

## LEAP Action Plan School Psychology

<b>LEAP Workshop Year:</b> 2012 <b>Action dates:</b> Spring 2012-Spring 2013	<b>For more information, contact:</b> Christine Neddenriep, x1850, <a href="mailto:neddenrc@uww.edu">neddenrc@uww.edu</a> Tracey Scherr, 1018, <a href="mailto:scherrt@uww.edu">scherrt@uww.edu</a>
<b>Kimberly Knesting-Lund</b>	Psychology
<b>Michaela Mack</b>	Graduate Student
<b>Christine Neddenriep</b>	Psychology
<b>Tracey Scherr</b>	Psychology
<p><b>General Goals:</b> (1) increase students' ability to personalize and monitor their own progress in their learning; (2) enhance students' writing skills; (3) recruit and matriculate high quality students from diverse backgrounds; (4) increase global learning, and (5) increase information literacy.</p>	
<p><b>Planned Actions:</b></p> <ul style="list-style-type: none"> <li>• Revise reflections in portfolio to reflect meaningful progress in students' professional development of skills.</li> <li>• Incorporate and evaluate the use of critical incident reporting into students' field work experiences beginning in the first year and extend the use of critical incident reporting to internship year.</li> <li>• Revise the portfolio rubric to reflect objective assessment of and progress in developing competencies.</li> <li>• Teach and use the Writing Matters Rubric.</li> <li>• Check-ins with a student-identified faculty member for "at-risk" students</li> <li>• Faculty-student collaboration through graduate assistantships</li> <li>• Social gatherings with faculty and students to build community</li> <li>• Build relationships with international community of school psychologists to generate ongoing partnerships.</li> <li>• Use iPad applications as a means to support interventions, to conduct observations, and to improve communication through the use of assistive technology</li> </ul>	
<p><b>Deliverables, Completed Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>Portfolio Reflections</b>—<i>We met as a team and revised criteria for reflections required in portfolio reviews for first and second-year students. We instructed student in how to write these reflections requiring a belief statement, identification of developmental strengths and weaknesses, identification of goals and measurable action steps to achieve the goals. We evaluated the reflections using the revised rubrics during the May portfolio reviews.</i></li> <li>• <b>Critical Incident Reporting</b>—<i>We taught first-year students to use the critical incident reporting template and required them to complete one critical incident report in the spring semester. Faculty reviewed the critical incidents and provided feedback to students. We also incorporated critical incidents into internship presentations. As a result,</i></li> </ul>	

*this method of structured reflection to promote objectivity in practice has been incorporated across each training year. As well, an IRB protocol was submitted to conduct a longitudinal study determining whether this practice has been internalized as a schema into graduates' work and to determine whether action steps that had been made in the practicum year had been implemented into students' practice as interns.*

- **Rubric Revisions**—*We revised the rubric and criteria to prompt students to develop action steps that address specific, developmental weaknesses to identify ways outside of coursework to address limitations. These revised criteria were used in evaluating the reflections for the May portfolio reviews of first-year and second-year students. We also revised the rubric and criteria for the internship reflections as well.*
- **Writing Assistance**—*We adapted the Writing Matters Rubric to reflect different types of writing required in the program (e.g., reflections, reports, scholarly papers) and taught students to use the rubric in self-evaluating their work. We also have identified students' writing challenges earlier in the program and assigned a Graduate Assistant to be a peer mentor for writing.*
- **Support for At-Risk Students**-- *First-year, at-risk students were identified at midyear and successfully supported through regular contact with faculty members of their choosing.*
- **Faculty-Student Collaboration through Graduate Assistantships**—*Faculty collaborated on research with students through the support of graduate assistantships. Six students per year will be supported through graduate assistantships.*
- **Building Community**—*Faculty and students collaborated to plan a fall picnic which will be held yearly. Each cohort also wrote letters to the incoming group giving them advice for the subsequent year in the program.*
- **International Collaboration and Partnership Building**-- *Tracey Scherr and Sara Soleymani-Alizadeh (alumnus) will be attending the ISPA Colloquium this summer. Both will be participating in the Leadership Meeting—Tracey as the Communications Board Representative and Sara as the Wisconsin School Psychologists Association Representative. We will advertise in the newsletter of the International School Psychology (ISPA) Association, "World Go Round" that we are looking to collaborate and partner with an international school psychology program to exchange ideas and lectures/presentations. Tracey will also inquire about the possibility of posting our desire to collaborate within another program on the ISPA website. The school psychology student organization has directed fund-raising efforts toward prevention and is currently sponsoring a child through Love without Boundaries.*
- **iPad Applications to Support Academic, Social/Emotional, and Communicative Interventions**-- *Tracey Scherr has made initial contact with John Stone and David Travis regarding funding. In response to a request from Dean Stone, Tracey will develop a proposal this summer that outlines our needs more specifically.*

**Notes:**

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