the Board will follow the standard The Board shall inform the student and the faculty member of its decision.

A record of the cases will be kept in the Office of the Vice President for Student Affairs.

APPENDIX E
RIC Academic Grievance Procedure
taken from *RIC Handbook* (RIC, 2004)

3.11 ACADEMIC GRIEVANCE PROCEDURE

The filing of an academic grievance does not stay any action under College policy. If a student's grievance pertains to grading which has resulted in probationary status or dismissal from the College, the probation or dismissal will become effective. The student may, however, appeal the probation or dismissal to the Academic Standing Committee or the Graduate Committee as appropriate; these are the entities empowered to permit a waiver of academic policy. Assistance regarding grievances or appeals may be obtained through the Office of Student Life or the Dean of the School of Graduate Studies.

3.11.1 Purpose

The primary purpose of this procedure is to secure, at the lowest level possible, an equitable solution to the problems of those students who have disputes with either an academic unit or the classroom or grading conduct of faculty members.

3.11.2 Definitions

(a) A *complaint* may be any point at issue between a faculty member and a student in which a student feels that an abridgement of personal rights or benefits has occurred. A complaint may, but need not, constitute a grievance.

(b) A *grievance* means a difference, presented in writing, that may arise between a faculty member and a student with respect to, but not necessarily limited to:

i. violation of established academic policies and regulations (e.g., examination policies, advisement policies, registration procedures);

ii. arbitrary and capricious grading practices;

iii. violation of the student's academic freedom, defined in the *Student Handbook* as "...the freedom to inquire, to discuss, to seek evidence, to speak, and to exchange ideas";

iv. failure to meet obligations to students (adherence to regular class hours, taking timely action, or correcting errors).

(c) A *grievant* shall mean either:

i. an individual student or

ii. a group of students having the same grievance.

(d) A *working day* means any day on which the College is open for the transaction of business. For the purpose of handling grievances, working days during the semester break, the spring recess, and those days between the end of the summer session and the first day of classes of the next semester shall not be used to compute the time limitations contained in this procedure unless mutually agreeable to the parties involved.

3.11.3 Procedure for Handling Complaints

Student complaints should first be discussed with the faculty member involved and such presentation and discussion shall be entirely informal. Any settlement, withdrawal, or disposition of a complaint at this informal stage shall not constitute a binding precedent in the settlement of similar complaints.

3.11.4 Procedure for Handling Grievances

(a) Step 1. Faculty Level

The grievance should be presented in person to the faculty member involved as soon as possible after the grievant feels that an abridgement of that grievant's rights has occurred, but in no case shall it be later than ten working days following the grievant's knowledge of the act, event, or commencement of the condition which is the basis for the grievance except in the case of final grades and then no later than the tenth working day of the next full semester. This time limit shall not apply if a purely clerical error is discovered.

The grievance statement must include a summary of not more than one typewritten page stating the specific policy or policies violated or the exact nature of the grievance, the specific actions upon which it is based, and the remedy being sought. Supplementary materials may be presented to support the grievance.

The grievant shall discuss the grievance with the faculty member involved, who shall attempt to resolve the grievance and shall render a written decision to the grievant with copies to the appropriate department chair within five working days of the faculty member's receipt of the grievance.

(b) Step 2. Department Chair Level

If the grievance is not resolved through Step 1, the grievant may submit the grievance in writing to the appropriate department chair within ten working days of the grievant's receipt of the decision of the faculty member. Within five working days of the receipt of the grievance, the department chair shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance and may discuss the

grievance with the departmental advisory committee. The department chair shall issue a decision, setting forth the reasons therefor in writing to the grievant and the faculty member involved within seven working days of the chair's receipt of the grievance. In the case of grades, the decision of the department chair shall be final, unless upon appeal the person at the next higher level of appeal determines that the cause of the grievance is other than disagreement with academic judgment.

(c) Step 3. Dean's/ Director's Level

If the grievance is not resolved through Step 2, the grievant may follow step 3a or step 3b depending on the nature of the grievance.

Step 3a. If the grievance is of a nature described in Section 3.10.2 but is not an alleged violation of established academic policies and/or regulations of the School of Graduate Studies, the grievant may submit the grievance in writing within five working days of the grievant's receipt of the decision of the department chair to the appropriate dean/director. Within five working days of the receipt of the grievance, the dean/director shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance. Within seven working days of the receipt of the grievance, the dean/director shall issue a decision, setting forth the reasons therefor in writing to the grievant, the faculty member involved, and the department chair.

Step 3b. Only if the grievance is an alleged violation of established graduate academic policies and/or regulations, the process in Step 3a is followed but the dean involved is the Dean of the School of Graduate studies.

(d) Step 4. Graduate Committee or Vice Presidential Level

If the grievance is not resolved through Step 3, the grievant may follow Step 4a or Step 4b depending on the nature of the grievance.

Step 4a. If the grievance was processed through Step 3a, the grievant may submit the grievance within five working days of the grievant's receipt of the decision of the appropriate dean/director to the Vice President for Academic Affairs. Within five working days of the receipt of the grievance, the Vice President shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance. Within seven working days of the receipt of the grievance, the Vice President shall issue a decision, setting forth the reasons therefor in writing to the grievant, the faculty member involved, and the appropriate dean.

Step 4b. If the grievance was processed through Step 3b, the grievant may submit the grievance within five working days of the grievant's receipt of the decision of the dean/director to the Dean of the School of Graduate Studies for presentation at the next regular meeting of the Graduate

Committee. The grievant and the faculty member will be invited to meet (either jointly or separately) with the Graduate Committee to discuss the grievance. Within seven working days of this meeting the Dean of the School of Graduate Studies shall notify the grievant, the faculty member and the department chair of the decision of the Graduate Committee, setting forth the reasons therefor in writing.

(e) Step 5. President's Level

If the grievance is not resolved through Step 4, the grievant may submit the grievance in writing within five working days of the grievant's receipt of the decision of the Vice President for Academic Affairs or the Graduate Committee to the President. Within five working days of the receipt of the grievance, the President shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance. Within seven working days of the receipt of the grievance the President shall issue a decision, setting forth the reasons therefor in writing to the grievant, the faculty member involved, the appropriate dean/director, the Vice President for Academic Affairs, and the Chair of the Council of Rhode Island College.

3.11.5 General Provisions

(a) Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered maximum and every effort should be made by any party to the grievance procedure to expedite the process. Time limits may be extended only by mutual consent and only when they are so specified in writing, or for extenuating circumstances as determined by the next higher level of appeal.

(b) Failure at any step of the procedure to communicate the decision on a grievance within the specified time limits shall permit the grievant or faculty member to lodge an appeal at the next step of the procedure.

(c) If a grievance is brought against a faculty member who serves as department chair the procedures outlined in Step 2 will be omitted. However, in cases of grievances concerning grades the appropriate dean/director shall appoint a committee of three faculty members of that department to hear the matter. The decisions of that committee shall be final, unless upon appeal the person at the next higher level of appeal determines that the cause of the grievance is other than disagreement with academic judgment.

(d) A faculty member may appeal any decision which is favorable to the grievant to the next highest level within the time limits specified in that step for the grievant.

(e) Decisions of the President shall be final and binding upon all parties

except that no decision shall be in conflict with the collective bargaining agreement between the collective bargaining agent for the faculty and the Board of Governors.

(f) Appeals under this procedure shall not stay any action resulting from the appealed action or grade.

APPENDIX F
Practicum Student Evaluation Form

CEP 605: Field Supervisor's Evaluation of Student

Intern: _____

Evaluation Date: _____

Field Supervisor: _____

Directions: The rating of this practicum student should be based upon actual observation and/or reports from teachers, students, parents, and staff. Circle the number on the scale that best describes the practicum student's functioning relative to knowledge, skill, and disposition you expect of a future school psychologist at the *preinternship* level. A description of the scale points is provided below.

RATINGS

0 -	No data, or insufficient information to make a rating at this time.
1 -	Competence for practice is considered to be in need of further formal training. Student seems to lack basic professional maturation in this area. Skill development without academics seems doubtful.
2 -	Competence for practice is currently developing, but supervision and experience are expected for further skill attainment. Close supervision is required.
3 -	Competence is at a satisfactory level for a preinternship, future school psychologist with moderate supervision.
4 -	Competence is assessed to be above average and appropriate for a preinternship, future school psychologist, needing only developmentally appropriate supervision.

A. Personal Work-related Characteristics

Rating

1. Demonstrates tolerance for others' values and viewpoints	0 1 2 3 4
2. Interacts comfortably with culturally-diverse students, parents, and staff	0 1 2 3 4
3. Communicates and listens effectively	0 1 2 3 4
4. Relates well with children	0 1 2 3 4

- | | | | | | |
|--|---|---|---|---|---|
| 5. Shows concern, respect, and sensitivity for the needs of students, parents, and staff | 0 | 1 | 2 | 3 | 4 |
| 6. Manifests good judgment and common sense | 0 | 1 | 2 | 3 | 4 |
| 7. Exhibits ethical behavior when providing services to students, parents, and staff | 0 | 1 | 2 | 3 | 4 |
| 8. Accepts constructive criticism | 0 | 1 | 2 | 3 | 4 |
| 9. Meets difficult situations with self-control | 0 | 1 | 2 | 3 | 4 |
| 10. Displays initiative and resourcefulness | 0 | 1 | 2 | 3 | 4 |
| 11. Is dependable | 0 | 1 | 2 | 3 | 4 |
| 12. Self-evaluates performance regularly | 0 | 1 | 2 | 3 | 4 |
| 13. Demonstrates respect for culturally-diverse students, parents, and staff | 0 | 1 | 2 | 3 | 4 |
| 14. Is able to adapt to change appropriately | 0 | 1 | 2 | 3 | 4 |
| 15. Develops and maintains effective interpersonal relationships | 0 | 1 | 2 | 3 | 4 |

B. Domains of School Psychology Training and Practice

Rating

- | | | | | | |
|--|---|---|---|---|---|
| 1. Selects appropriate assessment instruments/procedures validated for problem area under consideration | 0 | 1 | 2 | 3 | 4 |
| 2. Systematically collects, analyses and interprets assessment data in a meaningful and thorough fashion | 0 | 1 | 2 | 3 | 4 |
| 3. Links assessment results with intervention | 0 | 1 | 2 | 3 | 4 |
| 4. Evaluates the effectiveness of intervention in terms of measurable positive impact on students, parents or families | 0 | 1 | 2 | 3 | 4 |
| 5. Works collaboratively with teachers and other school personnel | 0 | 1 | 2 | 3 | 4 |

6. Conducts effective parent consultation and serves effectively as a liaison for school and parents	0	1	2	3	4
7. Demonstrates knowledge of human learning processes techniques to assess these processes, and instructional strategies to promote learning	0	1	2	3	4
8. Demonstrates skill in developing instructional interventions for students with diverse strengths and needs	0	1	2	3	4
9. Demonstrates knowledge of human development and techniques to assess these processes	0	1	2	3	4
10. Develops consultation, counseling, and behavioral strategies that enhance life and social skills	0	1	2	3	4
11. Develops academic and social/behavioral interventions that reflect understanding of learning differences, developmental differences, and social/cultural differences	0	1	2	3	4
12. Attends to biological, social, economic and cultural factors that can bias decision-making and instruction	0	1	2	3	4
13. Demonstrates knowledge of standards and procedures related to general education and special education	0	1	2	3	4
14. Assists schools in developing procedures and practices that promote learning, prevent problems, and create safe schools	0	1	2	3	4
15. Demonstrates skill in developing and implementing crisis prevention and intervention services	0	1	2	3	4
16. Assists school programs that promote mental health and physical well-being of students	0	1	2	3	4
17. Demonstrates knowledge of family systems	0	1	2	3	4
18. Works collaboratively with families to support student academic and behavioral success	0	1	2	3	4
19. Demonstrates knowledge of community services that support comprehensive services to children and their families	0	1	2	3	4

20. Demonstrates knowledge of psychometric standards and applies it in selecting and using assessment instruments	0	1	2	3	4
21. Applies knowledge in research and statistics when evaluating interventions and programs	0	1	2	3	4
22. Employs a problem-solving model which emphasizes critical thinking in delivering school psychological services	0	1	2	3	4
23. Delivers services consistent with NASP standards and state-mandated regulations	0	1	2	3	4
24. Recognizes own limitations/biases and practices within area of professional competence	0	1	2	3	4
25. Accesses and utilizes information resources and technology to enhance service delivery	0	1	2	3	4

C. Professional Responsibilities

Rating

1. Observes scheduled hours and appointments at assigned school(s) in a punctual manner	0	1	2	3	4
2. Meets deadlines in responding to referrals and in submitting written reports	0	1	2	3	4
3. Writes reports in a logical and coherent style that is easily understood by teachers and parents	0	1	2	3	4
4. Maintains confidentiality when handling information and in keeping records	0	1	2	3	4
5. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s)	0	1	2	3	4
6. Consistently follows through when additional action is needed	0	1	2	3	4
7. Delivers psychological services indicative of a reflective practitioner	0	1	2	3	4

Overall Rating of Practicum Student:

0 1 2 3 4

Comments:

Suggested Goals for Internship Year:

Field Supervisor's Signature _____ **Date** _____

Student's Signature _____ **Date** _____

(Note: The student's signature indicates *only* that the evaluation has been discussed with him or her.)

College Supervisor's Signature _____ **Date** _____

APPENDIX G

E-Training Portfolio Assignment and Rubric

I. e-TRAINING PORTFOLIO REQUIREMENTS

The *e-Training Portfolio* must be submitted electronically at the end of the CEP 605 sequence. This purpose of the portfolio is twofold. First, it is for integration and reflection upon your coursework and fieldwork as related to NASP standards and FSEHD’s CF, so that you may generate appropriate internship goals. Second, it is a midprogram assessment point to determine whether you have attained the preinternship knowledge, skills, and disposition necessary to progress to the *Year 3*: internship year. Your *e-Training Portfolio* must include the following with narratives written in APA-format:

A. COVER PAGE
B. PRACTICA SITE DESCRIPTIONS Provide demographic material for each field experience site using the databases provided by the state’s department of education (e.g., <i>Infoworks</i> for Rhode Island schools).
C. SELF-EVALUATION <ol style="list-style-type: none"> 1. An introductory paragraph about the <i>attitudes & perceptions</i> you had about the profession of school psychology before and after <i>Years 1</i> and <i>2</i> of your training. (1 page limit) 2. A narrative summarizing your developing competencies in the following areas: (5 page limit) <ol style="list-style-type: none"> a. Diagnosis & Fact-finding b. Prevention & Intervention c. Applied Psychological Foundations d. Applied Educational Foundations e. Ethical & Legal Issues 3. explicitly linked to (See Appendix A for sample narrative). <ol style="list-style-type: none"> i. NASP’s <i>Domains of School Psychology Training and Practice</i>, ii. NASP’s <i>Professional Work Characteristics</i>, and iii FSEHD’s <i>Conceptual Framework Standards</i>. 4. Based on your self-evaluation, generate at least five measurable goals that you plan to work toward during internship year, as related to NASP and FSEHD standards.
D. FIELD-BASED SUPERVISORS RATING/EVALUATION FORMS (from year long practicum)
E. PRACTICUM LOG OF 400 HOURS
F. ORGANIZING MATRIX You must have an organizing matrix in either your appendix or the body of your narrative that shows all links amongst your 5 chosen artifacts and standards. (See Appendix B for sample matrix.)
G. APPENDIX Attach and label the 5 graded artifacts* referenced in your self-evaluation.

***NOTE:** When submitting artifacts *delete all names* of students and school staff with whom you worked. If you choose to replace real with fictitious names, please indicate this on each paper with fictitious names.

II. e-TRAINING PORTFOLIO ASSESSMENT SYSTEM

Your *e-Training Portfolio* will be assessed with the following rubric that will be used to evaluate your attainment of NASP and FSEHD standards. Your narrative and accompanying artifacts are the evidence used to determine your ratings in each area.

RATING KEY

- 0-** No data, or insufficient information to make a rating at this time.
 - 1-** Competence for practice is considered to be in need of further formal training. Student seems to lack basic professional maturation in this area. Skill development without academics seems doubtful.
 - 2-** Competence for practice is currently developing, but additional close supervision and experience are expected to develop the skill.
 - 3-** Competence is at a satisfactory level for a preinternship, future school psychologist with moderate supervision.
 - 4-** Competence is assessed to be above average and appropriate for a preinternship, future school psychologist, needing only developmentally appropriate supervision.
- High Pass** = 80-88 total points earned, no 0s or 1s on NASP or CF Standards.
Pass = Total score is 66 – 79 points with no more than one rating of 1.
Revise & Resubmit = Narrative or matrix not satisfactory, directions not followed or 0 in one (or more) areas.
Retained = Multiple ratings of 1 or revision/resubmission is substandard.

NASP Standard	Rating Earned				
2.1	0	1	2	3	4
2.2	0	1	2	3	4
2.3	0	1	2	3	4
2.4	0	1	2	3	4
2.5	0	1	2	3	4
2.6	0	1	2	3	4
2.7	0	1	2	3	4
2.8	0	1	2	3	4
2.9	0	1	2	3	4
2.10	0	1	2	3	4
2.11	0	1	2	3	4
NASP PWC	Rating Earned				
#1	0	1	2	3	4
#2	0	1	2	3	4
#3	0	1	2	3	4
#4	0	1	2	3	4
#5	0	1	2	3	4
#6	0	1	2	3	4
FSEHD CF Standards	Rating Earned				
Knowledge	0	1	2	3	4
Diversity	0	1	2	3	4
Pedagogy	0	1	2	3	4
Professionalism	0	1	2	3	4
Internship Goals	0	1	2	3	4

TOTAL SCORE: /88 _____ **High Pass** _____ **Pass** _____ **Revise and Resubmit by** _____

_____ **Retained**

School Psychology Faculty Member **Date**

APPENDIX A
Sample Narrative for Section C.2.b.

II. Prevention and Intervention

During *Year 2* of my program I found myself applying my knowledge about children’s cognitive and social-emotional development (NASP 2.3, 2.4) when, after an extensive review of the literature (NASP 2.9) about effective programs for enhancing children’s impulse control, I collected baseline data (NASP 2.9), implemented the program (NASP 2.7), and collected post-intervention data for a social skills group I carried out with 7 fifth grade girls (See Table 2 for link to NASP and FSEHD Standards) (See Appendix B for Artifact #2). I discovered, also, that a very important component of my work included communication with the girls’ parents and homeroom teacher in order that behavior changes initiated in the group could generalize to the classroom and home settings (NASP 2.2 and 2.8). Important PWCs for success in this endeavor were effective communication and interpersonal skills, but most importantly, attention to ethical issues related to confidentiality of student disclosures during group (PWC 2 – 4). For example, while consultation (NASP 2.2) with parents and teachers was important for generalizing desired behavior changes, the girls also needed to know that I was an adult who could be trusted. I learned that one area I need to work on during internship is the PWC of respect for human diversity, because I found myself feeling frustrated with parents whose beliefs about the value of education were different from my own.

Table 2. Artifact #2 Link to Standards

School Psychology Competency Area	Program Artifact	NASP Standard Met	NASP PWC Met	FSEHD CF Standard Met
II. PREVENTION & INTERVENTION	#2 - Intervention Program Project from CEP 605: <i>5th Grade Girls’ Lunch Group with Parent Consultation</i>	2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9, & 2.11	1 - 5	Diversity Knowledge Pedagogy Professionalism

APPENDIX B

Sample Matrix to Accompany e-E-Training Portfolio

School Psychology Competency Area	Program Artifact	NASP Standard Met	NASP PWC Met	FSEHD CF Standard Met
I. DIAGNOSIS & FACT-FINDING	#1 - Data collection, analysis, and intervention plan development for 3 rd grade student with reading disability from CEP 601 or 605	2.1, 2.2, 2.3, 2.5, & 2.11	1, 2, 3, 4, & 6	Diversity Knowledge Professionalism
II. PREVENTION & INTERVENTION	#2 - Intervention Program Project from CEP 605: <i>3rd Grade Girls' Lunch Group with Parent Consultation Session</i>	2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9, & 2.11	All	Diversity Knowledge Pedagogy Professionalism
III. APPLIED PSYCHOLOGICAL FOUNDATIONS	#3 - Functional Behavior Assessment Project from CEP 551	2.1, 2.4, 2.7, 2.8, & 2.11	All	Diversity Knowledge Pedagogy Professionalism
IV. APPLIED EDUCATIONAL FOUNDATIONS	#4 - IEP Goal Development from SPED 531	2.1, 2.3, 2.8, & 2.11	1, 2, 4, & 6	Diversity Pedagogy Knowledge
V. ETHICAL & LEGAL ISSUES	#5 - Professional Mission Statement from CEP 603	2.6, 2.10, 2.11	2	Knowledge Professionalism

**APPENDIX H
Consortium Contract**

**RHODE ISLAND COLLEGE
SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM**

SCHOOL DISTRICT _____

_____ School District agrees to join with the Counseling, Educational Leadership and School Psychology Department (CEP) of Rhode Island College (RIC) to establish the *Rhode Island College School Psychology Internship Consortium*. We understand that the Consortium is a collaborative effort to select, train and support suitable school psychological interns from RIC's School Psychology Program. The Consortium will establish and enact training procedures according to applicable federal and state legislation and their attendant regulations. The Consortium will draw up an Internship Agreement that articulates the responsibilities of the participating school district, the school psychology program and the intern.

_____ School District pledges to set aside sufficient funds to support the school psychology intern's training for the next three (3) years. In turn, the Consortium will commit to assign at least one intern to each participating school district for the same time period.

School District Administrator Date

Credentialed School Psychologist Date

Chair, Counseling, Educational Leadership & School Psychology Date

School Psychology Program Director Date

7/05

APPENDIX I
Intern Evaluation Form

CEP 629: Field Supervisor’s Evaluation of Intern

Intern: _____

Evaluation Date: _____

Field Supervisor: _____

Directions: The rating of the intern should be based upon actual observation and/or reports from teachers, students, parents, and staff. Circle the number on the scale that best describes the intern’s competence. A description of the scale points is provided below.

RATINGS

- 0** - No data, or insufficient information to make a rating at this time.
- 1** - Competence for practice is considered to be in need of further formal training. Intern seems to lack basic professional maturation in this area. Skill development without academics seems doubtful.
- 2** - Competence for practice is developing, but supervision and experience are expected for further skill attainment. Close supervision is required.
- 3** - Competence is at a satisfactory level for functioning as an interning school psychologist with moderate supervision.
- 4** - Competence is assessed to be above average and appropriate for an entry-level school psychologist needing only appropriate supervision.

A. Person work-related Characteristics	Rating
1. Demonstrates tolerance for others’ values and viewpoints	0 1 2 3 4
2. Interacts comfortably with culturally-diverse students, parents, and staff	0 1 2 3 4
3. Communicates and listens effectively	0 1 2 3 4
4. Relates well with children	0 1 2 3 4
5. Shows concern, respect, and sensitivity for the needs of students, parents, and staff	0 1 2 3 4

6. Manifests good judgment and common sense	0	1	2	3	4
7. Exhibits ethical behavior when providing services to students, parents, and staff	0	1	2	3	4
8. Accepts constructive criticism	0	1	2	3	4
9. Meets difficult situations with self-control	0	1	2	3	4
10. Displays initiative and resourcefulness	0	1	2	3	4
11. Is dependable	0	1	2	3	4
12. Self-evaluates performance regularly	0	1	2	3	4
13. Demonstrates respect for culturally-diverse students, parents, and staff	0	1	2	3	4
14. Is able to adapt to change appropriately	0	1	2	3	4
15. Develops and maintains effective interpersonal relationships	0	1	2	3	4

B. Domains of School Psychology Training and Practice

Rating

1. Selects appropriate assessment instruments/procedures validated for problem area under consideration	0	1	2	3	4
2. Systematically collects, analyses and interprets assessment data in a meaningful and thorough fashion	0	1	2	3	4
3. Links assessment results with intervention	0	1	2	3	4
4. Evaluates the effectiveness of intervention in terms of measurable positive impact on students, parents or families					
5. Works collaboratively with teachers and other school personnel	0	1	2	3	4
6. Conducts effective parent consultation and serves effectively as a liaison for school and parents	0	1	2	3	4

7. Demonstrates knowledge of human learning processes techniques to assess these processes, and instructional strategies to promote learning	0	1	2	3	4
8. Demonstrates skill in developing instructional interventions for students with diverse strengths and needs	0	1	2	3	4
9. Demonstrates knowledge of human development and techniques to assess these processes	0	1	2	3	4
10. Develops consultation, counseling, and behavioral strategies that enhance life and social skills	0	1	2	3	4
11. Develops academic and social/behavioral interventions that reflect understanding of learning differences, developmental differences, and social/cultural differences	0	1	2	3	4
12. Attends to biological, social, economic and cultural factors that can bias decision-making and instruction	0	1	2	3	4
13. Demonstrates knowledge of standards and procedures related to general education and special education	0	1	2	3	4
14. Assists schools in developing procedures and practices that promote learning, prevent problems, and create safe schools	0	1	2	3	4
15. Demonstrates skill in developing and implementing crisis prevention and intervention services	0	1	2	3	4
16. Assists school programs that promote mental health and physical well-being of students	0	1	2	3	4
17. Demonstrates knowledge of family systems	0	1	2	3	4
18. Works collaboratively with families to support student academic and behavioral success	0	1	2	3	4
19. Demonstrates knowledge of community services that support comprehensive services to children and their families	0	1	2	3	4
20. Demonstrates knowledge of psychometric standards and applies it in selecting and using assessment instruments	0	1	2	3	4

- | | | | | | |
|--|---|---|---|---|---|
| 21. Applies knowledge in research and statistics when evaluating interventions and programs | 0 | 1 | 2 | 3 | 4 |
| 22. Employs a problem-solving model which emphasizes critical thinking in delivering school psychological services | 0 | 1 | 2 | 3 | 4 |
| 23. Delivers services consistent with NASP standards and state-mandated regulations | 0 | 1 | 2 | 3 | 4 |
| 24. Recognizes own limitations/biases and practices within area of professional competence | 0 | 1 | 2 | 3 | 4 |
| 25. Accesses and utilizes information resources and technology to enhance service delivery | 0 | 1 | 2 | 3 | 4 |

C. Professional Responsibilities

Rating

- | | | | | | |
|--|---|---|---|---|---|
| 1. Observes scheduled hours and appointments at assigned school(s) in a punctual manner | 0 | 1 | 2 | 3 | 4 |
| 2. Meets deadlines in responding to referrals and in submitting written reports | 0 | 1 | 2 | 3 | 4 |
| 3. Writes reports in a logical and coherent style that is easily understood by teachers and parents | 0 | 1 | 2 | 3 | 4 |
| 4. Maintains confidentiality when handling information and in keeping records | 0 | 1 | 2 | 3 | 4 |
| 5. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s) | 0 | 1 | 2 | 3 | 4 |
| 6. Consistently follows through when additional action is needed | 0 | 1 | 2 | 3 | 4 |

7. Delivers psychological services indicative of a reflective practitioner 0 1 2 3 4

Overall Rating of Intern				
0	1	2	3	4

Comments:

Field supervisor's signature _____ **Date** _____

Intern's signature _____ **Date** _____

(Note: The intern's signature indicates *only* that the evaluation has been discussed with intern.)

RIC-based supervisor's signature _____ **Date** _____

APPENDIX J
Performance Portfolio Requirements & Rubric

I. e-PERFORMANCE PORTFOLIO REQUIREMENTS

The *e-Performance Portfolio* must be submitted electronically to your CEP 629 instructor. This purpose of the portfolio is twofold. First, it is for integration and reflection upon your internship as related to NASP standards and FSEHD’s CF. Second, it is an end-program assessment point to determine whether you have attained the knowledge, skills, and disposition necessary to receive your C.A.G. S. in school psychology. Your *e-Performance Portfolio* must include the following, with all narratives written in APA-format.

A.	COVER PAGE
B.	CURRICULUM VITAE
C.	ETS PRAXIS II TEST #10400 SCORE SHEET
D.	INTERNSHIP LOG OF HOURS
E.	<p>SELF-EVALUATION</p> <ol style="list-style-type: none"> 1. An introductory paragraph about the <i>attitudes & perceptions</i> you had about the profession of school psychology before and after <i>internship year</i>. (1 page limit) 2. A narrative summarizing your competencies in the following areas: (5 page limit) <ol style="list-style-type: none"> a. Diagnosis & Fact-finding b. Prevention & Intervention c. Applied Psychological Foundations d. Applied Educational Foundations e. Ethical & Legal Issues <p>and explicitly linked to (See Appendix A for sample narrative).</p> <ol style="list-style-type: none"> i. NASP’s <i>Domains of School Psychology Training and Practice</i>, ii. NASP’s <i>Professional Work Characteristics</i>, and iii. FSEHD’s <i>Conceptual Framework Standards</i>. 3. Based on your self-evaluation, generate three goals for future professional development (1 page limit)
E.	<p>ORGANIZING MATRIX</p> <p>You must have an organizing matrix in either an appendix or the body of your narrative that shows all links amongst your artifacts and standards. (See Appendix B for sample matrix.)</p>
F.	<p>APPENDIX</p> <p>Attach and label the 5 artifacts* referenced in your self-evaluation.</p>

***NOTE:** When submitting artifacts *delete all names* of students and school staff with whom you worked. If you choose to replace real with fictitious names, please indicate this on each paper with fictitious names.

II. e-PERFORMANCE PORTFOLIO ASSESSMENT SYSTEM

Your *e-Performance Portfolio* will be assessed using the following rubric to evaluate your attainment of NASP and FSEHD standards. Your narrative and accompanying artifacts are the evidence used to determine your ratings in each area.

RATING KEY

- 0 - No data, or insufficient information to make a rating at this time.
 - 1 - Portfolio evidence suggests student in need of further formal training.. Student seems to lack basic professional maturation in this area.
 - 2 - Portfolio evidence is considered below average for an entry-level school psychologist.
 - 3 - Portfolio evidence is at a satisfactory level for an entry-level school psychologist.
 - 4 - Portfolio evidence is assessed to be above average for an entry-level school psychologist.
-
- High Pass** = 0-88 total points earned, no 0s or 1s on NASP or CF Standards.
 - Pass** = Total score is 66 – 79 points with no more than one rating of 1.
 - Revise & Resubmit** = Narrative or matrix not satisfactory, directions not followed or 0 in one (or more) areas.
 - Retained** = Multiple ratings of 1 or revision/resubmission is substandard.

NASP Standard	Rating Earned				
2.1	0	1	2	3	4
2.2	0	1	2	3	4
2.3	0	1	2	3	4
2.4	0	1	2	3	4
2.5	0	1	2	3	4
2.6	0	1	2	3	4
2.7	0	1	2	3	4
2.8	0	1	2	3	4
2.9	0	1	2	3	4
2.10	0	1	2	3	4
2.11	0	1	2	3	4
NASP PWC	Rating Earned				
#1	0	1	2	3	4
#2	0	1	2	3	4
#3	0	1	2	3	4
#4	0	1	2	3	4
#5	0	1	2	3	4
#6	0	1	2	3	4
FSEHD CF Standards	Rating Earned				
Knowledge	0	1	2	3	4
Diversity	0	1	2	3	4
Pedagogy	0	1	2	3	4
Professionalism	0	1	2	3	4
Prof. Dev. Goals	0	1	2	3	4

TOTAL SCORE: /88 ___ **High Pass** ___ **Pass** ___ **Revise and Resubmit by** _____

_____ **Retained**

School Psychology Faculty Member Date

APPENDIX A
Sample Narrative for Section C.2.b.

II. Prevention and Intervention

During internship I applied my knowledge about children’s cognitive and social-emotional development (NASP 2.3, 2.4) and my developing intervention skills when, after an extensive review of the literature (NASP 2.9) about effective programs for enhancing children’s impulse control, I collected baseline data (NASP 2.9), implemented the program (NASP 2.7), and collected post-intervention data for a social skills group I carried out with 7 fifth grade girls (See Table 2 for link to NASP and FSEHD Standards) (See Appendix B for Artifact #2). I also discovered that a very important component of my work included communication with the girls’ parents and homeroom teacher in order that behavior changes initiated in the group could generalize to the classroom and home settings (NASP 2.2 and 2.8). Important PWCs for success in this endeavor were effective communication and interpersonal skills, but most importantly, attention to ethical issues related to confidentiality of student disclosures during group (PWC 2 – 4). For example, while consultation (NASP 2.2) with parents and teachers was important for generalizing desired behavior changes, the girls also needed to know that I was an adult who could be trusted. I learned that one area I must tend to after internship is the PWC of respect for human diversity (PWC #1), because I found myself feeling frustrated with parents whose beliefs about the value of education were different from my own.

Table 2. Artifact #2 Linked to Standards

School Psychology Competency Area	Program Artifact	NASP Standard Met	NASP PWC Met	FSEHD CF Standard Met
II. PREVENTION & INTERVENTION	#2 - Intervention Program: 5th Grade Girls’ Lunch Group with Parent Consultation	2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9, & 2.11	1 - 5	Diversity Knowledge Pedagogy Professionalism

APPENDIX B
Sample Matrix to Accompany e-Performance Portfolio

School Psychology Competency Area	Program Artifact	NASP Standard Met	NASP PWC Met	FSEHD CF Standard Met
I. DIAGNOSIS & FACT-FINDING	#1 - Yearlong services provided to 5 th grade boy, beginning with psychological assessment & recommendations followed by IEP goal development, and teacher/parent consultation throughout the year.	2.1, 2.2, 2.3, 2.4 2.5, 2.7, 2.8, 2.9, & 2.11	All	Diversity Knowledge Professionalism
II. PREVENTION & INTERVENTION	#2 - Intervention Program Project from CEP 605: <i>3rd Grade Girls' Lunch Group with Parent Consultation Session</i>	2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9, & 2.11	All	Diversity Knowledge Pedagogy Professionalism
III. APPLIED PSYCHOLOGICAL FOUNDATIONS	#3 - Functional Behavior Assessment	2.1, 2.4, 2.7, 2.8, & 2.11	All	Diversity Knowledge Pedagogy Professionalism
IV. APPLIED EDUCATIONAL FOUNDATIONS	#4 - IEP Goals	2.1, 2.3, 2.8, & 2.11	1, 2, 4, & 6	Diversity Pedagogy Knowledge
V. ETHICAL & LEGAL ISSUES	#5 - Teacher consultation case notes and reflection	2.6, 2.10, 2.11	2	Knowledge Professionalism

APPENDIX K
Consortium Site Evaluation

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN
DEVELOPMENT

School Psychology Consortium
Site Evaluation

District _____

Now that you have completed your internship year, we want you to tell us about the strengths and weaknesses of your site. This will help us evaluate the quality of consortium sites and provide valuable feedback for program development.

Using the rating scale below, rate each statement according to your experience. When rating the items, consider the effectiveness of the entire site (i.e., experiences in all schools, and with all site supervisors).

Results are confidential and will be used to assess program effectiveness. Please complete it and return it in the enclosed addressed and stamped envelope or by email.

A	B	C	D
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

A. At my school sites, I was provided the necessary and sufficient experiences to consolidate my knowledge and skills in the following domains of school psychological practice:

____ 1. data-based decision-making and accountability.

____ 2. collaboration and consultation.

____ 3. cognitive and academic skill enhancement through

effective instruction.

- ____4. development of adaptive and social skills.
- ____5. awareness, understanding, and sensitivity toward student diversity in development and learning.
- ____6. understanding school climate, school functioning, and policy development.
- ____7. prevention, crisis intervention, and mental health promotion.
- ____8. home, school, and community collaboration.
- ____9. research and program evaluation.
- ____10. ethical, professional, and legal standards.
- ____11. information technology relevant to school psychology.

A	B	C	D
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

B. Collectively, my field supervisors modeled skill in:

- ____1. appropriate selection of assessment instruments validated for problem area under consideration.
- ____2. systematic collection, analysis and interpretation of data.
- ____3. linking assessment results with interventions.
- ____4. evaluating intervention effectiveness in terms of positive, measurable impact on students, parents or families.

- ____5. working collaboratively with teachers and other school staff.
- ____6. conducting effective parent consultation and serving effectively as a liaison between the school and parents.
- ____7. knowledge of and techniques to evaluate human learning processes.
- ____8. developing instructional interventions for diverse students needs.
- ____9. consultation, counseling, and behavioral strategies that enhance social skills.
- ____10. development of academic and social/behavioral Interventions that reflect understanding of learner, developmental, and social/cultural differences.
- ____11. awareness of biological, social, economic and cultural Factors that can bias decision-making and instruction.
- ____12. standards and procedures related to general education and special education.
- ____13. assisting schools with development of procedures and practices that promote learning, prevent problems, and create a safe school climate.
- ____14. effective development and implementation of crisis

prevention and intervention services.

- ___15. school programs that promote mental health and physical well-being of students.
- ___16. family systems issues.
- ___17. working collaboratively with families to support student academic and behavioral success.
- ___18. community services that complement school-based services for children and their families.
- ___19. psychometric test standards and applies them when selecting assessment instruments.
- ___20. application of research and statistical findings when evaluating interventions and programs.
- ___21. use of a problem-solving model that emphasizes critical thinking in delivery of school psychological services.
- ___22. delivering services consistent with NASP standards and state-mandated regulations.
- ___23. recognizing own limitations and biases.
- ___24. practicing only within area of professional competence.
- ___25. utilizing information resources and technology to

enhance service delivery.

____26. maintaining current through involvement with continuing education experiences.

A B C D
STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

C. My field supervisors

____1 were available to me for supervision weekly (minimum).

____2. demonstrated good NASP professional work characteristics.

These include (rank each one):

____a.	respect for diversity	____d.	adaptability
____b.	effective communication	____e.	initiative
____c.	effective interpersonal relationships	____f.	ethical responsibility

____3. gave me feedback about my professional work characteristics.

D. Site administrators
(e.g., directors of special education, superintendents, principals)

____1. were supportive of my supervisors' work with me.

____2. appeared to value my involvement in their schools.

____3.
students.

provided appropriate space for me to work with

____4.

provided necessary resources for addressing student
needs.

E. Closing Reflections

1. Please feel free to qualify or elaborate any of your ratings here.

2. Would you recommend this site to a friend? **YES** **NO**
Please elaborate.

*Thank you VERY MUCH for your time. It is appreciated and will be used to help
enhance our program.*

APPENDIX L
Alumni Survey

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

SCHOOL PSYCHOLOGY PROGRAM ALUMNI SURVEY

Please assist us in evaluating and in improving the quality of the school psychology program at Rhode Island College. Now that you have had a year of professional experience, we are interested in how well your training at RIC has served you. The following survey addresses the domains of practice and leadership emphasized in the training standards of the National Association of School Psychologists.

Please indicate your current employment status by checking A, B, or C:

_____ *A. School Psychologist (full time)

_____ *B. School Psychologist (part time)

**If employed as a School Psychologist, please indicate your primary assignment:*

____Preschool____Elementary____Middle____Junior High____High School____College

_____ C. Other position (*specify* _____)

On the blank line, please place the number indicating your reaction to every item according to how much you agree or disagree with each statement. In rating the items, consider the effectiveness of the entire training program (course work, practica, and internship) in addressing the following issues and in developing competencies.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE
A B C D

____The program ensured that candidates acquire knowledge and skills in data-based decision-making and accountability.

- ___The program ensured that candidates acquire knowledge and skills in collaboration and consultation
- ___The program ensured that candidates acquire knowledge and skills about the development of children’s cognitive and academic skills through effective instruction.
- ___The program ensured that candidates acquire knowledge and skills about the development of adaptive and social skills.
- ___The program emphasized awareness, understanding, and sensitivity toward student diversity in development and learning.
- ___The program emphasized knowledge and understanding of how schools function, developing policy, and fostering safe and effective learning climate.
- ___The program ensured that candidates acquire knowledge and skills in prevention, crisis intervention, and mental health promotion.
- ___The program emphasized the importance of home, school, and community collaboration.
- ___The program ensured that candidates acquire knowledge and skills in research and program evaluation.
- ___The program emphasized knowledge and understanding of ethical, professional, and legal standards.
- ___The program ensured that candidates acquire knowledge and skills of information technology relevant to their work.
- ___I am able to assess children's problems, needs, and strengths from the perspectives of the individual, family, and school contexts.
- ___I am able to measure the effects of intervention strategies designed to solve children's problems.
- ___I have developed communication and team work skills to consult and collaborate with families.
- ___I have developed communication and team work skills to consult and collaborate with other educational and human service professionals in the service of children.
- ___I am able to explain assessment results and convey other information to families and school personnel as part of a multidisciplinary team.
- ___I am able to define achievable cognitive and academic goals for students.
- ___I am able to design measurable cognitive/academic instructional interventions.
- ___I am able to evaluate outcomes of cognitive/academic problem-solving interventions.
- ___I am able to define achievable behavioral, affective, or adaptive goals for students.

- ___ I am able to design measurable behavioral, affective, or adaptive intervention strategies.
- ___ I am able to evaluate outcomes of behavioral, affective, or adaptive interventions.
- ___ I am knowledgeable about typical development and developmental psychopathology of children, preschool through high school.
- ___ I am knowledgeable about developmental and learning needs of children within the school context.
- ___ I am able to design, implement, and evaluate prevention and intervention programs for students with a wide range of needs and disorders.
- ___ I am knowledgeable about public school organization and operation.
- ___ I am knowledgeable about federal legislation and state regulations governing education of individuals with disabilities.
- ___ I am aware and sensitive to the needs of individuals and groups from backgrounds different from my own background.
- ___ I have the skills needed to work with individuals and families from diverse backgrounds.
- ___ I am knowledgeable about family influences on a child's social, emotional, and educational development.
- ___ I have skills in forming collaborative partnerships between parents, educators, and the community to provide support/services to students.
- ___ I am able to use community resources effectively.
- ___ I have developed research and evaluation skills to necessary to critically use research findings in my practice.
- ___ I have developed research and evaluation skills to be able to evaluate programs competently.
- ___ I am familiar with the various roles and functions of school psychologists.
- ___ I am knowledgeable about the domains of school psychology training and practice.
- ___ I understand the ethical considerations and legal aspects of school psychology practice.
- ___ I am able to use emergent technology to improve the efficiency of my practice.
- ___ I am able to design my own professional development plan.

Please feel free to qualify or elaborate any of your ratings in the space below.

Would you recommend this program to a friend? Why or why not?