



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

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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 Services. The Education Specialist Degree (Ed.S.) consists of three years of full-time study, which includes approximately 76 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 Master's of Arts (M.A.) requirements (minimum of 30 hours of coursework and 100 Prepractica hours), students earn the M.A. degree. The program received Full Approval by the National Association of School Psychologists in 2007 and was most recently reviewed in 2013 with Full Approval granted through 2020.

## Program Philosophy, Goals, and Learning 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 specialists and instructional specialists, 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.

The following program goals and program-learning outcomes (PLOs) address and assess the attainment of the knowledge base outlined in the document *School Psychology: A Blueprint for Training and Practice III* (2006) as well as the 10 general domains of school psychology as described in 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. Each UToledo program goal addresses three of the 10 domains as indicated in parentheses.

After successfully completing the program, students will be expected to:

**Program Goal 1:** Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).

- a. **PLO 1.1:** Demonstrates understanding of and sensitivity to individual differences, abilities, disabilities, and other diverse characteristics as evidenced in communication and interpersonal relationships (2.2, 2.8)
- b. **PLO 1.2:** Demonstrates strategies for addressing diversity factors when selecting, administering, and interpreting assessments; and designing, implementing and evaluating interventions for academic and/or behavior concerns (2.8)
- c. **PLO 1.3:** Demonstrates knowledge and respect for diversity factors related to culture, family systems, and an understanding that advocacy for social justice is a foundation of service delivery (2.7, 2.8)

- d. **PLO 1.4:** Demonstrates active, attentive listening and communicates and collaborates effectively with others in activities such as meetings, supervision sessions, parent interviews, and consultations (2.2) PLO 1.5 Demonstrates evidence-based methods for integrating family, school and community resources to improve educational outcomes for children (2.7)
- e. **PLO 1.5:** Demonstrates evidence-based methods for integrating family, school and community resources to improve educational outcomes for children (2.7)

**Program Goal 2:** Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence-based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages ecological problem solving guided by data-based decision making to address the instructional needs of all students (NASP 2.1, 2.2, 2.3).

- a. **PLO 2.1:** Demonstrates knowledge and skill in selecting and administering various methods of cognitive assessment, and interpreting and sharing results (2.2, 2.3)
- b. **PLO 2.2:** Demonstrates knowledge and skill in selecting and administering various methods of academic assessment, and interpreting and sharing results (2.1, 2.3)
- c. **PLO 2.3:** Demonstrates knowledge and skill at making data-based decisions by linking academic and cognitive assessment information to instructional interventions in general education setting, and when appropriate, in special education settings (2.1, 2.3)
- d. **PLO 2.4:** Demonstrates skill in using a systematic problem-solving process guided by data-based decision making to develop, implement, monitor, and evaluate academic interventions by (2.1, 2.3)
- e. **PLO 2.5:** Demonstrates knowledge of ecological influences of the classroom and home on student academic skills, learning, and cognition and applies to assessment and intervention (2.2, 2.3)

**Program Goal 3:** Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).

- a. **PLO 3.1:** Demonstrates knowledge and skill in selecting and administering various methods for affective, behavior, and adaptive behavior assessment and interpreting and sharing results (2.2, 2.4)
- b. **PLO 3.2:** Demonstrates knowledge and skill in linking affective, behavior and adaptive behavior assessment information to interventions in general and special education settings (2.1, 2.4)
- c. **PLO 3.3:** Demonstrates skill in using a systematic problem-solving process guided by data-based decision making to develop, implement, monitor, and evaluate affective, behavior and adaptive behavior interventions (2.1, 2.4)
- d. **PLO 3.4:** Demonstrates understanding of biological, developmental, and social influences on behavior and mental health and implications for classroom management and instruction (2.2, 2.4)
- e. **PLO 3.5:** Demonstrates knowledge of concepts from applied behavior analysis and skill in conducting functional assessment and analysis to develop behavior intervention plans (2.4)

**Program Goal 4:** Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands principles and research in system change and general and special education; understands principles and research related to resilience and risk factors in learning and applies knowledge to maintain and improve evidence-based practices and programs linking schools and communities; develops, implements, and evaluates at the system-level practices and strategies that create and maintain safe and supportive schools, including an evidence-based crisis prevention and response system (NASP 2.5, 2.6, 2.9).

- a. **PLO 4.1:** Demonstrates knowledge of system change research and process, team processes and dynamics, strategic planning, and program evaluation in order to identify needs and plan for school improvement (2.5, 2.9)
- b. **PLO 4.2:** Demonstrates knowledge and skill in assessing existing school policies and practices in areas such as MTSS, staff training, and home-school-community partnerships, and skill in designing, implementing, and evaluating universal interventions to create and maintain effective and supportive learning environments (2.5, 2.9)
- c. **PLO 4.3:** Demonstrates knowledge of the crisis research and skill in crisis prevention, intervention, response, and recovery (2.6)
- d. **PLO 4.4:** Demonstrates understanding of principles and research related to resilience and risk factors in learning and mental health and skills in developing, implementing, and evaluating universal interventions that foster resilience and minimize factors that lead to academic and behavior difficulties (2.6, 2.9)
- e. **PLO 4.5:** Demonstrates knowledge of school system organizational structure, general education, special education, and state and federal laws and policy for school accountability for academics and behavior (2.5)

**Program Goal 5:** Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal guidelines and policies; pursues ongoing professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

- a. **PLO 5.1:** Demonstrates knowledge of ethical and legal policies and procedures and satisfactory professional judgment and decision-making (2.10)
- b. **PLO 5.2:** Demonstrates use of technology in assessment, intervention, and presentation of information (2.9, 2.10)
- c. **PLO 5.3:** Demonstrates ability to function as scientist-practitioner by designing and conducting single case and small group research and to analyze outcomes to inform practices and services (2.9)
- d. **PLO 5.4:** Understands one's identity as a school psychologist by engaging in activities that foster this professional identity through membership involvement in and attendance at regional, state and national conferences (2.10)
- e. **PLO 5.5:** Demonstrates satisfactory professional dispositions needed for effective practice including social justice, communication and interpersonal skills with peers, trainers, and supervisors, and satisfactory initiative, dependability, time management and organizational skills (2.8, 2.10)

### **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 *University Catalog* and the *College of Graduate Studies Student Handbook*. 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 M.A. graduation and Ed.S. 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 77 graduate semester hours, a prepractica during the first year (minimum of 100 hours), a two-semester practica during the second year (minimum of 400 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. Program 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 30 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:

### Current Master's Degree Course Requirements\*

- SPSY 5030 Role and Function of the School Psychologist (3)
- EDP 5330 Behavior Management (3)
- SPSY 5170 Consultation I: Theories and Techniques (3)
- SPSY 5040 Legal and Ethical Issues for School Psychologists and Counselors (4)
- SPSY 5300 Psychoeducational Assessment and Interventions I (4)
- HSHS 6000 Statistics and Research for Health Science and Human Service Professions
- SPSY 5060 Prepractica in School Psychology (Note: 2 hours in the fall and 2 hours in the spring)
- EDP 5240 Applied Child and Adolescent Development (3)
- COUN 5160/7160 Cultural Diversity for the Counselors and the School Psychologist (3)

\*These are the courses students should expect to take to earn the M.A. degree. Prior to the completion and signature of the M.A. Plan of Study, these courses may change.

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 M.A. plan of study. The recommended sequence for all courses may be found in **Section B**.

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). Students 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, a C or better in all courses, and all 100 prepractica hours.

Admission to the Ed.S. degree Program. 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 7180 Consultation II: School and Home Collaboration (3)
- SPSY 5/7310 Psychoeducational Assessment and Interventions II (4)
- SPSY 7320 Psychoeducational Assessment and Interventions III (4)
- SPSY 7330 Practica in School Psychology (8) (Note: 4 hours in fall and 4 hours in spring)
- SPSY 7190 Consultation III: School and Community (4)
- COUN 5140/7140 Counseling Theories and Techniques (4)
- SPSY 6260/7260 Developmental Child Psychopathology (4)
- SPSY 7940 Internship in School Psychology (16) (Note: 6 in fall, 5 in spring, and 5 in summer)

\*These are the courses students should expect to take to earn the Ed.S. degree. Prior to the completion and signature of the Ed.S. Plan of Study, these courses may change.

Upon successful completion of the Ed.S. coursework (with the exception of intern seminar), practica experience, year 2 spring portfolio, and passing the Key Assessment Reexamination (if applicable) students are admitted into the internship experience. The requirements for internship are outlined in the *UToledo 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 *UToledo 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 147 or better), and the summative portfolio, are students recommended for Ohio licensure as a School Psychologist. Because the UToledo 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 semester as part of the Bi-Annual Student Evaluation 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.*

*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 of 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 prepractica, 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 with 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.

*Appropriate Use of Supervision.* Graduate students in the school psychology program are expected to appropriately participate in the use of supervision provided by field and university supervisors. Appropriate use of supervision means the student accepts responsibility for learning, is open to feedback and suggestions, applies learning to practice, is willing to self-disclose and/or explore personal issues when they affect professional functioning, and is appropriately self-reliant and self-critical. Additionally, students understand that appropriate use of supervision is also defined by the amount of attention required by university and field supervisors, as well as future mentors.

*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 (6<sup>th</sup> 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, 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, as well as completing single case and small group design research studies during the practica and internship experience.

*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. 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. Having been convicted of a felony and some misdemeanors may prevent a student from being licensed 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 director.
- Students are required to join the National Association of School Psychologists (NASP) application available at <http://www.nasponline.org/membership/index.aspx>, and a state association, most often the Ohio School Psychologists Association (OSPA) application available at <https://www.ospaonline.org/index.php/membership>
- Joining the Maumee Valley School Psychologists Association (MVSPA) and the American Psychological Association, Division 16: School Psychology association (<https://www.apa.org/about/division/div16>) are optional.
- Students are required to join and actively participate in the UToledo School Psychology Student Organization (UTSPSO). 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 UToledo Bi-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.
- Students are expected to participate in School Psychology Awareness Week activities in November of their first year. More details in the SPSY 5060 syllabus.

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 and spring 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.

Desktop or laptop computer: Many graduate 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. UToledo 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. The Prepractica experience 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 the use of varied assessment tools. *The Practica experience may only be completed during a full-time residency of two consecutive semesters, fall preceding spring.* The Internship experience is the culminating experience of the UToledo 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 second year/first year of Ed.S. program) requires a minimum of 400

hours. The internship (during third year/second year of EdS program) requires a minimum of 1200 hours. Beginning during 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 psychologist 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 10-15 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 UToledo 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, she/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 *UToledo 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 Health and Human Services.
- 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 a field placement 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
- 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 Health and Human Services. 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 College of Graduate Studies. 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 UToledo 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, and 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
- Developmental Portfolio from Student to School Psychology Practitioner

Attainment of competencies is documented by 1) formal acceptance of the summative Developmental Portfolio from Student to School Psychology Practitioner by the Program Faculty, 2) obtaining a rating of 4 or better on all internship competencies (see *UToledo Internship Manual*), and 3) successful completion Tiered Intervention Summary reports. Both products are to be included in the Portfolio. Students are expected to provide the faculty with a copy 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 and to assess the student's interpersonal skills, technology, diversity experiences, and interest in school psychology.

*Key Assessments.* A key assessment is an objective outcome that indicates if a student is meeting minimum expectations related to program goals and program learning outcomes. Key assessments are either the final letter grade earned for that course or the grade earned on individual assignments within the course. The following courses have the final letter grade designated as the key assessment: SPSY 5030, SPSY 6260, SPSY 5040. Each of the following courses have two key assessments that assess, the student's knowledge and the student's application of knowledge and skills previously learned.

1. Consultation series: SPSY 5170, SPSY 7180, and SPSY 7190
2. Psychoeducation Assessment and Intervention series: SPSY 5300, SPSY 7310, SPSY 7320
3. Year 2 field experiences: SPSY 7330 (fall and spring)

Performance on key assessments is used to determine if a student, takes the Key Assessment Reexamination, continues in the program, and is permitted to start Practica or internship. In SPSY courses with key assessment products, students must earn an 83%, or take the Key Assessment Reexamination over content. In SPSY courses with a final grade key assessment, students must earn a B in the course, or take the Key Assessment Reexamination over the content.

*Key Assessment Reexamination.* The Key Assessment Reexamination is used to provide students who did not meet program benchmarks and master knowledge and application of program learning outcomes with only course instruction (tier 1) an additional opportunity to demonstrate mastery. Content of the exam will be individualized based on student's performance on the key assessments during the fall, spring, and summer semesters. Key Assessment Reexaminations will be administered in July for year 1 and year 2.

*Year 1:* If a student passes the exam, she or he will continue in the EdS program and permitted to begin practica. If a student fails, she or he will complete an oral exam. If the student passes the oral exam, she



or he will continue in the EdS program and be permitted to start practica. If the student fails the oral exam, the faculty may offer a remediation plan or the student will be dismissed from program.

- Administered to student around July 1
- Due to advisor around July 21
- Feedback to student and administration of oral exam by August 1

Year 2: If a student passes the exam, she or he will be permitted to complete internship. If a student fails, there is an oral exam. If the student passes the oral exam, she or he will be permitted to start internship. If the student fails the oral exam, the student will be dismissed from program.

- Administered to student around July 1
- Due to advisor around July 21
- Feedback to student and administration of oral exam by August 1

Year 1 Evaluations. During the first year of the program, students are evaluated through the Bi-Annual Student Evaluation, the portfolio, supervisor evaluations, and their coursework assignments and grades. During their first semester in the program, 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 G**). During the first semester (i.e., mid October), a midterm evaluation is conducted with each student (see **Section C**). 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, understand the portfolio, and are beginning to develop affiliations with other students. The Bi-Annual Student Evaluation is completed two times each year, once during the fall semester and once during the spring semester. 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 G**). After each semester students are required to enter data into the portfolio. After the summer semester, students are required to complete the program data tables within the portfolio and write a self-reflection. Students may also be required to write a professional development plan if there are areas identified as needing improvement. Advisors review the portfolio and send students a letter documenting their performance after year 1 (see **Section F** for an example).

Year 2 Evaluations. During the second year of the program students are evaluated through the Bi-Annual Student Evaluation, the portfolio, supervisor evaluations, the annual student evaluation and portfolio meeting, and practica case studies. The Bi-Annual Student Evaluation is completed two times each year, once during the fall semester and once during the spring semester. After each semester students are required to enter data into the portfolio. After the summer semester students are required to complete the program data tables within the portfolio and write a self-reflection. Students may also be required to write a professional development plan if there are areas identified as needing improvement. Advisors review the portfolio and send students a letter documenting their performance after year 2 (see **Section F** for an example). Once the portfolio is approved in July, 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 Bi-Annual Student Evaluation, the portfolio, supervisor evaluations, tiered intervention summary reports, outcome summaries, and additional assignments. The Summative Developmental Portfolio from Student to School Psychology Practitioner 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 Program Evaluation

In order for the UToledo 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 section. 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 section and aggregated in order to identify areas of strength and areas for improvement. Cohort data are reviewed annually at program fall retreat. 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, feedback from alumni of the training program (via periodic surveys), and input from the School Psychology Advisory Board 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. 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 (2 times per year, once in the fall and once in the 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)	<ul style="list-style-type: none"> <li>- Student performance on key assessments and course grades (i.e., portfolio Program Goal – Data tables)</li> <li>- Student performance on Bi-Annual Student Evaluation</li> <li>- Fall semester Prepractica and Practica evaluations</li> <li>- Intern Formative 1 &amp; 2 competency evaluations</li> <li>- Praxis scores (if available)</li> <li>- Student summer evaluations of faculty</li> <li>- IUC Meeting</li> <li>- Program Advisory Board Meeting</li> </ul>
2. End of Summer I Session	- Intern Formative 3 and Summative competency evaluations

Semester (June)	<ul style="list-style-type: none"> <li>- Praxis scores (if not reviewed prior to this date)</li> <li>- Student performance on key assessments and course grades (i.e., portfolio Program Goal – Data tables)</li> <li>- Student self-evaluations, reflections, and if needed professional development plans</li> <li>- Spring semester Prepractica and Practica evaluations</li> <li>- Alumni survey (periodic survey)</li> <li>- NASP Conference</li> <li>- TSP Meeting</li> <li>- Intern Tiered Intervention Summary Reports and Outcome Summaries</li> <li>- IUC Meeting</li> </ul>
3. Program Fall Retreat (August)	<ul style="list-style-type: none"> <li>- Student performance on course assignments and grades</li> <li>- Student fall and spring evaluations of faculty</li> <li>- Student performance on Key Assessment Reexaminations as needed</li> </ul>

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. 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 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 UToledo program accepts full-time only students. During the Prepractica and second year Practica, 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 first and second years are offered during the daytime. Finally, the internship itself is a paid, full-school-year commitment [see *UToledo Internship Manual* and *The Ohio Internship in School Psychology Manual, (2015)*].

The application deadlines for the school psychology program are December 15<sup>th</sup> and February 15<sup>th</sup>. 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).
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 UToledo 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 a campus interview. The interview day consists of a presentation by the school psychology faculty, 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 15<sup>th</sup>. 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.*

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



### Specialist-level Program in School Psychology College of Health and Human Services School of Intervention and Wellness Program Checklist of Important Activities to Complete

Activity	Year in Program	Month	Completed
<b>Year 1</b>			
Make sure Graduate School received final undergrad transcript	1	September	
Complete background check so can begin Prepractica experience	1	September	
Make appointment with advisor for mid-semester check-in	1	October	
Register for spring classes	1	October	
Enter year 1 fall data into portfolio Program Goal – Data Tables	1	December/January	
Begin to find children for Psychoeducational Assessment classes	1	January	
Apply for MA graduation (by January if wish to walk in May commencement, otherwise by May)	1	January or May	
Register for summer classes	1	January	
Make appointment with advisor to bi-annual evaluation	1	February	
Apply for admission to the Ed.S program	1	February	
Compare MA plan of study with transcript and report any discrepancies to your advisor	1	March	
Register for fall classes	1	March	
Enter year 1 spring data into portfolio Program Goal – Data Tables and complete year 2 Performance Self-Evaluation and Professional Development Plan	1	May	
<b>Year 2</b>			
Complete background check (if needed again) so can begin Practica experience	2	September	
Make appointment with advisor for bi-annual evaluation	2	October	
Register for spring classes	2	October	
Enter year 1 summer and year 2 fall data into portfolio Program Goal – Data Tables	2	December/January	
Register for summer classes	2	January	
Make appointment with advisor for bi-annual evaluation	2	February	
Register for fall classes	2	March	
Complete paperwork to begin school psychology internship	2	April	
Enter year 2 spring data into portfolio Program Goal – Data Tables and complete year 2 Performance Self-Evaluation and Professional Development Plan	2	May	
<b>Year 3</b>			
Register for spring classes	3	October	
Make appointment with advisor for bi-annual evaluation	3	October	
Register for graduation (so can walk and name appears in May)	3	January	

commencement book)			
Register for summer classes	3	January	
Enter year 2 summer and year 3 data into portfolio Program Goal – Data Tables and complete Performance Self-Evaluation and Professional Development Plan	3	May	
Compare Ed.S 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: Recommended Sequence of Study for all Courses



### Specialist-level Program in School Psychology College of Health and Human Services School of Intervention and Wellness

#### Recommended Sequence of Study for All Coursework

#### YEAR 1 (30 credits)

<b>Fall (11 credits)</b>	SPSY 5030	Role and Function of the School Psychologist	3
	SPSY 5170	Consultation I: Theories and Techniques	3
	SPSY 5060	Prepractica in School Psychology	2
	EDP 5330	Behavior Management (DL)	3

<b>Spring (12 credits)</b>	SPSY 5300	Psychoeducational Assessment and Interventions I	4
	COUN 5160	Cultural Diversity for Counselors and School Psychologists	3
	SPSY 5060	Prepractica in School Psychology	2
	EDP 5240	Applied Child and Adolescent Development (DL)	3

<b>Summer (7 credits)</b>	SPSY 5040	Legal & Ethical Issues for School Psychologists and Counselors	4
	HSHS 6000	Statistics and Research for Health Science and Human Service Professions	3

#### YEAR 2 (30 credits)

<b>Fall (11 credits)</b>	SPSY 7310	Psychoeducational Assessment and Interventions II	4
	SPSY 7180	Consultation II: School and Home Collaboration	3
	SPSY 7330	Practica in School Psychology	4

<b>Spring (12 credits)</b>	SPSY 7320	Psychoeducational Assessment and Interventions III	4
	SPSY 7190	Consultation III: School and Community	4
	SPSY 7330	Practica in School Psychology	4

<b>Summer (7 credits)</b>	COUN 7140	Counseling Theories and Techniques	4
	SPSY 7260	Developmental Child Psychopathology	3

#### YEAR 3 (16 credits)

<b>Fall</b>	SPSY 7940	Internship in School Psychology	6
<b>Spring</b>	SPSY 7940	Internship in School Psychology	5
<b>Summer</b>	SPSY 7940	Internship in School Psychology	5

\*These are the courses and the sequence students should expect during the program. However, prior to the completion and signature of Plans of Study, these courses may change.



**Section C: Bi-Annual Faculty Advisor Evaluation of Students**



**Specialist-level Program in School Psychology  
College of Health and Human Services  
School of Intervention and Wellness**

**Faculty Advisor Bi-Annual Evaluation**

***Program Expectations for Professional Behavior (Years 1-3)***

Student Advisee:		Faculty Advisor:	
<b><u>Year 1 Fall Meeting Date:</u></b>			
Meeting Outcomes			
Student signature			
Faculty signature			
<b><u>Year 1 Spring Meeting Date:</u></b>			
Meeting Outcomes			
Student signature			
Faculty signature			
<b><u>Year 2 Fall Meeting Date:</u></b>			
Meeting Outcomes			
Student signature			
Faculty signature			
<b><u>Year 2 Spring Meeting Date:</u></b>			
Meeting Outcomes			
Student signature			
Faculty signature			
<b><u>Year 3 Fall Meeting Date:</u></b>			
Meeting Outcomes			
Student signature			
Faculty signature			
<b><u>Year 3 Spring Meeting Date:</u></b>			
Meeting Outcomes			
Student signature			
Faculty signature			

**First Semester Checkpoints**

<b>Areas Assessed</b>	<b>Satisfactory or Positive</b>	<b>Neither Positive nor Negative</b>	<b>Unsatisfactory or Negative</b>	<b>Comments</b>
Prepractica status (self report)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Time management rating (self report)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organization rating (self report)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication skills rating (self report)				
View of training program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
View of the field of school psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Perception of how field supervisor would evaluate him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interactions with school psychology peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Class attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attended appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attended new student orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Downloaded all handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Signed materials room form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Obtained check out card for materials room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Completed Master's plan of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Member of NASP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Member of OSPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Member of MVSPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Member UTSPSO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

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

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

**S** = Student has satisfactorily met expectations

**A** = Student is approaching benchmark. Potential area of concern that will be monitored at this time

**NI** = Student needs improvement and remediation required; a formal plan is written, implemented and monitored. Any area of weakness will require a remediation plan. If the student does not successfully complete the remediation plan within the timeframe specified, the student may be terminated from the program. 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

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student has respect for human diversity and social justice evidenced by appropriate professional and personal interactions with peers, faculty, and staff at the university; and supervisors, staff, and families at field placements (PLO 1.1, 1.3).	FA Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student has necessary and appropriate communication	FA Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor	

skills both oral and written (e.g., professional and nonprofessional) to be a practitioner as evidenced by class presentations, written assignments, conversations with faculty and staff, and email correspondence (PLO 1.4).		<input type="checkbox"/> Class Assignments	
	SP Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student demonstrates dependability as evidenced by promptly completing tasks according to instructions with minimal guidance, being punctual to class and meetings, and consistently responding to emails within an appropriate amount of time (e.g., 72 hours; PLO 5.5).	FA Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student demonstrates effective interpersonal skills as evidenced by using appropriate professional social skills with	FA Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 1	<input type="checkbox"/> Faculty/Instructor	

faculty and staff (e.g., greets Sue), and by building relationships and collaborating with others to get the job done (PLO 1.1).		<input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student demonstrates adaptability and flexibility in response to change as evidenced by asking an appropriate amount and type of questions to clarify changes without appearing overly worried (PLO 5.5).	FA Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student has the necessary organization skills as evidenced by submitting high quality products on time or early (PLO 5.5).	FA Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	

	FA Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student has the initiative and growth towards independent functioning as a practitioner as evidenced by using supervision appropriately to advance development, including meeting with supervisors for an appropriate amount of time, and asking questions that reflect developmental level within program (PLO 5.4).	FA Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 1	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 2	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	FA Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
	SP Year 3	<input type="checkbox"/> Faculty/Instructor <input type="checkbox"/> Field Supervisor <input type="checkbox"/> Class Assignments	
Comments:			

**Section D: 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 E: Student Remediation Review**

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 \_\_\_\_\_



## Section F: Annual Student Portfolio Feedback (Example)



**Specialist-level Program in School Psychology**  
**College of Health and Human Services**  
**School of Intervention and Wellness**  
 AY20-21 Portfolio Feedback

DATE

STUDENT,

The School Psychology Faculty have reviewed your table of contents, key assessments, and data tables, self-evaluations, and professional development plan for the program goals for the 2020-2021 academic year.

	Overall rating
Program goal 1	
Program goal 2	
Program goal 3	
Program goal 4	
Program goal 5	

Your self-evaluations indicated satisfactory performance in goals #, #, and #. Your self-evaluations indicated you were approaching benchmark on goals # and #. You created a professional development plan that identifies specific activities you will engage in across fieldwork, self-study, and in the community to reach benchmark in goals # and #.

We encourage you to review your self-evaluations and revise your professional development plans prior to the start of the fall semester. You will meet with your advisor in September to formally discuss your plan. Finally, as a reminder you are responsible for ensuring that all table of contents and key assessment documents are in your portfolio. Failure to include the requested documents may delay your graduation from the Education Specialist program.

Let me know if you have any questions.

Jennifer L. Reynolds, Ph.D., NCSP  
 Associate Professor and Program Director  
 School Psychology Program

College of Health and Human Services  
 School of Intervention and Wellness  
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Section G: Handbook Attestation



**Specialist-level Program in School Psychology**  
**College of Health and Human Services**  
**School of Intervention and Wellness**

Handbook Attestation

I \_\_\_\_\_, have received a copy of the *Specialist Level Program in School Psychology Student Handbook*. I have read this handbook from cover to cover, including reviewing the Guides and Forms, and understand all that it contains. I agree to abide by the policies and procedures described in the *Specialist Level Program in School Psychology Student Handbook*.

**Date:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor signature:** \_\_\_\_\_

**Section H: Guide to Electronic Portfolio****Specialist Level Program in School Psychology****Manual for the Developmental Portfolio from Student to School Psychology Practitioner**

Revised: October 2020

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

Accredited by  
Council for the Accreditation of Educator Preparation (CAEP)

## Overview and Instructions for Students

The *Developmental Portfolio from Student to School Psychology Practitioner* (here after referred to as the Portfolio) is the culminating, cumulative record of performance for students in the University of Toledo's School Psychology graduate program. A culminating comprehensive performance-based assessment is a required assessment for programs approved by the National Association of School Psychologists (NASP). The program has 5 Program Goals and 5 Program Learning Objectives (PLOs) for each goal. The goals and PLOs form the framework of the Portfolio. The Portfolio has four parts, located in individual students' program OneDrive shared folder.

1. **The Portfolio excel file.** This excel file has 13 sheets. Five of the sheets contain the Program Goal – Data Tables. Students summarize their self-evaluations for each goal in the sixth sheet. Students rate their various technology skills and develop a plan on the seventh sheet. Within one sheet, students document when they have saved required files in the Table of Contents (TOC) folder. Within another sheet, students document when they have saved required files in the Key Assessment folder. The last three sheets (years, 1, 2, and 3), are where students write an annual reflection of their progress in the program goals and if necessary, a professional development plan.
2. **The Key Assessments folder.** Students will save files associated with knowledge and application key assessment products from the following courses: SPSY 5170, SPSY 7180, and SPSY 7190, SPSY 5300, SPSY 7310, SPSY 7320, and SPSY 7330 (fall and spring).
3. **The TOC folder.** Students will save files listed in the Table of Contents section on page 10 of this document.

Students are expected to interact with the portfolio each semester they are in the program. The portfolio and student progress will be reviewed at bi-annual advisor meetings and program faculty meetings.

Students will complete course work and field experiences to develop knowledge and skills in each goal and PLO. Performance on key assessments and from courses taught by program faculty will be used as the data to indicate how a student is progressing towards developing entry level knowledge and skills. Students will use the portfolio guide and enter data into each Program Goal – Data Table (5), and include TOC documents and key assessment products within the portfolio folders on OneDrive. The key assessment courses and products students use for each PLO are listed on the Program Goal – Data Tables. After entering the data, students will evaluate and rate their performance on each PLO and Program Goal on the Self-Evaluation and Professional Development Plan using the criteria below.

### **Completing Program Goal – Data Tables**

There are five Program Goal – Data Tables, each located on a sheet in the Portfolio excel file. At the top of each sheet, the program goal is defined and the corresponding NASP domains the goal addresses are listed. Each table has five rows. Each row defines a PLO and lists the corresponding NASP domain(s) the PLO addresses. Each table has 10 columns. The first column has a cell for the definition of each PLO. Three columns have cells that list the courses or products that address that PLO each year in the program (years 1 and 2, and internship). Three columns have cells where students will enter in key assessment data for courses and products that address that PLO each year in the program (years 1 and 2, and internship). And finally, three columns have a cell where students will assign an overall rating for each PLO.

### ***For each key assessment students will enter two items:***

1. Student will enter the score or the grade earned on the product or in the course.
2. Student will indicate if their performance identifies each specific area as Needs Improvement (NI), Approaching Benchmark (A), or Satisfactory (S). Use the table below to determine the ratings.

### ***Instructions for Program Goal 5:***

There are 4 products used in year 1 and year 2 that are either rated as S (Satisfactory) or NI (Needs Improvement). The products are: Evidence of State Membership Association, Evidence of NASP membership, completion of the Technology Table, and completion of the Bi-annual advisor evaluation. If these items are saved in your OneDrive folder or completed, then you would rate your product as an S. If they are not, then you would rate your product as an NI.

Rating	SPSY Courses with Key Assessments Products:	Courses where course grade serves as Key Assessment <sup>b</sup>
<b>NI</b>	82% or less = Needs Improvement	B- or less in course = Needs Improvement (82% or less)
<b>A</b>	83-89% = Approaching benchmark <sup>a</sup>	---
<b>S</b>	90% or more = Satisfactory	B or more in a course = Satisfactory (83% or more)
<p>a. Key Assessment Reexamination not needed; students are required to address via Professional Development Plan.</p> <p>b. Students will provide grades for all courses (including EDP courses); Key Assessment Reexaminations are administered if criteria is not met on course excluding EDP</p>		

After determining the rating for each key assessment or course, students will then assign an overall rating for each PLO (5). Students will look at all products for that year that addressed that PLO and use the following to determine overall performance ratings:

- If any key assessment or course is identified as **NI**, the overall rating for that PLO is “Needs Improvement”.
- If any key assessment or course is identified as **A**, the overall rating for that PLO is “Approaching Benchmark”.

**\*\*Note: In the excel tables to create a line break within an excel sheet cell, do the following:**

- **PC = alt+enter**
- **Mac = alt+enter or control+option+return**

### Completing Technology Table and Technology Skills Plan

Each year students will self-assess several technology skills listed within the “Technology Table” in the Portfolio excel file. For each skill students will enter one of the following ratings: No experience, Novice, Competent, Expert. For any areas that are identified as, **No experience** or **Novice**, students will have to prepare a brief plan for how they will target that technological skill. If all areas are identified as, **Competent** or **Expert**, the student does not have to create a plan.

### Completing Program Goal –Self-Evaluation and Professional Development Plans

After determining the rating for each PLO (5), on the Self-Evaluations excel sheet students will then assign an overall rating for each Program Goal (5).

Students will assign an Overall Program Goal performance rating each year

- If any PLO is identified as **NI**, the overall rating for that goal is needs improvement
- If any PLO is identified as **A**, the overall rating for that goal is approaching benchmark

### Completing Program Goal – Reflections and Professional Development Plans

On the yearly plan sheets (e.g., Year 1 – Plan), students will provide a 150 to 250-word reflection each year regardless of ratings. In the reflection, students should state evidence with specific examples to support and/or explain ratings. When reflecting on ratings, students should address the following reasons for their performance: time management, organization issues, writing issues, poor study skills, or difficulty of content. Students are encouraged to refer to specific key assessments and identify patterns that help explain your performance. In the reflection students must specifically address those PLOs that were rated as A or NI. Further, when reflecting students should summarize the content of the individual PLOs that were rated as A or NI. See the example on page 7 for clarification.

**Checklist for reflection:**

- a. The total reflection for a goal should be no less than 150- and no more than 250-words.
- b. There should be specific examples to support reflection and rating.
- c. For PLOs that had ratings of A or NI students must summarize the content of those PLOs.
- d. For PLOs that had ratings of A or NI students must specifically reflect on the reasons for their ratings.

Finally, for Program goals with an NI or A rating, students are required to provide a professional development plan related to your performance on all individual PLOs within goal rated as NI or A. When you are preparing your plan, students will use action words to identify specific activities they will engage in to improve performance over the next academic year in the areas that apply: time management, organization issues, writing issues, poor study skills, or content. Further, students will use action words to identify specific activities they will engage in across fieldwork, self-study, or community activities to get continued exposure to knowledge and skills associated with each goal or PLO.

**Checklist for plan:**

1. Prepare a plan for each PLO that was rated as A or NI
2. Use action words
3. Identify specific activities to engage in

### **Program Goals and Program Learning Objectives**

**Program Goal 1:** Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).

- f. **PLO 1.1:** Demonstrates understanding of and sensitivity to individual differences, abilities, disabilities, and other diverse characteristics as evidenced in communication and interpersonal relationships (2.2, 2.8)
- g. **PLO 1.2:** Demonstrates strategies for addressing diversity factors when selecting, administering, and interpreting assessments; and designing, implementing and evaluating interventions for academic and/or behavior concerns (2.8)
- h. **PLO 1.3:** Demonstrates knowledge and respect for diversity factors related to culture, family systems, and an understanding that advocacy for social justice is a foundation of service delivery (2.7, 2.8)
- i. **PLO 1.4:** Demonstrates active, attentive listening and communicates and collaborates effectively with others in activities such as meetings, supervision sessions, parent interviews, and consultations (2.2)
- j. **PLO 1.5:** Demonstrates evidence-based methods for integrating family, school and community resources to improve educational outcomes for children (2.7)

**Program Goal 2:** Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence-based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages ecological problem solving guided by data-based decision making to address the instructional needs of all students (NASP 2.1, 2.2, 2.3).

- f. **PLO 2.1:** Demonstrates knowledge and skill in selecting and administering various methods of cognitive assessment, and interpreting and sharing results (2.2, 2.3)
- g. **PLO 2.2:** Demonstrates knowledge and skill in selecting and administering various methods of academic assessment, and interpreting and sharing results (2.1, 2.3)

- h. **PLO 2.3:** Demonstrates knowledge and skill at making data-based decisions by linking academic and cognitive assessment information to instructional interventions in general education setting, and when appropriate, in special education settings (2.1, 2.3)
- i. **PLO 2.4:** Demonstrates skill in using a systematic problem-solving process guided by data-based decision making to develop, implement, monitor, and evaluate academic interventions by (2.1, 2.3)
- j. **PLO 2.5:** Demonstrates knowledge of ecological influences of the classroom and home on student academic skills, learning, and cognition and applies to assessment and intervention (2.2, 2.3)

**Program Goal 3:** Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).

- a. **PLO 3.1:** Demonstrates knowledge and skill in selecting and administering various methods for affective, behavior, and adaptive behavior assessment and interpreting and sharing results (2.2, 2.4)
- b. **PLO 3.2:** Demonstrates knowledge and skill in linking affective, behavior and adaptive behavior assessment information to interventions in general and special education settings (2.1, 2.4)
- c. **PLO 3.3:** Demonstrates skill in using a systematic problem-solving process guided by data-based decision making to develop, implement, monitor, and evaluate affective, behavior and adaptive behavior interventions (2.1, 2.4)
- d. **PLO 3.4:** Demonstrates understanding of biological, developmental, and social influences on behavior and mental health and implications for classroom management and instruction (2.2, 2.4)
- e. **PLO 3.5:** Demonstrates knowledge of concepts from applied behavior analysis and skill in conducting functional assessment and analysis to develop behavior intervention plans (2.4)

**Program Goal 4:** Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands principles and research in system change and general and special education; understands principles and research related to resilience and risk factors in learning and applies knowledge to maintain and improve evidence-based practices and programs linking schools and communities; develops, implements, and evaluates at the system-level practices and strategies that create and maintain safe and supportive schools, including an evidence-based crisis prevention and response system (NASP 2.5, 2.6, 2.9).

- f. **PLO 4.1:** Demonstrates knowledge of system change research and process, team processes and dynamics, strategic planning, and program evaluation in order to identify needs and plan for school improvement (2.5, 2.9)
- g. **PLO 4.2:** Demonstrates knowledge and skill in assessing existing school policies and practices in areas such as MTSS, staff training, and home-school-community partnerships, and skill in designing, implementing, and evaluating universal interventions to create and maintain effective and supportive learning environments (2.5, 2.9)
- h. **PLO 4.3:** Demonstrates knowledge of the crisis research and skill in crisis prevention, intervention, response, and recovery (2.6)
- i. **PLO 4.4:** Demonstrates understanding of principles and research related to resilience and risk factors in learning and mental health and skills in developing, implementing, and evaluating universal interventions that foster resilience and minimize factors that lead to academic and behavior difficulties (2.6, 2.9)
- j. **PLO 4.5:** Demonstrates knowledge of school system organizational structure, general education, special education, and state and federal laws and policy for school accountability for academics and behavior (2.5)

**Program Goal 5:** Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal guidelines and policies; pursues ongoing

professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

- f. **PLO 5.1:** Demonstrates knowledge of ethical and legal policies and procedures and satisfactory professional judgment and decision-making (2.10)
- g. **PLO 5.2:** Demonstrates use of technology in assessment, intervention, and presentation of information (2.9, 2.10)
- h. **PLO 5.3:** Demonstrates ability to function as scientist-practitioner by designing and conducting single case and small group research and to analyze outcomes to inform practices and services (2.9)
- i. **PLO 5.4:** Understands one's identify as a school psychologist by engaging in activities that foster this professional identify through membership involvement in and attendance at regional, state and national conferences (2.10)
- j. **PLO 5.5:** Demonstrates satisfactory professional dispositions needed for effective practice including social justice, communication and interpersonal skills with peers, trainers, and supervisors, and satisfactory initiative, dependability, time management and organizational skills (2.8, 2.10)



### Example

Below is an example of a Program Goal 1 – Data Table, Self-Evaluation and Professional Development Plan for a student after completing their first year in the program.

Program Learning Outcomes	Year 1	%/Grade = Rating	Year 1 Rating
<b>PLO 1.1</b> Demonstrates understanding of and sensitivity to individual differences, abilities, disabilities, and other diverse characteristics as evidenced in communication and interpersonal relationships (2.2, 2.8)	FA SPSY 5060 Grade SP SPSY 5060 Grade COUN 5160 Grade SPSY 5170 Application (Case Study)	A = S S = S A = S 92% = S	S
<b>PLO 1.2</b> Demonstrates strategies for addressing diversity factors when selecting, administering, and interpreting assessments; and designing, implementing and evaluating interventions for academic and/or behavior concerns (2.8)	SPSY 5300 Knowledge (Final exam) SPSY 5300 Application (Test Admin.) COUN 5160 Grade	88% = A 80% = NI A = S	NI
<b>PLO 1.3</b> Demonstrates knowledge and respect for diversity factors related to culture, family systems, and an understanding that advocacy for social justice is a foundation of service delivery (2.7, 2.8)	COUN 5160 Grade SPSY 5030 Grade SPSY 5040 Grade	A = S A = S A = S	S
<b>PLO 1.4</b> Demonstrates active, attentive listening and communicates and collaborates effectively with others in activities such as meetings, supervision sessions, parent interviews, and consultations (2.2)	SPSY 5170 Application (Case Study) SPSY 5030 Grade	92% = S A = S	S
<b>PLO 1.5</b> Demonstrates evidence-based methods for integrating family, school and community resources to improve educational outcomes for children (2.7)	COUN 5160 Grade	A = S	S

#### **Performance Self-Evaluation (Completed June of year 1)**

**Year 1 Student Overall Rating for Goal 1:** *Needs Improvement*

**Year 1 Student Reflection for Goal 1:** My performance in PLO 1.2 (*addressing diversity when administering assessments for academic and behavior*) after the first year is weak because I have difficulty with time management/organization and poor study habits. I do not think that the content was too challenging or that I am unable to produce high quality written products. In 5300, I was not prepared for the thoughtful planning and organizing I would have to do to meet the deadlines with high quality products. I did not have enough time to address all components of the application key assessment (KTEA-3 Report). On that assignment I failed to double check my protocol scoring and edit my report before submitting. I think if I had started the assignment earlier, I would have been able to catch the mistakes. For the

knowledge key assessments in 5300 I had a hard time keeping up on the readings for the semester and knowing what or how to study from the readings for the tests.

**Professional Development Plan for Year 2:** During Year 2, I will do the following in order to address weaknesses and strengthen skills

**Time management:** *To improve my performance in PLO 1.2 and to make sure I don't miss deadlines and that I turn in high quality products during practica and course work next year, I will use an electronic calendar to record due dates for the entire semester. I will get in the routine of reviewing my weekly, monthly, and semester long calendar on a regular basis as well as completing a schedule and task list, weekly and daily.*

**Organization issues:** I will begin using OneNote to keep track of my task list. I will enter in tasks that are due each week and will make sure to update and look at the task list daily.

**Writing issues:**

**Poor study skills:**

**Exposure to content:**

*Fieldwork:*

*Self-study:*

**Community activities:**

## Timeline

### Year 1

September/October: Students should review portfolio details, schedule, and attend advisor fall meeting

December/January (before start of spring semester): Students enter data and notes from fall semester into portfolio

February: Schedule and attend advisor spring meeting and review of progress

June (by end of summer semester one): Students place Table of Contents (TOC) and Key Assessment materials into OneDrive folders, enter data from spring and summer semesters into **Program Goal – Data Tables**, complete year 1 self-evaluation and reflection, and if needed create a professional development plan for year 2

July: Students receive first year annual feedback from academic advisor and take Key Assessment Reexamination as needed (due August 1st)

### Year 2

September: Schedule and attend advisor fall meeting, review year 1 self-evaluation and if necessary, plan for year 2

December/January (before start of spring semester): Students enter data and notes from fall semester into portfolio

February: If needed attend advisor spring meeting and review of progress toward professional development plan for year 2

June (by end of summer semester one): Students place Table of Contents (TOC) and Key Assessment materials into OneDrive folders, enter data from spring and summer semesters into **Program Goal – Data Tables**, complete year 2 self-evaluation and reflection, and if needed create a professional development plan for year 3

July: Students receive second year annual feedback from academic advisor and take Key Assessment Reexamination as needed (due August 1st)

### Year 3

September: Schedule and attend advisor fall meeting, review year 2 self-evaluations and if necessary plan for year 3

December/January (before start of spring semester): Students enter data and notes from fall semester

February: Meet with internship supervisor and review of progress towards entry level practitioner

May: Students place Table of Contents (TOC) and Key Assessment materials into OneDrive folders, enter data from spring semester into **Program Goal – Data Tables**, complete year 3 self-evaluation and reflection, and creates a plan for ongoing professional development as a practitioner

## Table of Contents

At the end of each summer session the following materials should be placed in a “Table of Contents” (TOC) folder within the “Portfolio” folder. When naming the files make sure you include your last name and reference to the product in the file name. For example: year 1 NASP membership would be saved as **Reynolds – Year 1 NASP membership**.

The only item that will be replaced each year is your Resume (product 1). For example, in May of your second year you will delete the product in this folder and replace it with the more current version.

### PRODUCTS:

1. Resume (current)
2. Professional Development Activities (current)
  - Year 1
  - Year 2
  - Year 3
3. Professional Membership Documents
  - Year 1: NASP (required), OSPA (required), MVSPA Year 1 (optional), APA Division 16 (optional)
  - Year 2: NASP (required), OSPA (required), MVSPA Year 1 (optional), APA Division 16 (optional)
  - Year 3: NASP (required), OSPA (required), MVSPA Year 1 (optional), APA Division 16 (optional)
4. Unofficial transcript (current)
5. Final Prepractica Log
6. Final Practica Log
7. Final Internship Log
8. Final Internship Supervisor Evaluation
9. Specialty Test in School Psychology (Praxis II) Results

### **Naming and Saving Products**

Access portfolio files in the “2023 Cohort - Shared portfolio documents” folder in the shared OneDrive folder.

Move portfolio files and folders to “Portfolio” folder in your individual program OneDrive folder.

Change the file “**MASTER Class of 202# Portfolio excel**” to “**LAST NAME Class of 202# Portfolio excel**”. Save this file in the following location on OneDrive: “Folder with your last name” subfolder “Portfolio”.

For key assessment products (e.g., KTEA-3 report from SPSY 5300), make sure your **last name** and the **course number** are in the file name. For example: Reynolds – 5300 Key assessment.

## Rules related to Key Assessments and Reexaminations

### College of Graduate Studies and Program Decision Making Criteria:

- All classes on a student's M.A. or Ed.S. Plan of Study must have a course letter grade of a C or better
- Students must maintain a B or better overall GPA (3.00)
- In SPSY courses with key assessments, students must earn an 83%, or take Key Assessment Reexamination over content to be determined by instructor
- In courses where the overall course grade is the key assessment (all other courses excluding EDP courses), students must earn a B in the course, or take the Key Assessment Reexamination over the content to be determined by instructor

### Courses with Key Assessments:

4. Consultation series
  - a. Consultation I: Theories and Techniques (SPSY 5170)
  - b. Consultation II: School and Home Collaboration (SPSY 7180)
  - c. Consultation III: School and Community (SPSY 7190)
5. Assessment and Intervention series
  - a. Psychoeducational Assessment and Interventions I - Academic (SPSY 5300)
  - b. Psychoeducational Assessment and Interventions II - Behavior & Adaptive Functioning (SPSY 7310)
  - c. Psychoeducational Assessment and Interventions III - Cognitive (SPSY 7320)
6. Practica experience
  - a. Fall: Practica in School Psychology (SPSY 7330)
  - b. Spring: Practica in School Psychology (SPSY 7330)
7. Internship experience
  - a. Fall: Internship in School Psychology (SPSY 7940)
  - b. Spring: Internship in School Psychology (SPSY 7940)
  - c. Summer: Internship in School Psychology (SPSY 7940)

### Courses where course grade serves as Key Assessment:

1. Role and Function of the School Psychologist (SPSY 5030)
2. Prepractica in School Psychology (SPSY 5060 Fall and Spring)
3. Cultural Diversity for Counselors and School Psychologists (COUN 5160)
4. Legal & Ethical Issues for School Psychologists and Counselors (SPSY 5040)
5. Statistics and Research for Health Science and Human Service Professions (HSHS 6000)
6. Developmental Child Psychopathology (SPSY 7260)
7. Counseling Theories and Techniques (COUN 7140)

### Content of Key Assessment Reexamination by Year:

The Key Assessment Reexamination is used to provide students who did not meet program benchmarks and master knowledge and application of program learning outcomes with only course instruction (tier 1), an additional opportunity to demonstrate mastery. Content of the exam will be individualized based on student's performance on the key assessments and in courses. The Key Assessment Reexamination will be administered after the summer semester (i.e., July).

1. Key Assessment Reexamination content will be individualized based on a student's performance on key assessments and course grades. If a student passes all key assessments (83% or better) and earns at least a B in all courses, excluding EDP courses, they will not have to take the Key Assessment Reexamination.
2. A student is required to take the year 1 Key Assessment Reexamination if they fail to earn a satisfactory score on a key assessment or earn below a B in any SPSY course taken during year 1.

3. A student is required to take the year 2 Key Assessment Reexamination if they fail to earn a satisfactory score on a key assessment or earn below a B in any SPSY course taken during year 2.

**Key Assessment Reexamination Timelines and Consequences:**

**Year 1:** If a student passes the exam, she or he will continue in the EdS program and permitted to begin practica. If a student fails, she or he will complete an oral exam. If the student passes the oral exam, she or he will continue in the EdS program and be permitted to start practica. If the student fails the oral exam, the faculty may offer a remediation plan, or the student will be dismissed from program.

- Administered to student around July 1
- Due to advisor around July 21
- Feedback to student and administration of oral exam by August 1

**Year 2:** If a student passes the exam, she or he will be permitted to complete internship. If a student fails, there is an oral exam. If the student passes the oral exam, she or he will be permitted to start internship. If the student fails the oral exam, the student will be dismissed from program.

- Administered to student around July 1
- Due to advisor around July 21
- Feedback to student and administration of oral exam by August 1

**Section I: Portfolio Attestation**



**Specialist-level Program in School Psychology  
College of Health and Human Services  
School of Intervention and Wellness**

**Portfolio Attestation**

I, \_\_\_\_\_ have received a copy of the *Manual for the Developmental Portfolio from Student to School Psychology Practitioner* and the *Portfolio Excel file*. I have read the manual from cover to cover and understand all that it contains. I agree to update the Portfolio Data Tables (5) after each semester. I agree to update the Key Assessment, TOC, Technology Table, Self-evaluations, Reflection and Plans annually after the summer semesters.

**Date:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor signature:** \_\_\_\_\_