



**Specialist Level Program in School Psychology
Student Handbook**

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*College of Health and Human Services
School of Intervention and Wellness
2801 W. Bancroft Street
Mail Stop #119
Toledo, Ohio 43606-3390
Telephone: 419-530-2718
Fax: 419-530-7879*

Approved by
The National Association of School Psychologists (NASP)
The State of Ohio Department of Education

Accredited by
The National Council for the Accreditation of Teacher Education (NCATE)

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Program Description

The Specialist-level Program in School Psychology resides in the School of Intervention and Wellness in the College Health and Human Service. The Education Specialist Degree (Ed.S.) consists of three years of full-time study, which includes approximately 79 graduate semester hours of coursework, a two-semester practica experience during the second year, and a 9-month, full-time (minimum 1200 hours) supervised internship in a school setting completed during the third year. After completing the M.A. requirements (minimum of 32 hours of coursework and 100 Prepractica hours), students earn the Master's of Arts (M.A.) degree. The program received Full Approval by the National Association of School Psychologists in 2007.

Program Philosophy and Objectives

The School Psychology Program is committed to training and preparing professionals who have expertise in education and psychology, who function as both mental health specialist and instructional specialist, and who provide data-driven, evidence-based, and culturally-responsive services to children and their families. This is accomplished using a scientist-practitioner model with an ecological orientation emphasizing prevention and early intervention through a collaborative problem solving approach that is guided by data-based decision making. After successfully completing the program, students will be expected to:

Objective 1: Demonstrate respect for human diversity and individual differences in their practice as school psychologists and strive to deliver services that represent culturally responsive practices.

Objective 2: Deliver a full range of school psychological services from indirect to direct evidence-based interventions, to standardized and curriculum based assessment, to evaluation of system-level programs and services.

Objective 3: Function using a scientist-practitioner ecological problem-solving model that is guided by data-based decision making.

Objective 4: Adhere to legal and ethical guidelines in their professional practice.

Program Foundational Skills and Knowledge

The Program is designed to prepare school psychologists who have a strong and broad-based knowledge of psychology and education and are prepared to apply that knowledge to school settings functioning as both mental health and instructional specialist. The knowledge base is outlined in the document *School Psychology: A Blueprint for Training and Practice III* (2006) as well as the *Standards for Graduate Preparation of School Psychologists (2010)*. The 10 domains are recognized nationally as domains for training and practice and are the foundation of the knowledge and skills used to evaluate student progress and graduate entry-level competence/attainment of candidate proficiencies upon completion of The

University of Toledo School Psychology Specialist-level Program. The 10 domains are summarized below:

Domain 2.1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Domain 2.2: Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Domain 2.3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills

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

Domain 2.5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Domain 2.6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Domain 2.7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Domain 2.8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies

Domain 2.9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understand research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, and use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group and/or systems levels.

Domain 2.10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical legal and professional standards; and other factors related to professional identify and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice communication skills, effective interpersonal skills, responsibility adaptability, initiative, dependability and technology skills.

The Graduate Program at the University Level

The Specialist-level Program in School Psychology *Program Handbook* is designed to be used in conjunction with The University of Toledo *2016-2017 University Catalog* and the *College of Graduate Studies Student Handbook (2015-2016)*. The *Program Handbook* is not intended to be used in place of these documents. These official documents are revised periodically. It is the student's responsibility to obtain the latest editions of these documents. Several important policies and practices are reproduced below. Copies of both are available online at <http://www.utoledo.edu/graduate/currentstudents/references/>

Academic Standards. In order for a student to remain in good academic standing he/she must maintain a minimum GPA of 3.0 on the 12-point system. It is important to remember that a "B-" grade falls below that minimum requirement. Students whose grade point average falls below 3.0 are subject to dismissal from the College of Graduate Studies.

Incomplete Grade Policy. The grade of "IN" is assigned only in extraordinary cases when unexpected conditions prevent the student from completing the requirements of the course within the term of enrollment. The student must complete the required work before the end of the following semester in which the grade is received (excluding summers); otherwise the Office of the Registrar will convert the grade to an F.

Transfer Credit. Graduate work completed in residence at other academically accredited institutions may be offered in partial fulfillment of the requirements, other than residence, for graduate degrees at The University of Toledo when the work is of acceptable quality and appropriate to the student's program *and not part of an outside degree*. Application for transfer of credit must be made to the student's adviser. The school/college will communicate its recommendation to the dean of the College of Graduate Studies. The student may obtain advance approval from the adviser to take work elsewhere while enrolled at The University of Toledo. All graduate credits requested for transfer must carry a grade of A, A-, B+ or B. Credit for an S grade may be transferred for grade only if the grading institution verifies that the S translates into a grade of B or higher. Application for transfer of credit must be completed as soon as the credits have been earned. Except in unusual situations, no more than one-third of the hours required for a degree will be accepted as transfer credit. Transfer credit must have been earned within the period of six years allowed for completion of the degree. A student may substitute an acceptable alternative for a required course in the case where a substantially similar course was completed as part of a previous degree. Such a substitution requires the approval of the program adviser, college dean and College of Graduate Studies and must not decrease the number of course hours required by The University of Toledo. A student who has obtained one master's degree at The University of Toledo and elects to take a second master's degree at The University of Toledo may use up to 12 semester hours from the first master's degree if the course work is appropriate for the student's program. These transfer credit rules also apply to the Education Specialist degree.

Application for Degree. A list of requirements that must be completed in order to apply for MA graduation and EdS graduation are available on the College of Graduate Studies website at <http://utoledo.edu/graduate/currentstudents/index.html>. Students may check with their advisor or the College of Graduate Studies for more information. Students must also complete an exit survey that will be emailed to you by the College of Graduate Studies. Failure to complete the survey may delay the award of the degree and may delay progress through the program.

Time Limitations for Degrees. The credit for the Master's degree must have been earned within the period of six years. In the Education Specialist program, a maximum study period of six years is allowed prior to the time the degree is awarded. In the event the above requirements constitute a hardship on an individual student, a written petition may be presented to the College of Graduate Studies for consideration.

The Specialist Level Program in School Psychology

As noted previously, the specialist level program consists of three years of full-time study, which includes approximately 79 graduate semester hours, a prepractica during the first year (minimum of 100 hours), a two-semester practica during the second year (minimum of 250 hours), and a 9-month, full-time, supervised internship in a school setting completed during the third year (minimum of 1200 hours). Students receive an M.A. degree at the end of year 1 of the program and after completion of all degree and first year program requirements, and the Ed.S. degree at the end of year 3 of the program and after all degree and year two and three program requirements have been completed.

Admission to the M.A. degree. When students apply to the School Psychology Program they are initially admitted to the Master's degree program and are assigned an academic advisor. Students are required to complete a minimum of 32 hours of coursework. The coursework during the M.A. program is primarily designed to provide students with knowledge. The required coursework for the Master's program is listed below:

Master's Degree Core Course Requirements

HSHS 6000 Statistics and Research for the Helping Professions (3) or Alternative of (6) hours to be include RESM 5110 Quantitative Methods I (3) *or* RESM 6120 Quantitative Methods II (3) **AND** RESM 5310 Educational Research (3) *or* RESM 6320 Research Design (3)

Master's Degree School Psychology Course Requirements

SPSY 5030 Role & Function of the School Psychologist (3)
 SPSY 5060 Prepractica in school psychology (Note: 2 hours in the fall and 2 hours in the spring)
 EDP 5330 Behavior Management (3)
 SPSY 5170 Consultation I Theory and Practice (3)
 SPSY 7180 Consultation II: School and Home (3)
 SPSY 5300 Psychoeducational Assessment & Interventions I (4)

SPSY 5310 Psychoeducational Assessment & Interventions II (4)
 SPSY 5040 Legal & Ethical Issues for School Psychologists & Counselors (4)

Other Course Requirements (must take a minimum of one (1) for the Master's degree)

EDP-5240/7240, Applied Child and Adolescent Development (3)
 COUN 5/7140 Counseling Theories & Techniques (4)
 SPSY 6/7260 Developmental Child Psychopathology (3)
 COUN 5/7160 Cultural Diversity for the Counselors & the School Psychologist (3)

When a student begins the program, they are required to print and review the Program checklist of important activities to complete that is provided in **Section A**. This form will ensure that the student completes all necessary tasks/activities required to move through the program and graduate on time!

During the first semester, students will complete their MA plan of study. The required sequence for completing the SPSY courses can be found in **Section B** and the recommended sequence for all courses may be found in **Section C**. The worksheet used to complete the plan of study can be found in **Section D**.

Requirements for completion of the M.A. degree. Because students must be enrolled in a degree program in order to be able to register for year 2 fall semester classes, students must apply for admission for the Ed.S. degree before they officially graduate with their Master's degree. Students are advised to apply for admission for the Ed.S. degree in early spring (i.e., months before the June deadline for applying for graduation with the M.A. degree). Student receive their M.A. degree in August of year 1 and to be eligible students must have completed all required M.A. coursework, earning a B or better in all SPSY courses, and all 100 prepractica hours.

Admission to the Ed.S degree. Students begin their Education Specialist coursework and field experience in the fall of year 2. Students apply for admission for the Ed.S. degree in the spring of year 1. To apply students complete an application only. Because students are continuing in the specialist program, it is not necessary to submit new letters of recommendation or a statement of purpose. On the application, students indicate that all materials are on file and that the application should be forwarded or a decision per the request of the school.

The coursework and practica experiences completed as part of the Ed.S. degree are designed to provide students with the knowledge and skills needed to enter the internship experience, and the internship experience is designed to provide students with the culminating experience needed for entry level competence as a school psychologist. The required coursework for the Education Specialist degree is listed below:

Education Specialist School Psychology Course Requirements

SPSY 7320 Psychoeducational Assessment & Interventions III (4)
 SPSY 7330 Practica in School Psychology (8) (Note 4 in fall, 4 in spring)

SPSY 7190 Consultation III: School & Community (4)
 SPSY 7940 Internship in School Psychology (16) (Note: 6 in fall, 6 in spring, 4 in summer)

Other Course Requirements (note: Students are required to take any courses listed below not completed for the M.A. degree)

EDP-5240/7240, Applied Child and Adolescent Development (3)
 COUN 5/7140 Counseling Theories & Techniques (4)
 SPSY 6/7260 Developmental Child Psychopathology (3)
 COUN 5/7160 Cultural Diversity for the Counselors & the School Psychologist (3)

Upon successful completion of the Ed.S coursework (with the exception of intern seminar), practica experience, and Formative 2 Portfolio, students are admitted into the internship experience. The requirements for internship are outlined in the *UT Internship Manual* and *The Ohio Internship in School Psychology Manual* (2015), and these manuals are given to the students upon entrance to the program and also can be found on the program website.

Requirements for the completion of the Ed.S. degree. Students complete their final coursework during the summer 1 session of year 3 and graduate/receive their Ed.S degree at the end of the summer semester (i.e., August) provided they have successfully completed all requirements as noted in the checkout list that can be found in the *UT Internship Manual*. Only upon successful completion of the internship experience as evaluated by the Intern Competency Evaluation, the Praxis II Test in School Psychology (score of 161 or better), and the Summative portfolio, are students recommended for Ohio licensure as a School Psychologist. Because the UT program is NASP approved, graduates obtaining a score of 147 or better on the Praxis II Test are automatically eligible to apply to be a Nationally Certified School Psychologist (NCSP).

Program Expectations for Professional Behavior

In order to successfully complete graduate work in the School Psychology Program at The University of Toledo all students must meet specific program and professional expectations. Although legal issues, ethical guidelines, and standards of practice as set forth by the National Association of School Psychologists (copy of ethical guidelines available at <http://www.nasponline.org/standards/2010standards.aspx>) and the American Psychological Association (copy of ethical guidelines available at <http://www.apa.org/ethics/code/index.aspx>) are covered in select coursework, students are required to be familiar with these procedures whenever providing psychological services of any kind. Students who do not meet these requirements can be formally dismissed from the program. Students are evaluated on these expectations each year as part of the Bi-Annual Student Evaluation and Portfolio meeting and more frequently if necessary (i.e., student has an individual remediation plan) and as part of their field experience evaluations. The material included in this section is written to ensure that all students are informed of the program expectations and policies at the onset and also to inform students of their due process rights.

Course Expectations, Program Handbook and Field Experience Manuals. Students are expected to read the program handbook and ask questions as needed. Students are expected to review their course syllabi and refer to them when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the *Program Handbook, Prepractica Manual, Practica Manual, Internship Manual, and The University of Toledo College of Graduate Studies Handbook and University Catalog (2016-2017)*.

Field Experience Service Delivery. Though students are in supervised training during their field experiences the children, families, and teachers they work with expect high quality services. If a student's performance at any point in the program does not progress adequately or is severely lacking, he/she may be asked to retake coursework, leave a field experience, and/or leave the program. The school psychology faculty must ensure that clients do not experience any harm while working with students in the program. Additionally, faculty also act as gatekeepers for the field of school psychology and in this role, must guarantee the protection of those individuals receiving services from graduates of the program. Students are always responsible for obtaining the necessary supervision when providing psychological services. Students must be intimately familiar with ethical guidelines and standards of practice, and are responsible for asking questions when unsure about these principles.

Professional Judgment. If at any time a student is unsure about how to respond professionally in a given situation, it is the student's responsibility to obtain the appropriate supervision from his/her advisor, instructor for the course, or field experience supervisor. The student is ultimately responsible for seeking supervision in order to maintain all professional codes of ethics and standards of practice. Additionally, students should understand that professional behavior while in the program includes not only performance in practica and internship, but also performance (behavioral and academic) in coursework and at other times while representing the school psychology program.

Culturally responsive practices. While working children, their families, school staff, faculty and cohort members, students are expected to be providing culturally responsive practices. Students are expected to demonstrate respect for others regardless of racial, cultural, ethnic, experiential, linguistic, gender, sexual orientation, age, or socio-economic backgrounds. Students must consider diversity issues when conceptualizing cases, assessing children or providing interventions to children. Also, all of the student's interactions with others (i.e., other students, other professionals at practica or internship sites, and children and their families) should be respectful and sensitive to issues of diversity and include the use non-sexist and non-racist language.

Confidentiality. One of the most important aspects of professionalism in human services is maintaining confidentiality. Different confidentiality issues will need to be observed during the student's work in the schools and community agencies. The site supervisor will inform the student of policies relevant to the work he/she will be doing. The student may not discuss any aspect of his/her cases with individuals who are not at the field site unless given

permission to do so. The site supervisor will inform the student as to the appropriate procedures for handling case materials away from the site, and the student is responsible for understanding and following these procedures.

Working with Peers, Trainers, and Other Professionals. One aspect of professional training involves developing appropriate skills in working with fellow students and with other professionals. The student's interactions with others should be completely respectful and professional. Students are expected to demonstrate respect and courtesy toward faculty, supervisors, peers, and other professionals. Students should become knowledgeable regarding the roles played by other professionals and respect their job responsibilities and authority. If the student feels that another individual is violating professional ethics or acting in inappropriate ways, it should be addressed with the site supervisor or any faculty member before sharing this information elsewhere.

Oral Communication Skills. As future school psychologists, students must possess good oral communication skills. Students must be able to present information in meeting, during teacher consultations, and professional presentations.

Written Communication Skills. It is important that school psychologists be able to express themselves clearly and concisely in writing. The "common language" used by psychologists to share information is found in the *Publication Manual of the American Psychological Association (6th Edition)*. Accordingly, students must demonstrate competence in the use of APA writing style. Students' writing skills are assessed in all classes.

Organizational Skills. Being organized and managing one's time is a life skill and as well as a job skill. Students must be able to locate information for assessment and intervention in a timely manner. As a school psychologist, failure to meet a deadline means failure to comply with state and federal laws in some cases.

Research skills. School psychologists must be able to read, understand, report, and apply research in a meaningful manner. Students will be required to write several research papers demonstrating their skills in the area of research and well as completing single case and small group design research studies.

Professional requirements. The faculty members of the School Psychology Program believe it is important for school psychologists to support the growth of the profession, to develop and maintain professional relationships with colleagues in the field, and to develop a practice of continuing professional development. Therefore:

- New students are required to attend an orientation in the August prior to the start of the semester.
- Current students should plan to attend an informal gathering to meet the new students, which is always after the new student orientation.
- Students should be aware upon entrance to the program that the field experiences and Ohio School Psychology licensure requires a BCI and FBI background check. Having been convicted of a felony and some misdemeanors may prevent a student

from being license or working in the school setting. If a student has concerns or questions, he or she should consult with their academic advisor or the program coordinator.

- Students are required to join the National Association of School Psychologists (NASP) application available at <http://www.nasponline.org/membership/index.aspx>, and the Ohio School Psychologists Association (OSPA) application available at <https://www.ospaonline.org/index.php/members/membership> and the Maumee Valley School Psychologists Association MVSPA.
- Students are required to join and actively participate in the UT School Psychology Student Organization. Information will be provided to new students from the incoming officers for the UTSPSO.
- Students are expected to participate in the development and delivery of the UT Annual School Psychology Summer Institute.
- Students are also required to attend at least one professional conference during their first two years (OSPA or NASP). Some monetary support is available through the Graduate Student Association and UTSPSO.
- Students may be required to attend other workshops or trainings as deemed appropriate by faculty.
- All students will begin completing field work in school during the first semester. As a result, all students must complete and pass a background check (BCI/FBI) by the second week of classes. Students are encouraged to contact The University of Toledo Police Department (419-530-4439) during the week before classes begin to schedule a fingerprint/background check appointment. Some field sites require drug testing as well.

In addition, beginning with the second year practica, students are required to carry student professional insurance Information is available at <http://www.ftj.com/NASP>. This is for the student's protection, in addition to encouraging an important professional practice.

Students may be asked by faculty to be available during winter, spring and summer interviews for new student applicants. This allows the applicants to talk both formally and informally with current students about the program, and also allows students to provide feedback to faculty regarding applicants' response to interview questions and their interpersonal skills.

Technology Requirements

The NASP standards for training require that student technology proficiency be addressed. Students are required to communicate frequently with trainers and peers, to join listservs, to use scoring programs and presentation programs. Online classes also have minimum standards. Therefore, it is required that all students use systems and programs to facilitate this goal.

REQUIRED:

Desktop or laptop computer: Many grad students prefer a laptop for its portability; it can be brought along to a field site or on a visit home for the weekend. If you do so, make sure you have a security password.

Programs:

MS Office Suite '10 or higher:
 Word
 Outlook (NOT Outlook Express)
 Excel
 PowerPoint

Printer/scanner: You should have a dependable printer and scanner; they may be combined into one unit or separate. Inkjet printers allow the use of color, which is required in graphing programs. A scanner can also double as a copy machine.

Data Backup: A high capacity flash drive is useful for backing up documents and allows transport of presentations.

Internet: Online classes necessitate high speed internet. See the Learning Ventures website for information on the technology requirements for successful engagement in online classes and blended classes accessing the Blackboard site for courses on the websites at <https://www.utoledo.edu/dl/getstarted.html>

Email: Trainers communicate frequently via email. Students are expected to check e-mail daily. Most school districts now use email as their primary mode of communication for scheduling and sharing data, so trainees must become adept at its use, and checking email must become a habit. UT provides an email address which students are required to use. Only during internship will faculty email to a district email address as opposed to rockets.utoledo.edu. If students wish to use other email accounts (e.g., gmail) they are responsible for setting up email forwarding from their rockets account.

Field Experiences: Prepractica, Practica, and Internship

All field experiences occur primarily in the schools. The Prepractica experience is an introduction to the role of the school psychologist and to the education system as a whole, includes much observational learning. During Practica, specific skills are individually developed under close site and faculty supervision, with frequent feedback and evaluation. The Practica experiences offer practice, consultation, data-based decision making, intervention development, implementation, monitoring and evaluation, and use of varied assessment tools. *The Practica may only be completed during a full time residency of two consecutive semesters, fall preceding spring.*

The Internship is the culminating experience of the UT School Psychology Program, and requires the integration and application of the full range of school psychology competencies

and domains, under site and faculty supervision. The Internship requires trainees to operate with much more fluency and independence.

Students are required to document actual time spent in field activities as part of their training program. Students are expected to log a minimum of 100 hours during their first year of training as part of the Prepractica. The Practica (during 2nd year/first year of Ed.S. program) requires a minimum of 250 hours. Beginning with the Prepractica, students are instructed how to log their field experience hours.

Prepractica: During the Prepractica, students complete a total of 100 hours over the two semesters. 50 hours are completing observations of the school psych and other school staff and school activities, 10 hours to be determined by the student and supervisor, 10 hours are assisting a school with AIMSweb or DIBELS benchmarking (note if the assigned school does not benchmark, the student will complete these hours at another site), 10 hours assisting a practica student or intern with intervention implementation and monitoring, and 20 hours are directed to activities designed to build skills in culturally responsive practices. Additional information as well as all forms and evaluation procedures are contained in the *Prepractica Manual*.

Practica: The practica is a two semester, pre-internship, closely supervised experience in the schools. Students are required to log a minimum of 400 hours over the two semesters, and will spend considerable time (estimated 10-150 hours weekly) in their assigned school(s). Students should not expect hours to be absolutely regular (e.g., every Monday and Tuesday). Each student will be assigned a minimum of 6 cases to follow throughout the year, and will be required to prepare a detailed written tiered intervention summary report for their two best cases and an abbreviated summary report for the other intervention cases. Throughout the practica experience, students must acquire practice in direct and indirect intervention and assessment, with children of differing ages and needs. Additional information as well as all forms and evaluation procedures are contained in the *Practica Manual*.

Internship: The state of Ohio provides paid internships to qualified students. Any student accepting an Ohio School Psychology internship shall abide by the terms of *The Ohio Internship in School Psychology Manual* (2015), and the *Internship Manual*, copies of which are provided to students upon entrance into the UT school psychology program. Requirements include completing an internship consisting of a minimum of 1200 hours that occurs on a full-time basis extending across one school year in a school setting. It may not extend into any part of a second year. Students are expected to be aware of all deadlines and administrative tasks related to internship. These procedures are provided in writing for students; however, if a student has any questions or concerns, s/he should address this with the University Internship Coordinator. Additional information and requirements as well as all forms and evaluation procedures are contained in the *UT Internship Manual*.

Program Procedures

Grievance Procedures. If a student is experiencing difficulty with another student, faculty, or university employee, students are strongly encouraged to address these conflicts with the individual directly. In the event that this approach is not effective or a serious fear of retribution exists, students are expected to follow the formal grievance policies outlined in the *College of Graduate Studies Handbook*. Depending on the nature of the conflict and the nature of the relationship of the individuals involved in the conflict, different procedures may need to be implemented.

Termination. Students can be dismissed from the program for either of two types of violations: *institutional* or *academic*:

- *Institutional dismissal* can result from violations including stealing, drug abuse, plagiarism, falsifying records, and cheating. Students are responsible for learning about all university, college, school, and program policies regarding disciplinary action.
- *Academic dismissal* occurs when students are lacking in growth in personal, professional, academic and/or skill-related areas. This type of dismissal is under the jurisdiction of the program. Although students are allowed due process, court decisions at the state and federal level have determined that trained faculty members have the right to evaluate students as they see fit as long as evaluation is not done in an arbitrary, unfair or capricious manner. When students choose to appeal any academic action taken by a faculty member or the program, the burden of proof is on the student.

Termination Appeals. If a student is being terminated from the program after failure to complete a remediation plan, the student may appeal the decision as follows:

- Appeal the decision to the School Chair. This appeal should be in writing and include an explanation of why the student should not be terminated.
- If the decision of the Chair is not satisfactory, the student may present the appeal to the College Graduate Student Affairs Committee.
- If the decision of the Committee is not satisfactory, the student may present the appeal to the Dean of the College of Social Justice and Human Service.
- If the decision of the Dean is not satisfactory, the student may present the appeal to the College of Graduate Studies.
- The final appeal may be made to the Committee on Academic Standing of the Graduate Council, and its decision shall be binding on all parties involved in the appeal.

Violations of Ethics or Professional Standards. If professional ethics or standards are violated, consequences AND a remediation plan will be implemented. Consequences may include, but are not limited to, a reduction of points in a class, additional supervision or other preparatory assignments, being removed from the practicum site and failing the class, and/or removal from the program.

Academic Misconduct: Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation or citation (see **Section E** for Dept document on defining and avoiding plagiarism);
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

A student found to be academically dishonest by a faculty member may appeal according to procedures approved by the College of Social Justice and Human Service. The procedures for making a final appeal to the Student Grievance Committee may be found in the *Graduate Student Handbook*. Violations of academic misconduct will be dealt with using the procedures set forth by the. These procedures can be found in the *Graduate Student Handbook*. All students are expected to be familiar with these procedures and what constitutes academic misconduct.

Grade Appeals: In the event that a graduate student has an academic grievance or wishes to appeal a retention decision, he or she should attempt to resolve the problem by adhering to the following procedure:

- Discuss the problem with the instructor involved. If no resolution can be achieved, the student should present his or her grievance to the Chair of the School.
- If the problem is still not resolved, the student should see the Dean of the College.
- If a resolution has been unsuccessful at the College Dean's level, the student may present the grievance to the College of Graduate Studies.
- The final appeal can be made to the Committee on Academic Standing of the Graduate Council and its decision shall be binding on all parties involved in the grievance or appeal.
- Note: Graduate students must file the initial grievance with the instructor and a copy with the school no later than one semester after the occurrence of the incident. Initial appeals of retention decisions must be filed with the school chairperson no later than one semester after the retention decision is made

Procedures for Systematic Evaluation of Students

Goals and Objectives. Based on the *Standards for Graduate Preparation of School Psychologists (2010)*, school psychology candidates must demonstrate entry-level competency in each of the domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings and techniques in the 10 domains. School psychology programs ensure that candidates demonstrate the professional skills necessary to develop effective services that result in positive outcomes in each domain. Programs should ensure that they can document how the program addresses and assesses students' skills in each domain and how they determine candidates/graduates have attained acceptable competence in each domain. As a result the goal of evaluating the UT School Psychology students is to ensure that students graduate from the program with the knowledge, skills, and competence necessary for an entry-level school psychology position. The objectives are to:

1. Provide feedback to students via an evaluation plan that includes both formative and summative evaluation.
2. Utilize many methods for assessment of students' knowledge, skills, and competence in order to ensure fairness when evaluating students.
3. Provide ongoing evaluation of students in order to maximize student retention and to intervene quickly if a student is not making adequate progress at any point during the program.

Addressing, Assessing, and Attaining Competencies. As a student in The University of Toledo School Psychology Program, students' knowledge and skills are addressed through coursework, Prepractica, Practica and Internship experiences. Each course in the students program provides preparation in one or more of the domains of professional practice as noted by the NASP. Furthermore, students' competencies in the domains are assessed and monitored through a variety of methods, including:

- Written work, assignments, group projects
- On-site, supervised practice with children
- Prepractica, Practica and Internship experiences
- Feedback and evaluation from field experience supervisors
- Case Studies
- Observations of work
- Formal meetings with faculty
- Formative and Summative Portfolios

Attainment of competencies is documented by 1) formal acceptance of the Summative Portfolio by the Program Faculty, 2) obtaining a rating of 3 or better on all internship competencies (see *UT Internship Manual*), and 3) successful completion Tiered Intervention Summary reports. Both products are to be included in the Summative Portfolio. Students are

expected to provide the faculty with a masked copy (i.e., delete your name) of their Praxis II test results.

The evaluation of students begins when a student applies for admission to the program. Potential applicants are asked to submit materials and are rated by the Program Applicant Screening committee. The top 12-15 students are invited to interview day. The interview day provides the faculty in the Program an opportunity to assess a student's fit with the program if the program is fit with the students and to assess on a the student's interpersonal skills, technology, diversity experiences, and interest in school psychology.

Key Assessments: Within each SPSY course, one or several key assessments are identified as essential evidence of student mastery of critical professional content. Each SPSY syllabus identifies the key assessment for the course. Students must pass all key assessments by reaching the criterion of 90 percent or better on each assignment. If a student does not meet this criterion on an assignment, he or she will need to revise the assignment. The revision due date for fall semester is Feb 1, for spring semester is July 1, and for summer semester is October 1. If a second revision is necessary, the instructor will set a due date. If after the second revision, the student has not reached the criterion on the key assessment assignment, a remediation plan will be written. Students will not be permitted to begin their internship experience until all key assessments from have been passed.

Year 1 Evaluations. During the first year of the program, students are evaluated through the First Year Midterm Evaluation, the portfolio, supervisor evaluations, Bi-Annual student evaluation and portfolio meeting, and their coursework assignments and grades. During the new student orientation each August, incoming students receive information about how to begin documenting their progress towards attainment of competency in the domains of school psychology through the portfolio (see **Section E**). During the first semester (i.e., mid October), a midterm evaluation is conducted with each student (see **Section F**). This serves to make sure that students are on the right track and to make sure students have completed a plan of study, joined professional associations and are beginning to develop affiliations with other students. The Formative 1 portfolio is due upon completion of all course requirements and the prepractica field experience for the master's degree in School Psychology and presented to their advisor by September 30 of year 2. Students must schedule a meeting with the program faculty, where the student presents his/her portfolio. The Bi-Annual Student Evaluation is completed two times each year, once during the spring semester and once during the fall semester in conjunction with the4 submission of the portfolio (see **Section G**). This evaluation assesses many areas professional dispositions including communication, interpersonal, and legal and ethical practices, which reflect those articulated in the student expectations section of the Handbook. Significant areas of weakness will require a remediation plan (see **Section H**).

Year 2 Evaluations. During the second year of the program students are evaluated through the portfolio, supervisor evaluations, the annual student evaluation and portfolio meeting, and practica case studies. The Formative 2 Portfolio is to be presented to the student's advisor by September 15 of year 3. Students schedule a meeting with the faculty where the student presents his/her portfolio. The BI-Annual Student Evaluation is completed two

times each year, once during the spring semester and once during the fall semester in conjunction with the submission of the portfolio. Once the portfolio is approved, it may be shared with the student's intern supervisor to provide information on the future intern's experiences and training during the years prior to internship. It may also be used to provide guidance for preparing the skill attainment timeline for the attainment of the skills contained in the Intern Competency Evaluation.

Year 3 Evaluations. During the third year of the program (i.e., internship year) students are evaluated through the portfolio, supervisor evaluations, case studies, and tiered intervention summary reports. The Summative Portfolio is due at the completion of the student's internship, which typically is early June. Students schedule a meeting with the faculty and at the meeting there is a review of his/her portfolio. If revisions are needed, they must be completed and accepted before the student is recommended for Ohio licensure as a school psychologist.

Procedures for Systematic Evaluation of the Program

In order for the UT School Psychology program to continually improve it is necessary to have a plan for program improvement and a systematic procedure for program evaluation. The program quality is continually assessed on three levels. Data are reviewed at the evaluation meetings indicated in the table below.

Level 1- Individual Student Data: Data on individual students are collected as described in the Procedures for systematic evaluation of students. These data are used to ensure that individual students are making acceptable progress and when they are not that appropriate support is provided or a remediation plan is developed to address areas of concern.

Level 2- Cohort Data: Data on all students within a cohort (i.e., entered the same year) are collected as described in the Procedures for systematic evaluation of students and aggregated in order to identify areas of strength and areas for improvement. Data are reviewed at the evaluation meetings and changes are made to the training provided to the cohort or, if deemed appropriate, to the overall program.

Level 3- Program Data: Data from student evaluations of school psychology faculty, feedback from intern and practica supervisors, and feedback from alumni of the training program (via periodic surveys) are used to make adjustments in program policies and procedures. In addition, the Program Handbook, Prepractica Manual, Practica Manual, and Internship Manual are regularly reviewed to determine if any additions, deletions, or modifications are needed. Other information from internal sources that are used to assess the need for program changes include information obtained at bimonthly Program Faculty Meetings and Program Advisory Board Meetings (1 time per year to occur fall). Other information from external sources to the program that are used to assess the need for program changes include information obtained from Inter-University Council of Ohio School Psychology Trainers Meetings (3 times per year to occur fall, winter and spring), Trainers of School Psychologists Meetings (1 time per year), and NASP Conference (1 time per year).

Data from individual students, cohorts, and program sources are reviewed according to the following timeline:

<u>Evaluation Meetings</u>	<u>Data reviewed</u>
1. End of Fall Semester (December)	Student performance on course assignments and grades 1 st year student Midterm evaluations 1 st semester Prepractica and Practica evaluations Intern Formative 1 & 2 competency evaluations Praxis scores (if available) Student summer evaluations of faculty IUC Meeting Program Advisory Board Meeting Formative 1 & 2 Portfolios and Student Written Evals
2. End of Summer I Session Semester (June)	Intern Formative 3 and Summative competency evaluations Praxis scores (if not reviewed prior to this date) Student performance on course assignments and grades 2 nd semester Prepractica and Practica evaluations Alumni survey (periodic survey) NASP Conference TSP Meeting Summative Portfolios Intern Tiered Intervention Summary Reports IUC Meeting
3. School Fall Retreat (August)	Student performance on course assignments and grades Student fall and spring evaluations of faculty

Evaluation meetings are held on the timeline noted above. Data are reviewed by the faculty and if any changes are deemed necessary for improving the quality of the program a detailed action plan is developed (see Section H). These improvements may include modifying the curriculum, course content, program policies, or program procedures. Any changes made to the program are documented and retained by the Program Director Changes and are shared with other program faculty at School meetings, faculty and staff outside the School as deemed appropriate, and with students as deemed necessary to ensure the students’ understanding of program policy and procedures or procedures for evaluation of students.

Program Admission and Enrollment

The UT program accepts full-time only students. During the prepractica and second year practica, some daytime hours in the public schools will be required, and these hours may not be regular (e.g., every Tuesday and Thursday). In addition, some courses during the second year are offered during the daytime. Finally, the internship itself is a paid, full-school-year

commitment (see *UT Internship Manual* and *The Ohio Internship in School Psychology Manual, 2015*).

The UT School Psychology Program is a full-time only program. The application deadlines for the school psychology program are December 15th and January 15th. It is the applicant's responsibility to ensure that all materials have been received. Incomplete or late applications will not be considered. In order to apply to the school psychology program, applicants must submit the following materials and meet the minimum academic prerequisite as follows:

1. Minimum academic prerequisite: Undergrad GPA of 2.7 (for admission to the Graduate School) and for the School Psychology program, a preferred Undergrad GPA of 3.0.
2. Submit GRE scores (taken within the last 5 years) with a preferred combined score of 297.
3. If international applicant, submit TOEFL scores, with a minimum total score of 80 (per graduate school requirement) and for the program, minimum scores of in the high range for speaking and writing.
4. Graduate school application for the Master's degree in School Psychology.
5. Three (3) letters of recommendation. Persons writing letters are asked to include any information about the applicant's writing skills, communication skills, and organizational skills. One letter should be written by a University faculty member who can address the applicant's academic potential.
6. Statement of purpose, which should be 2-3 pages, and detail why the applicant would like to pursue a career in school psychology and include personal experiences. The statement of purpose should be typed and submitted to the Graduate School rather than typed in the space provided in the online Graduate School application.
7. Official Undergraduate transcripts (and Graduate if appropriate).
8. Interview of a school psychologist. Students who are invited for an interview should come prepared to provide a summary of the interview, and discuss the similarities and differences between what the school psychologist discussed and the UT school psychology program philosophy, objectives, curriculum, etc.,
9. Professional Resume.

Once an applicant's file is complete, it will be forwarded to the School Psychology Program Screening Committee for consideration. In order to be consistent with national training standards and to ensure sufficient faculty members to advise and mentor students, there are a limited number of applicants who are admitted into the program each year. As a result, admission is competitive. The Screening Committee will notify those applicants that have been invited for a campus interview soon after the application deadlines. All applicants interested in being considered for the program must participate in the half-day campus interview. The interview day consists of a presentation by the school psychology faculty, two interviews with School faculty members, an interview with current school psychology students, and an essay assignment. The interview consists of questions designed to determine the applicant's match with the training program and potential for completing the program.

When the Committee has completed all scheduled interviews, final determinations will be made and interviewed applicants will be notified of the Committee's admission decision by email and applicants must notify the School Psychology Program Director of the intention to attend no later than April 15th. After that date, admission cannot be guaranteed as wait list applicants will be offered admission. Those accepted into the program will receive information about course registration and will be assigned an advisor. *The School of Intervention and Wellness has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, creed, color, national origin, sex, sexual preference, age, or handicapping condition. It is a policy of the School of Intervention and Wellness to encourage individuals from diverse ethnic, cultural, or social backgrounds to apply for admission.*

School Psychology Program Contact Information

School of Intervention and Wellness School Chair, Associate Professor

Christopher Roseman, PhD, Christopher.Roseman@utoledo.edu

Office HH 3100A; Phone, 419-530-4064

School Psychology Program Director & Internship Coordinator, Associate Professor

Wendy S. Cochrane, PhD, NCSP Wendy.Cochrane@utoledo.edu

Office HH 3100G; Phone: 419-530-2013

School Psychology Prepractica and Practica Coordinator, Assistant Professor

Jennifer L. Reynolds, PhD, NCSP Jennifer.Reynolds21@utoledo.edu

Office HH 3100F, Phone: 419-530-4301

Visiting Assistant Professor

Joel R. Sutton, PhD, PCC Joel.Sutton@utoledo.edu

Office HH3100L

School of Intervention and Wellness, Secretary

Sue Martin Suzanne.Martin@utoledo.edu

Office HH 3100; Phone: 419-530-2718

School Fax: 419-530-7879

Section A: Program Checklist of Important Activities to Complete
Program Checklist of Important Activities to Complete

Activity	Year in Program	Month	Completed
Make sure Graduate School received final undergrad transcript	1	Sept	
Complete background check so can begin Prepractica experience	1	Sept	
Begin to find children for Psychoeducational Assessment classes (spring, summer and fall semesters)		Oct	
Make appointment with advisor to complete MA plan of study and first semester evaluation	1	Oct	
Register for spring classes	1	Oct	
Apply for MA graduation (by Jan if wish to walk in May commencement, otherwise by May)	1	By Jan or May	
Register for summer classes	1	Jan	
Make appointment with advisor to complete second semester evaluation	1	Feb	
Apply for admission to the Ed.S. program	1	Feb	
Compare MA plan of study with transcript and report any discrepancies to your advisor	1	March	
Register for fall classes	1	March	
Submit portfolio to advisor and make appointment to present portfolio and complete EdS plan of study in September	2	Aug	
Complete background check (if needed again) so can begin practica experience	2	Aug	
Make appointment with advisor to complete fall semester evaluation	1	Feb	
Register for spring classes	2	Oct	
Register for summer classes	2	Jan	
Register for fall classes	2	March	
Complete paperwork to begin school psych internship	2	Apr	
Submit portfolio to advisor and make appointment to present portfolio in September	3	Aug	
Register for spring classes	3	Oct	
Register for graduation (so can walk and name appears in May commencement book)	3	Jan	
Register for summer classes	3	Jan	
Compare EdS plan of study with transcript and report any discrepancies to your advisor	3	May	
Complete all internship program requirements and apply for license	3	June	
Complete Graduate School exit interview (received via email)	3	June	

Section B: Required Sequence of Study for School Psychology (SPSY) Courses

For the school psychology courses (SPSY courses), students MUST take these courses in this sequence.

YEAR 1

Fall

SPSY 5030	Role & Function of the School Psychologist	3
SPSY 5060 (DL)	Prepractica in School Psychology	2
SPSY 5040 (DL)	Legal and Ethical Issues in School Psychology	4

Spring

SPSY 5170	Theory & Practice of Consultation	3
SPSY 5060 (DL)	Prepractica in School Psychology	2
SPSY 6260*	Developmental Child Psychopathology	3
SPSY 5300	Psychoeducational Assessment & Interventions I	4

Summer

SPSY 5310	Psychoeducational Assessment & Interventions II	4
SPSY 7180	Consultation II: School and Home	3

YEAR 2

Fall

SPSY 7330	Practica in School Psychology	4
SPSY 7320	Psychoeducational. Assessment & Interventions III	4

Spring

SPSY 7330	Practica in School Psychology	4
SPSY 6260*	Developmental Child Psychopathology	3

Summer

SPSY 7190	Consultation III: School and Community	4
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YEAR 3

Fall

SPSY 7940	Internship in School Psychology	6
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Spring

SPSY 7940	Internship in School Psychology	6
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Summer

SPSY 7940	Internship in School Psychology	4
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* Beginning in 2008, SPSY 6260 is to be offered every even year (e.g., 2016, 2018). As a result, depending on when you enter the program, you may take this class during your first year or your second year.

Section B. Recommended Sequence of Study for All School Psychology Coursework**YEAR 1****Fall**

SPSY 5030	Role & Function of the School Psychologist	3
SPSY 5060	Prepractica in School Psychology	2
HSHS 6000	Stats and Research	3
EDP 5330	Behavior Management	3
SPSY 5040 (DL)	Legal and Ethical Issues for School Psychologists	4

Spring

SPSY 6260	Developmental Child Psychopathology	3
SPSY 5170	Theory & Practice of Consultation	3
SPSY 5060	Prepractica in School Psychology	2
SPSY 5300	Psychoeducational Assessment & Interventions I	4

Summer I

SPSY 7180	Consultation II: School and Home	3
SPSY 5310	Psychoeducational Assessment & Interventions II	4

YEAR 2**Fall**

SPSY 7330	Practica in School Psychology	4
COUN 7140	Counseling Theories & Techniques	4
SPSY 7320	Psychoeducational. Assessment & Interventions III	4

Spring

SPSY 7330	Practica in School Psychology	4
EDP 5/7240	Applied Child and Adolescent Development	3
COUN 7160	Cultural Diversity for Counselors & School Psychs	3

Summer I

SPSY 7190	Consultation III: School and Community	4
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YEAR 3**Fall**

SPSY 7940	Internship in School Psychology	6
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Spring

SPSY 7940	Internship in School Psychology	6
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Summer I

SPSY 7940	Internship in School Psychology	4
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Section D: Worksheet for Plan of Study for M.A. and Ed.S. degrees

	M.A.	Ed.S.
HSHS 6000 Stats and Research for the Helping Professions (3)	—	
EDP 5330 Beh Management (3)	—	
SPSY 5030 Role & Function of the School Psychologist (3)	—	
SPSY 5060 Prepractica in School Psychology (Fall, 2)	—	
SPSY 5060 Prepractica in School Psychology (Spring, 2)	—	
SPSY 5170 Theory & Practice of Consultation (3)	—	
SPSY 5300 Psychoeducational Assessment & Interventions I (4)	—	
SPSY 5310 Psychoeducational Assessment & Interventions II (4)	—	
SPSY 5040: Legal & Ethical Issues for School Psych (4)	—	
SPSY 7180 Consultation II: School and Home (3)	—	
*EDP 5/7240 Applied Child and Adolescent Development (3)	—	—
*COUN 5/7140 Counseling Theories & Techniques (4)	—	—
*SPSY 6/7260 Dev Child Psychopathology (3)	—	—
*COUN 5/7160 Cultural Diversity for Counselors & School Psych (3)	—	—
SPSY 7320 Psychoeducational Assessment & Interventions III (4)		—
SPSY 7330 School Psychology Practica (Fall, 4)		—
SPSY 7330 School Psychology Practica (Spring, 4)		—
SPSY 7190 Consultation III: School and Community (4)		—
SPSY 7940 Internship in School Psychology (Fall, 6)		—
SPSY 7940 Internship in School Psychology (Spring, 6)		—
SPSY 7940 Internship in School Psychology (Summer, 4)		—

*** These may be taken as part of the master’s or education specialist program of study. At least one must be completed for the master’s degree, and all remaining classes must be completed prior to beginning the internship. The recommended sequence for all coursework can be found in Section B of the Program Handbook.**

Section E: Guide to Electronic Portfolio



Specialist Level Program in School Psychology

Portfolio Guide

1st edition: August 2007

Revised: June 2015

*College of Health and Human Service
School of Intervention and Wellness
2801 W. Bancroft Street
Mail Stop #119
Toledo, Ohio 43606-3390
Telephone: 419-530-2718
Fax: 419-530-7879*

Approved by
The National Association of School Psychologists (NASP)
The State of Ohio Department of Education

Accredited by
The National Council for the Accreditation of Teacher Education (NCATE)

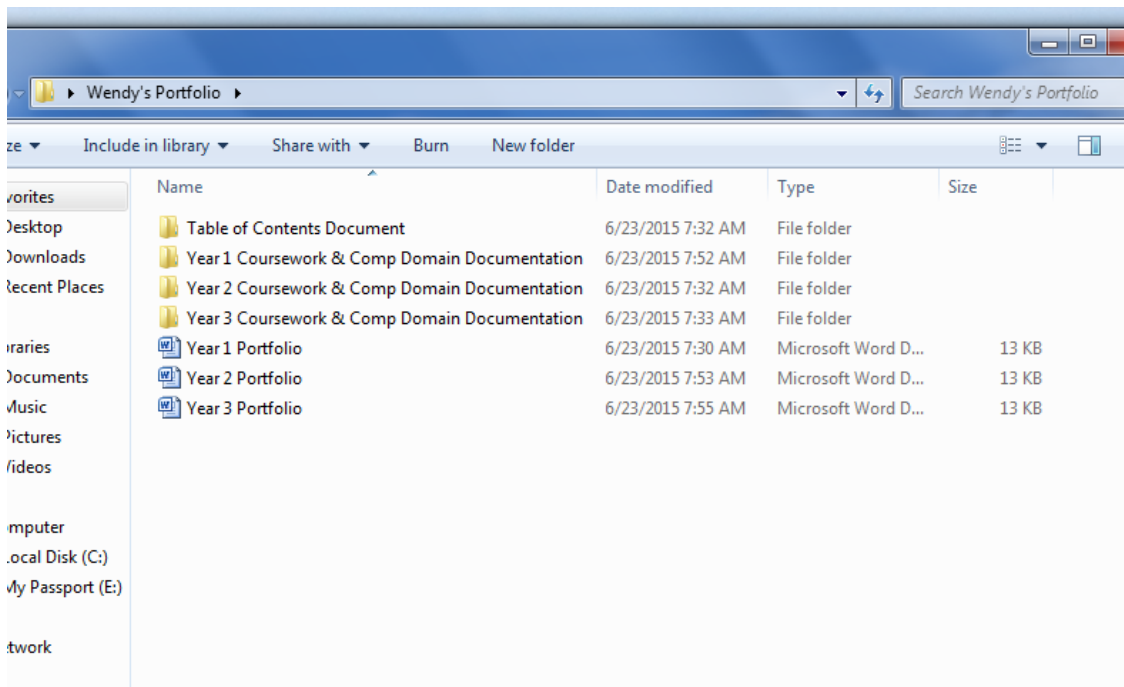
This guide will provide you with information and examples that will assist you in completing your “electronic portfolio,” which is actually an interactive Table of Contents, for Year 1 (formative 1), Year 2 (formative 2), and Year 3 (summative).

Due Dates

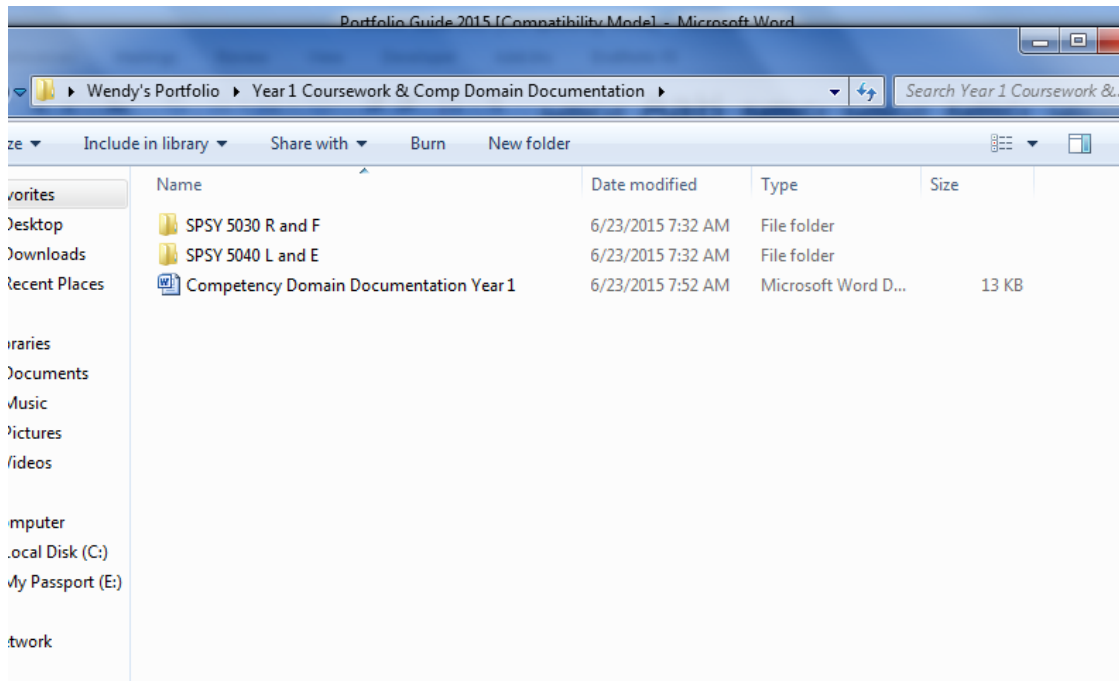
Year 1 and Year 2 portfolios are due by Friday of the first week of classes. Year 3 portfolios are due by June 1 of your internship year. Students should save their portfolio to a flash drive and also keep their own copy as a backup. Your scheduled meeting will occur as follows: For review of Year 1 portfolio by Sept 30, for Year 2, by Sept 15, and for Year 3, by the end of summer session 1.

Creating the Portfolio

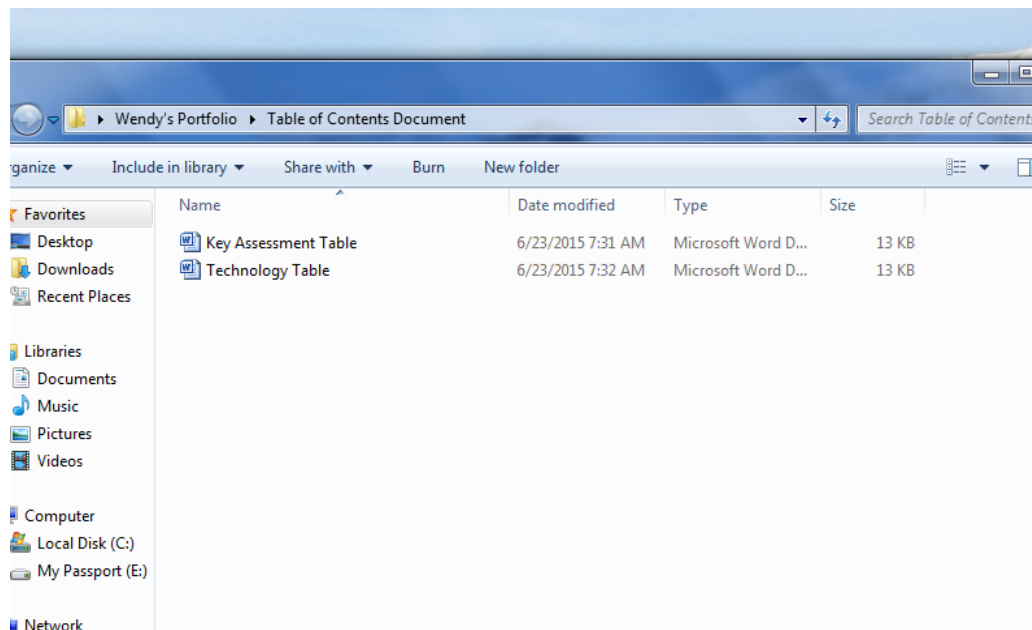
When your advisor opens the flash drive, it should look like this:



Within each folder, you should organize your documents by your classes. It is recommended that you place copies of your work in the folders at the end of each semester. Also include a copy of your course syllabus in each folder. The Year 1 Coursework folder should look like this:



In the Table of Contents folder, you will include all the documents from the Table of Contents that *do not* correspond to a class. This would include documents such as the key assessment table, resume, and NASP membership. Documents such as your internship evaluation and practica log should be stored in the appropriate course folder. It should look like this:



Year 1 Portfolio

When your advisor opens the Year 1 Portfolio Word Document, it should look exactly like pages 4 and 5 which include the cover sheet and the Table of Contents.



Specialist-level Program in School Psychology

YEAR 1 PORTFOLIO

Presented by

YOUR NAME

School of Intervention and Wellness

College of Health and Human Service

Table of Contents

Section 1	Current Resume
Section 2	Competency Domains Knowledge and Skill Documentation Year 1 Competency Domains Knowledge and Skill Documentation Year 2 Competency Domains Knowledge and Skill Documentation Year 3
Section 3	Technology Table
Section 4	Key Assessments Table
Section 5	Final Prepractica Log Final Practica Log Final Internship Log
Section 6	Prepractica Supervisor Evaluation Practica Supervisor Evaluation Internship Supervisor Evaluation
Section 7	Specialty Test in School Psychology (Praxis II) Results
Section 8	Professional Membership Documentation OSPA (required) Year 1 , Year 2 and Year 3 NASP (required) Year 1, Year 2 and Year 3 MVSPA (recommended) APA Division 16 (optional)
Section 10	Current Transcript (unofficial) MA Approved Plans of Study Ed.S. Approved Plan of Study
Section 11	Fall Semester Year 1 Mid-semester Evaluation Spring Semester Year 1 Bi-Annual Student Evaluation Fall Semester Year 2 Bi-Annual Student Evaluation Spring Semester Year 2 Bi-Annual Student Evaluation Fall Semester Year 3 Bi-Annual Student Evaluation
Section 12	Portfolio Evaluation Year 1 Portfolio Evaluation Year 2
Section 13	Professional Development Year 1 Professional Development Year 2 Professional Development Year 3

Where will my advisor find competency domain documentation?

If you refer back to page 3 you will see that within each Year 1 folder, there is a word document titled, Competency Domain Documentation Year 1. You will create this document (and an example follows) and save it as its own document. Within the Table of Contents of your portfolio, you will link to this document. Remember, when your advisor opens your portfolio, they will not see your documentation, they will link to it.

The differences among student portfolios will be reflected within section 2. For example for Domain 1, Skill 1, you may provide a link to a Tier 2 behavior case study (SPSY 5310), while another student may provide a link to a Tier 3 academic case study (SPSY 5300). When naming the documents, please do so consistently and include the course alpha and number for each document. For example, if you name a document as academic case study, please do so for all future references for the document. In naming the document, be brief but descriptive enough that a non-program reviewer (i.e., your field supervisor) could understand what was provided. For example, instead of SPSY 5300 case study, name it Tier 2 academic case study (SPSY 5300). In addition, within your folders, please name the document the same way you refer to it in the Table of Contents and the competency domain documentation guide.

For each product that you provide a link for, for the Domains, be prepared to write a brief (**40 words or less**) narrative as to why it shows that skill. For example, if you use the Tier 3 Behavior Case (SPSY 7940), explain that, *this case shows how I developed a cognitive strategy intervention, monitored and evaluated it.*

When listing documents within the competency domain documentation guide, you may use the same document more than once. For each domain, you must have at least one document listed for each skill, and within the domain, you must have at least 2 different documents. For example, in Domain 1, you may have Tier 3 academic case study (SPSY 5300) listed under skill A, B, C and E. For skill D, you may have Tier 3 behavior case study (SPSY 5170). This would meet the minimum requirement for documenting a domain. You will find a brief example of the competency domain documentation on page 5-6 of this guide for domain 1 and then for the other domains examples of possible documentation.

Remember that within the competency domain documentation, you will hyperlink to the documents in your subfolders. The goal of the portfolio is to provide the best evidence of how you are demonstrating/developing and in your summative portfolio mastered skills. In other words, the goal is better documents each year not a bigger portfolio each year. Each year, you will need to analyze the contents from the past year and replace documents when you deem it appropriate, with new documents from your year 2 classes and practica, and finally from your internship.

EXAMPLE**Your name here/Year 1 Portfolio****Domain 2.1: Data-Based Decision-Making and Accountability**

Competency: Graduates will understand and use a systematic problem solving process in their practice as school psychologists to gather information, identify interventions, and monitor and evaluate outcomes. Decisions regarding service delivery are always data based.

- 2.1.1. Demonstrates use of scientific methods of assessment and data collection (e.g., direct, norm referenced, observation, environmental, CBA)**
[RMW Evaluation \(SPSY 7940\)](#)- This case required all aspects of the scientific method and data collection in the form of classroom observation with the BOSS, record review, interview with the student, and norm-referenced academic and cognitive testing to conclude if the child qualified for special education services.
- 2.1.2. Demonstrates ability to develop interventions based on data collected**
[N.H. Intervention Report \(SPSY 7940\)](#)- Thorough record review, teacher and parent interviews, work samples, and baseline data collection was needed in order to determine the exact behavioral concerns for this child as well as initial academic goals.
- 2.1.3. Demonstrates ability to progress monitor and modify interventions**
[Progress Monitoring Spreadsheet \(SPSY 7940\)](#)- This spreadsheet is an example of the way data was collected and analyzed for academic interventions. This database allows for easy entry of data and the ability to look at graphic representations of the data to monitor progress and assess whether the intervention is still an appropriate tool to be used.
- 2.1.4. Demonstrates ability to evaluate interventions outcomes**
[Summary of Tiered Cases \(SPSY 7940\)](#)- This summary indicates my ability to evaluate interventions at all tiers for both behavior and academic outcomes.
- 2.1.5. Demonstrates ability to make empirically based educational decisions**
[MS Initial Evaluation Report \(SPSY 7940\)](#)- Conducting this initial evaluation required the use of RIOTS in order to determine continued need for special education services.

Domain 2.2: Consultation and Collaboration

Competency: Graduates will have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, graduates will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

- 2.2.1. Listens attentively to others**
[Internship Evaluation \(SPSY 7940\)](#)- My evaluation has shown progression in my ability to listen during consultation, interviewing, or conversation, which has helped to foster

my relationships with co-workers, gather more information for evaluations, and understand problems more in depth.

2.2.2. Asks appropriate questions

[Internship Evaluation \(SPSY 7940\)](#)- During my internship year, I have become more attuned to the types of questions needed to identify problem behavior or pinpoint certain academic concerns. As the year progressed my ability to ask more specific and appropriate questions to teachers, parents, and students as increased.

2.2.3. Demonstrates patience in difficult situations

[NH Intervention Summary \(SPSY 7940\)](#)- This case was challenging because the school did not have math interventions in place, but this student needed the additional support. Extra care was taken to try to find materials, rearrange schedules to have staff available, and gain administrator acceptance of the intervention.

2.2.4. Demonstrates use of systematic problem solving process

[AT Evaluation Report \(SPSY 7940\)](#)- This child's evaluation required the use of the problem solving process through consultation to determine the problem behavior, collect baseline data, provide an intervention with progress monitoring, and eventually a full evaluation in which the child qualified as learning disabled.

2.2.5. Addresses consultee resistance appropriately

[W. Behavioral Intervention Case \(SPSY 7330\)](#)- Initially there was some resistance to the planned intervention, but through discussing the concerns, and recommendations from the teacher, the intervention was modified to make it easier to implement.

2.2.6. Collaborates effectively with teachers, parents, and other school staff

[SV Evaluation Report \(SPSY 7940\)](#)- This evaluation was a parent-based referral for behavioral concerns including somatization, sensory issues, withdrawal, and difficulty in social situations. During this evaluation, I was in close contact with parents and teachers to gain input and fill out rating scales. There were several meetings with parents and teachers throughout the year leading up to this evaluation to help problem solve these behavioral and academic concerns.

What is the technology documentation table (section 3 of the Table of Contents)?

Because graduates need to demonstrate the ability to utilize technology appropriate for the profession and utilize software in order to enhance the provision of services to children, we ask you complete and include this table each year. For each technology listed, please self-assess your skill level and indicate it by placing the year you submitted your portfolio, (e.g., 2012, 2013, etc.) in the corresponding column (see examples in first 4 rows). Update it each year to demonstrate your growth in each area. Put the table in its own word document and create a hyperlink to it from your Table of Contents.

	No experience	Novice	Competent	Expert
Microsoft Word			2014 2015 2016	
Microsoft Excel		2014	2015 2016	
Power Point		2014	2015	2016
Website software	2014 2015	2016		
Publisher				
Adobe				
SPSS (or other stat program)				
LCD Projector				
E-mail				
Internet/search engines				
AIMS Web				
DIBELS website				
Flash drive				
Scanner				
Other:				

What is the key assessment section (section 4 of the Table of Contents)?

For each of the courses you complete within the program a key assessment(s) has been identified. This assessment has to be completed at a predetermined criterion of 90% or better. You will be required to create a hyperlink from the Table of Contents for each course in the program.

Course	Key assessment(s)	Original grade	Grade 1 st revise & resubmit	Grade 2 nd revise & resubmit	Date Remediation Plan Completed
SPSY 5030 Role and Function	NASP Domain Paper	85	90		
SPSY 5040 Legal and Ethical Issues	Take home final	90			
SPSY 5170 Consultation I: Theory and Techniques	Final Exam	80	86	90	
SPSY 5300 Psychoeducational Assessment & Intervention I	Comprehensive achievement test (WIAT-III or KTEA-3)				
SPSY 5060 Prepractica in School Psychology	Log reflecting 100 hours or more				
	Satisfactory ratings on final supervisor evaluation				
SPSY 5310 Psychoeducational Assessment & Intervention II	OHI evaluation summary				
	ASD evaluation summary				
SPSY 7180 Consultation II Home and School	HSC paper				
SPSY 6260 Development Child Psychopathology	Research paper				
SPSY 7320 Psychoeducational Assessment & Intervention III	WISC-V final product				
	DAS-II final product				
SPSY 7330 Practica in School	Log reflecting 250 hours				

Psychology	Satisfactory (4 or better rating) of final supervisor evaluation				
	Ratings of 4 or better on tiered case				
SPSY 7190 Consultation III School and Community	Final Exam				
SPSY 7940 Internship in School Psychology	Log reflecting 1200 hours or more				
	Satisfactory (4 or better rating) of final supervisor evaluation				
	Ratings of 4 or better on academic tiered case				
	Ratings of 4 or better on behavior tiered case				

How do I know which skills I have to document each year of the program?

Use the following as a guide. For Year 1, you see that for Domain 2.1, you need only provide documents to show you are demonstrating skills for 1 and 2. For those skills 3, 4, and 5, you see they are noted as “N” which means they are not applicable year 1 as you may not have completed coursework or field experiences yet and are not required to provide documentation.

Timeline for Mastery of Competency Domains

Directions: Use this table as a guide for what knowledge and skills to address in your portfolio each year. Y1= Year 1 portfolio submitted at end of year 1, Y2= Year 2 portfolio submitted at the end of year 2, and Y3= Year 3, summative submitted at the end of internship. For the specific knowledge and skills, N= not addressed and no documentation is required in the portfolio for that year, D= documentation showing you are demonstrating/developing the skill, and M= mastery of the skill.

Domain 2.1	Specific knowledge and skills	Y1	Y2	Y3
Data-based Decision Making and Accountability	1. Demonstrates use of scientific methods of assessment and data collection (e.g., direct, norm-referenced, observation, environmental, CBA)	D	D	M
	2. Demonstrates ability to develop interventions based on data collected	N	D	M
	3. Demonstrates ability to progress monitor and modify interventions	N	D	M
	4. Demonstrates ability to evaluate interventions outcomes.	D	D	M
	5. Demonstrates ability to make empirically-based educational decisions	D	D	M

Domain 2.2	Specific knowledge and skills	Y1	Y2	Y3
Consultation and Collaboration	1. Listens attentively to others	D	D	M
	2. Asks appropriate questions	D	D	M
	3. Demonstrates patience in difficult situations	N	D	M
	4. Demonstrates use of systematic problem solving process	D	D	M
	5. Addresses consultee resistance appropriately	N	D	M
	6. Collaborates effectively with teachers, parents, and other school staff	N	D	M

Domain 2.3	Specific knowledge and skills	Y1	Y2	Y3
Interventions and Instructional Support to Develop Academic Skills	1. Demonstrates knowledge and application of appropriate cognitive and academic methods of assessment	N	D	M
	2. Demonstrates knowledge and application of effective instructional techniques	N	D	M
	3. Demonstrates knowledge and application of learning theory and cognitive strategies	N	D	M
	4. Develops appropriate academic goals for students based on individual needs	D	D	M
	5. Develops, implements, and monitors academic interventions	N	D	M

	6. Assesses treatment integrity of academic interventions	N	D	M
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Domain 2.4	Specific knowledge and skills	Y1	Y2	Y3
Interventions and Mental Health Services to Develop Social and Life Skills	1. Demonstrates ability to set appropriate behavior, affective, and adaptive goals	N	D	M
	2. Demonstrates knowledge of human development	N	D	M
	3. Demonstrates knowledge of behavior management	D	D	M
	4. Demonstrates knowledge and use of counseling techniques	N	D	M
	5. Demonstrates application of appropriate methods of assessing affective, social and adaptive behaviors	N	D	M
	6. Demonstrates ability to assess the classroom environment	D	D	M
	7. Links assessment results to behavioral and social interventions	N	D	M

Domain 2.5	Specific knowledge and skills	Y1	Y2	Y3
	1. Demonstrates knowledge of regular education	D	D	M
School-Wide Practices to Promote Learning	2. Demonstrates knowledge of special education	D	D	M
	3. Demonstrates knowledge and use of technology resources	D	D	M
	4. Demonstrates knowledge of how to design, implement and evaluate school policies and practices in areas such as discipline, problem-solving, staff training, retention, and home-school partnerships.	D	D	M

Domain 2.6	Specific knowledge and skills	Y1	Y2	Y3
Preventive and Responsive Services	1. Demonstrates knowledge of child development	N	D	M
	2. Demonstrates knowledge of developmental psychopathology	N	D	M
	3. Demonstrates knowledge of crisis intervention	N	M	-
	4. Demonstrate knowledge of prevention strategies	N	D	M
	5. Develops, implements, and evaluates tiered interventions based to foster resilience and address factors that lead to academic and behavioral difficulties	N	D	M
	6. Collaborates with other professionals to promote good mental health for children	N	D	M

Domain 2.7	Specific knowledge and skills	Y1	Y2	Y3
	1. Demonstrates knowledge of family systems and	D	D	M

Family-School Collaboration Services	impact on students			
	2. Demonstrates knowledge of evidence-based methods for integrating family, school and community resources to improve outcomes for children	D	D	M
	3. Establishes relationships with families and involves them in instructional decision-making processes for the child	N	D	M
	4. Promotes and provides comprehensive services for the child	N	D	M

Domain 2.8	Specific knowledge and skills	Y1	Y2	Y3
Diversity in Development and Learning	1. Demonstrates understanding of individual differences, abilities, disabilities, and other diverse characteristics.	D	D	M
	2. Demonstrates strategies for addressing diversity factors when selecting methods for assessment	D	D	M
	3. Demonstrates strategies for addressing diversity factors when designing, implementing and evaluating interventions.	D	D	M

Domain 2.9	Specific knowledge and skills	Y1	Y2	Y3
Research and Program Evaluation	1. Demonstrates ability to design, conduct, and analyze research	N	D	M
	2. Demonstrates ability to review body of research and identify findings for effective service delivery	D	D	M
	3. Provides assistance in interpreting research information in applied settings	N	D	M

Domain 2.10	Specific knowledge and skills	Y1	Y2	Y3
Legal, Ethical and Professional Practice	1. Demonstrates knowledge of history and foundations of school psychology	D	M	-
	2. Demonstrates knowledge of school psychology service models	D	D	M
	3. Demonstrates knowledge and application of ethical and legal practice	D	D	M
	4. Exhibits involvement in professional organizations in order to foster professional identify	D	D	M
	5. Demonstrates a commitment to career-long development of skills through professional development	D	D	M

Competency Domain Knowledge and Skill Documentation Year 1

Domain 2.1: Data-Based Decision-Making and Accountability- Graduates will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, develop effective services and programs, and measure progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, graduates will demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

- 2.1.1. Demonstrates use of scientific methods of assessment and data collection (e.g., direct, norm-referenced, observation, environmental, CBA)
- 2.1.4. Demonstrates ability to evaluate interventions outcomes
- 2.1.5. Demonstrates ability to make empirically based educational decisions

Domain 2.2: Consultation and Collaboration- Graduates will have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, graduates will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

- 2.2.1. Listens attentively to others
- 2.2.2. Asks appropriate questions
- 2.2.4. Demonstrates use of systematic problem solving process

Domain 2.3: Interventions and Instructional Support to Develop Academic Skills - Graduates will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. Graduates, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

- 2.3.4. Develops appropriate academic goals for students based on individual needs

Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills- Graduates will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Graduates, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

- 2.4.3. Demonstrates knowledge of behavior management
- 2.4.6. Demonstrates ability to assess the classroom environment

Domain 2.5: School-wide Practices to Promote Learning- Graduates will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Graduates, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others

- 2.5.1 Demonstrates knowledge of regular education
- 2.5.2. Demonstrates knowledge of special education
- 2.5.3 Demonstrates knowledge and use of technology resources
- 2.5.4. Demonstrates knowledge of how to design, implement and evaluate school policies and practices in areas such as discipline, problem-solving, staff training, retention, and home-school partnerships.

Domain 2.6: Prevention and Responsive Services- Graduates will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. Graduates, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

No areas for Year 1 in this Domain.

Domain 2.7: Family-School Collaboration Services- Graduates will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. Graduates, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children

- 2.7.1. Demonstrates knowledge of family systems and impact on students
- 2.7.2. Demonstrates knowledge of evidence-based methods for integrating family, school and community resources to improve outcomes for children

Domain 2.8: Diversity in Development and Learning- Graduates will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies

- 2.8.1. Demonstrates understanding of individual differences, abilities, disabilities, and other diverse characteristics
- 2.8.2. Demonstrates strategies for addressing diversity factors when selecting methods for assessment
- 2.8.3. Demonstrates strategies for addressing diversity factors when designing, implementing and evaluating interventions.

Domain 2.9: Research and Program Evaluation- Graduates will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understand research and interpreting data in applied settings. Graduates will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group and/or systems levels.

- 2.9.2. Demonstrates ability to review body of research and identify findings for effective service delivery

Domain 2.10: Legal, Ethical and Professional Practice- Graduates will have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical legal and professional standards; and other factors related to professional identify and effective practice as school psychologists. Graduates will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice communication skills, effective interpersonal skills, responsibility adaptability, initiative, dependability and technology skills.

- 2.10.1. Demonstrates knowledge of history and foundations of school psychology
- 2.10.2 Demonstrates knowledge of school psychology service models
- 2.10.3. Demonstrates knowledge and application of ethical and legal practice
- 2.10.4. Exhibits involvement in professional organizations in order to foster professional identify
- 2.10.5. Demonstrates a commitment to career-long development of skills through professional development

Competency Domain Knowledge and Skill Documentation Year 2

Domain 2.1: Data-Based Decision-Making and Accountability- Graduates will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, develop effective services and programs, and measure progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, graduates will demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

- 2.1.1. Demonstrates use of scientific methods of assessment and data collection (e.g., direct, norm-referenced, observation, environmental, CBA)
- 2.1.2. Demonstrates ability to develop interventions based on data collected
- 2.1.3. Demonstrates ability to progress monitor and modify interventions
- 2.1.4. Demonstrates ability to evaluate interventions outcomes
- 2.1.5. Demonstrates ability to make empirically based educational decisions

Domain 2.2: Consultation and Collaboration- Graduates will have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, graduates will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

- 2.2.1. Listens attentively to others
- 2.2.2. Asks appropriate questions
- 2.2.3. Demonstrates patience in difficult situations
- 2.2.4. Demonstrates use of systematic problem solving process
- 2.2.5. Addresses consultee resistance appropriately
- 2.2.6. Collaborates effectively with teachers, parents, and other school staff

Domain 2.3: Interventions and Instructional Support to Develop Academic Skills- Graduates will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. Graduates, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

- 2.3.1. Demonstrates knowledge and application of appropriate cognitive and academic methods of assessment
- 2.3.2. Demonstrates knowledge and application of effective instructional techniques

- 2.3.3. Demonstrates knowledge and application of learning theory and cognitive strategies
- 2.3.4. Develops appropriate academic goals for students based on individual needs
- 2.3.5. Develops, implements, and monitors academic interventions
- 2.3.6. Assesses treatment integrity of academic interventions

Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills-

Graduates will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Graduates, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

- 2.4.1. Demonstrates ability to set appropriate behavior, affective, and adaptive goals
- 2.4.2. Demonstrates knowledge of human development
- 2.4.3. Demonstrates knowledge of behavior management
- 2.4.4. Demonstrates knowledge and use of counseling techniques
- 2.4.5. Demonstrates knowledge and application of appropriate methods of assessing affective, social and adaptive behaviors
- 2.4.6. Demonstrates ability to assess the classroom environment
- 2.4.7. Links assessment results to behavioral and social interventions

Domain 2.5: School-wide Practices to Promote Learning- Graduates will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Graduates, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others

- 2.5.1. Demonstrates knowledge of regular education
- 2.5.2. Demonstrates knowledge of special education
- 2.5.3. Demonstrates knowledge and use of technology resources
- 2.5.4. Demonstrates knowledge of how to design, implement and evaluate school policies and practices in areas such as discipline, problem-solving, staff training, retention, and home-school partnerships.

Domain 2.6: Prevention and Responsive Services- Graduates will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. Graduates, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

- 2.6.1. Demonstrates knowledge of child development

- 2.6.2. Demonstrates knowledge of developmental psychopathology
- 2.6.3. Demonstrates knowledge of crisis intervention
- 2.6.4. Demonstrate knowledge of prevention strategies
- 2.6.5. Develops, implements, and evaluates tiered interventions based to foster resilience and address factors that lead to academic and behavioral difficulties
- 2.6.7. Collaborates with other professionals to promote good mental health for children

Domain 2.7: Family-School Collaboration Services- Graduates will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. Graduates, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children

- 2.7.1. Demonstrates knowledge of family systems and impact on students
- 2.7.2. Demonstrates knowledge of evidence-based methods for integrating family, school and community resources to improve outcomes for children
- 2.7.3. Establishes relationships with families and involves them in instructional decision-making processes for the child
- 2.7.4. Promotes and provides comprehensive services for the child

Domain 2.8: Diversity in Development and Learning- Graduates will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies

- 2.8.1. Demonstrates understanding of individual differences, abilities, disabilities, and other diverse characteristics
- 2.8.2. Demonstrates strategies for addressing diversity factors when selecting methods for assessment
- 2.8.3. Demonstrates strategies for addressing diversity factors when designing, implementing and evaluating interventions.

Domain 2.9: Research and Program Evaluation- Graduates will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understand research and interpreting data in applied settings. Graduates will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group and/or systems levels.

- 2.9.1. Demonstrates ability to design, conduct, and analyze research
- 2.9.2. Demonstrates ability to review body of research and identify findings for effective service delivery

2.9.3. Provides assistance in interpreting research information in applied settings.

Domain 2.10: Legal, Ethical and Professional Practice- Graduates will have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical legal and professional standards; and other factors related to professional identify and effective practice as school psychologists. Graduates will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice communication skills, effective interpersonal skills, responsibility adaptability, initiative, dependability and technology skills.

2.10.1. Demonstrates knowledge of history and foundations of school psychology

2.10.2. Demonstrates knowledge of school psychology service models

2.10.3. Demonstrates knowledge and application of ethical and legal practice

2.10.4. Exhibits involvement in professional organizations in order to foster professional identify

2.10.5. Demonstrates a commitment to career-long development of skills through professional development

Competency Domain Knowledge and Skill Documentation Year 3

Domain 2.1: Data-Based Decision-Making and Accountability- Graduates will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, develop effective services and programs, and measure progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, graduates will demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

- 2.1.1. Demonstrates use of scientific methods of assessment and data collection (e.g., direct, norm-referenced, observation, environmental, CBA)
- 2.1.2. Demonstrates ability to develop interventions based on data collected
- 2.1.3. Demonstrates ability to progress monitor and modify interventions
- 2.1.4. Demonstrates ability to evaluate interventions outcomes
- 2.1.5. Demonstrates ability to make empirically based educational decisions

Domain 2.2: Consultation and Collaboration- Graduates will have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, graduates will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

- 2.2.1. Listens attentively to others
- 2.2.2. Asks appropriate questions
- 2.2.3. Demonstrates patience in difficult situations
- 2.2.4. Demonstrates use of systematic problem solving process
- 2.2.5. Addresses consultee resistance appropriately
- 2.2.6. Collaborates effectively with teachers, parents, and other school staff

Domain 2.3: Interventions and Instructional Support to Develop Academic Skills-

Graduates will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. Graduates, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

- 2.3.1. Demonstrates knowledge and application of appropriate cognitive and academic methods of assessment
- 2.3.2. Demonstrates knowledge and application of effective instructional techniques

- 2.3.3. Demonstrates knowledge and application of learning theory and cognitive strategies
- 2.3.4. Develops appropriate academic goals for students based on individual needs
- 2.3.5. Develops, implements, and monitors academic interventions
- 2.3.6. Assesses treatment integrity of academic interventions

Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills-

Graduates will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Graduates, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

- 2.4.1. Demonstrates ability to set appropriate behavior, affective, and adaptive goals
- 2.4.2. Demonstrates knowledge of human development
- 2.4.3. Demonstrates knowledge of behavior management
- 2.4.4. Demonstrates knowledge and use of counseling techniques
- 2.4.5. Demonstrates knowledge and application of appropriate methods of assessing affective, social and adaptive behaviors
- 2.4.6. Demonstrates ability to assess the classroom environment
- 2.4.7. Links assessment results to behavioral and social interventions

Domain 2.5: School-wide Practices to Promote Learning- Graduates will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Graduates, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others

- 2.5.1. Demonstrates knowledge of regular education
- 2.5.2. Demonstrates knowledge of special education
- 2.5.3. Demonstrates knowledge and use of technology resources
- 2.5.4. Demonstrates knowledge of how to design, implement and evaluate school policies and practices in areas such as discipline, problem-solving, staff training, retention, and home-school partnerships.

Domain 2.6: Prevention and Responsive Services- Graduates will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. Graduates, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

- 2.6.1. Demonstrates knowledge of child development

- 2.6.2. Demonstrates knowledge of developmental psychopathology
- 2.6.3. Demonstrates knowledge of crisis intervention
- 2.6.4. Demonstrate knowledge of prevention strategies
- 2.6.5. Develops, implements, and evaluates tiered interventions based to foster resilience and address factors that lead to academic and behavioral difficulties
- 2.6.7. Collaborates with other professionals to promote good mental health for children

Domain 2.7: Family-School Collaboration Services- Graduates will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. Graduates, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children

- 2.7.1. Demonstrates knowledge of family systems and impact on students
- 2.7.2. Demonstrates knowledge of evidence-based methods for integrating family, school and community resources to improve outcomes for children
- 2.7.3. Establishes relationships with families and involves them in instructional decision-making processes for the child
- 2.7.4. Promotes and provides comprehensive services for the child

Domain 2.8: Diversity in Development and Learning- Graduates will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies

- 2.8.1. Demonstrates understanding of individual differences, abilities, disabilities, and other diverse characteristics
- 2.8.2. Demonstrates strategies for addressing diversity factors when selecting methods for assessment
- 2.8.3. Demonstrates strategies for addressing diversity factors when designing, implementing and evaluating interventions.

Domain 2.9: Research and Program Evaluation- Graduates will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understand research and interpreting data in applied settings. Graduates will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group and/or systems levels.

- 2.9.1. Demonstrates ability to design, conduct, and analyze research
- 2.9.2. Demonstrates ability to review body of research and identify findings for effective service delivery

2.9.3. Provides assistance in interpreting research information in applied settings.

Domain 2.10: Legal, Ethical and Professional Practice- Graduates will have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical legal and professional standards; and other factors related to professional identify and effective practice as school psychologists. Graduates will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice communication skills, effective interpersonal skills, responsibility adaptability, initiative, dependability and technology skills.

2.10.2. Demonstrates knowledge of school psychology service models

2.10.3. Demonstrates knowledge and application of ethical and legal practice

2.10.4. Exhibits involvement in professional organizations in order to foster professional identify

2.10.5. Demonstrates a commitment to career-long development of skills through professional development

Contents Guide for Electronic Portfolio

Materials to be included:	Y1	Y2	Y3
Title Page	X	X	X
Table of Contents Page	X	X	X
Current Resume	X	X	X
Competency Domains and Appendices	With active links	Prior year and current year with active links	Prior two years and current year with active links
Technology Documentation Table	X	X	X
Key Assessment Table	X	X	X
Final Prepractica log	X	X	X
Final Practica Log		X	X
Final Internship Log			X
Prepractica Supervisor Evaluation (fall and spring/beginning with 2015-2016 will be a single document)	X	X	X
Practica Supervisor Evaluation (fall and spring/beginning with 2015-2016 will be a single document)		X	X
Internship Supervisor Evaluation			X
Praxis Scores			X

OSPA membership (document membership for prior year. For example, you submit your Year 1 portfolio August 2015. Membership should reflect 2014-2015.	X	X	X
NASP membership (Ditto here)	X	X	X
MVSPA (*recommended)	X*	X*	X*
APA division 16 (*optional)	X*	X*	X*
Current transcript (unofficial)	X	X	X
MA plan of study (with all signatures)	X	X	X
EdS plan of study			X
Year 1 Bi-Annual Student fall and spring (beginning fall 2015 this will be a single document)		X	
Year 2 Bi-Annual Student evaluation fall and spring (beginning fall 2015, this will be a single document)		X	X
Year 3 Bi-Annual Student evaluation fall only			
Portfolio evaluation year 1		X	
Portfolio evaluation year 2		X	X
Professional Development (*may not have year 1)	X*	X	X
Portfolio due to advisor by Friday of 1 st week of fall semester	X	X	x
Portfolio meeting with advisor completed by:	Sept 30	Sept 15	June 30

How do I make sure my links work? Read this carefully.

Step 1, create the Portfolio Folder.

Step 2, click on the folder and within it create subfolders (as you see on page 1 named by classes and one for Table of Contents).

Step 3, copy and paste documents into the subfolders for you classes and the Table of Contents.

Step 4, create the competency domain documentation word document and save it to your Portfolio folder for the corresponding year. Then, activate the hyperlinks to the corresponding document in the subfolders. To do this, highlight the document name within the competency domain documentation and then right click. In the menu, click on hyperlink, and then, from the hyperlink box, click on the correct document.

Step 5, create your Year 1 portfolio word document that contains the cover page and Table of Contents. Within the Table of Contents, create hyperlinks to each document. Remember it is within the Table of Contents that you will link to the competency domain documentation word document.

Does this all make sense?

I sure hope so! If you can think of a better way to explain something, please let us know!

**Section F: Biannual Faculty Advisor Evaluation of Student
The University of Toledo
School Psychology Program**

***First semester Midterm Evaluation &
Program Expectations for Professional Behavior (Years 1-3)***

Name:		Faculty Advisor:	
<u>Year 1 First Semester Midterm Meeting</u>			
Meeting Outcomes			
Student signature			
Faculty signature			
<u>Year 1 Spring Meeting Date:</u>			
Meeting Outcomes			
Student signature			
Faculty signature			
<u>Year 2 Fall Meeting Date:</u>			
Meeting Outcomes			
Student signature			
Faculty signature			
<u>Year 2 Spring Meeting Date:</u>			
Meeting Outcomes			
Student signature			
Faculty signature			
<u>Year 3 Fall Meeting Date:</u>			
Meeting Outcomes			
Student signature			
Faculty signature			

Faculty Advisor Evaluation of Student
First semester Midterm Evaluation

Areas Assessed	Satisfactory or Positive	Neither Positive nor Negative	Unsatisfactory or Negative	Not Applicable at this time	Comments
View of training program					
View of the field of school psychology					
View of field experience					
Perception of how field supervisor would evaluate him/her.					
Interactions with school psychology peers.					
Class attendance					
Attended appointments					
Attended new student orientation					
Completed Master's plan of study					
Member of NASP					
Member of OSPA					
Member of MVSPA					
Member UTSPSO					

**Faculty Advisor Evaluation of Student
Program Expectations for Professional Behavior (Years 1-3)**

Beginning in Spring, Year 1, Students will receive a rating corresponding to their performance within the program expectations for professional behavior as follows:

S = Student has satisfactorily completed expected coursework requirements, including attendance/promptness.

P = Potential area of concern that will be monitored/Not applicable at this time.

R = Remediation required; see attached completed *Remediation Plan Form*.

Any area of weakness will require a remediation plan. This plan will include:

- a. Identification of the problem area
- b. Objective(s) for improvement of problem area
- c. Plan for meeting objectives
- d. Dates for formative reviews with advisor
- e. Date by which objective must be completed.

If the student does not successfully complete the remediation plan within the timeframe specified, the student may be terminated from the program.

1. Completion of Expected Coursework assignments and requirements, including attendance/promptness.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

2. Completion of Portfolio requirements.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

3. Completion of Field Experiences Assignments, Hours and Experiences.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

4. Provided quality services to children and families per feedback of field experience supervisors.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

5. Appropriate use of supervision and professional judgment and consultation with supervisors when necessary.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

6. Sensitivity to Diversity in professional behavior, speech, and written expression.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

7. Respect for Confidentiality with peers, faculty members, children and families, and school staff.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

8. Appropriate interpersonal skills when working with peers, trainers, and other school staff and professionals.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

9. Following policies and procedures at field experience sites.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

10. Completing appropriate forms in timely manner

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

11. Responsible in making/keeping appointments in University and field settings.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

12. Appropriate dress for field experience sites.

	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

13. Ethical Behavior/Academic conduct consist with program, university and field site experience policies, procedures and expectations.

Spring Year 1 Ratings and Comments	Fall Year 2 Ratings and Comments	Spring Year 2 Ratings and Comments	Fall Year 3 Ratings and Comments

14. Outcomes from Key Assessments

Courses	Initial Score	1st Resubmit	2nd Resubmit
SPSY 5030			
SPSY 5040			
SPSY 5060 (FA & SP)			
SPSY 5300			
SPSY 5170			
SPSY 6260			
SPSY 7180			
SPSY 5310			
SPSY 7320			
SPSY 7330 (FA & SP)			

SPSY 7190			
SPSY 7940 (FA, SP & SU)			

Section G. STUDENT REMEDIATION PLAN

Student name _____ Initial date _____

Identification of the problem area(s):

Objective(s) for improvement:

Plan for meeting objectives:

Planned formative review dates: #1 _____ #2 _____ #3 _____

Plan completion date: _____

Student Signature _____ Date _____

Advisor Signature _____ Date _____

=====

Date of Mastery _____

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Section H: Remediation Review Form

Name _____

Review # _____ Date _____

Formative Review #1:

Modifications, if necessary:

Student Signature _____ Date _____

Advisor Signature _____ Date _____

=====

Formative Review #2:

Modifications, if necessary:

Student Signature _____ Date _____

Advisor Signature _____ Date _____

=====

Name _____

Review # _____ Date _____

Formative Review #3:

Modifications, if necessary:

Student Signature _____ Date _____

Advisor Signature _____ Date _____