

I. PROGRAM CONTEXT/STRUCTURE

1.1 The program provides to all candidates a clearly articulated training philosophy/mission, goals, and objectives. An integrated and sequential program of study and supervised practice clearly identified as being in school psychology and consistent with the program's philosophy/mission, goals, and objectives are provided to all candidates.

The Program is housed administratively within the Department of Psychology in the College of Letters and Sciences and has been a State of Wisconsin certified training program for school psychologists since 1972. The Program is administered in the department by the School Psychology Committee, consisting of faculty members who have teaching responsibilities in the Program. Program policies are submitted, approved, and enforced through this body.

The training model, philosophy, knowledge base, and objectives of the Program may be found in the *Graduate Student Handbook* (Appendix A, pp. 1-3) and are consistent with the Select Mission of the University of Wisconsin – Whitewater to “Offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business and education.” (See Appendix J).

An examination of the UW-Whitewater School Psychology Program's course work and program structure shows attention to both appropriate sequence and integration of course work. Students in the Program complete a total of 67 graduate credits in psychology and education. The courses are sequenced in a manner to most effectively provide the essential foundations as the students build toward increasing competency, and all students follow the prescribed sequence which is identified in the *Graduate Student Handbook* (Appendix A, pp. 6-7). Elective courses or any variance from the sequence are rare and are typically reserved for those students who enter the Program with recent graduate course work from another university. Due to scheduling decisions in other departments upon which the Program has only measured input, the four required College of Education courses (asterisked in the *Handbook*) may be taken in any sequence at the convenience of the student in consultation with his or her advisor. Students meet regularly with their academic advisor to update their Student Planning Form (See Appendix C).

Foundational skills are addressed in PSYCH 620, 624, 680, 715, 746, 768, 782, 785, and 796. These are principally knowledge and concept emphasis courses that provide the essential bases and intellectual insight necessary for effective learning and competency attainment in the more skill-development oriented courses of PSYCH 740, 745, 770, 769, 766, 793, and 795. (Psych 740 has recently been changed from Assessment I: Early Childhood to Assessment I: Academic Achievement and Progress Monitoring. Students must maintain a GPA of 3.00 and may not earn a grade of BC or C in more than one required PSYCH-designated course. They may not repeat a course without a written appeal and approval from the School Psychology Committee.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp.1-3, 6-7, 9); *UW-Whitewater Graduate Bulletin* (Appendix B); University Select Mission Statement (Appendix J)

Practice Documentation: Student Transcripts (Appendix C); Student Planning Form (Appendix D)

1.2 A commitment to understanding and responding to human diversity is articulated in the program's philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship experiences. Human diversity is recognized as a strength that is valued and respected.

The Program's responsiveness to cultural diversity can be found in the statement of Program Philosophy and in Program Objective # 7 : "To train students to become professional school psychologists who are sensitive to and accepting of human diversity and who are academically prepared for the challenges presented in a pluralistic society;" The Program's curriculum reflects this attention throughout the offerings. Diversity issues are addressed in PSYCH 620, 624, 680, 715, 740, 766, 768, 770, 785, and 796. In addition, specific course work in educational diversity and cultural pluralism within the school setting is required, EDFOUN - 700.

The Program offers practicum and internship experiences in culturally diverse school districts (e.g., Milwaukee, Madison, Beloit, West Allis, Wauwatosa, and Delavan) and requires the demonstration of assessment competencies with the full range of diverse learners (see "Practicum Protocol," Appendix _)

Student diversity within the Program continues to be a challenge. Among the 12 students admitted for the fall of 2003, one was Hispanic, one was Asian-American, and two were men. Among the 13 students admitted for the fall of 2004, one is African-American and four are men. The Program Coordinator maintains contact with the Assistant Vice-Chancellor for Academic Support to identify promising students with diverse academic and cultural backgrounds and to encourage their examination of school psychology as a career option. The Program also actively participates in regional graduate school fairs in an effort to reach out to potential applicants of color and diversity.

Among the full-time equivalent school psychology faculty, there is one female faculty member and one male faculty member, and a national search underway. Among the other teaching faculty in the Department of Psychology, there are seven women and four men, with four of the women and one of the men having principal teaching responsibilities in the Program. Dr. Morgan is active as a facilitator of the campus-wide Prejudice Reduction Workshops initiative and works with the McNair Scholars Program. Dr. Beaver is a member of the University of Wisconsin System Women and Science Advisory Board and also works with the McNair Scholars Program.

Policy Documentation: School Psychology *Graduate Student Handbook* (Appendix A, p 2-3)
Practice Documentation: Student Transcripts (Appendix C); Syllabi (Appendix D); Practicum Training Protocol (Appendix F); Faculty Vitae (Appendix E)

1.3 Candidates have opportunities to develop an affiliation with colleagues, faculty, and the profession through a continuous full-time residency or alternative planned experiences.

The Program is designed as a three-year, full-time course of study and internship. The Program makes an effort to accommodate the needs of working and non-traditional students by allowing those who choose to do so to complete the Master's degree or Specialist degree portion of the training on a half-time basis over two years. The reality of this policy is that literally every

student who has chosen a half-time option has used it in the Master's degree sequence. In a typical class of 12 – 14 students, no more than two are half-time.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, p.8)

Practice Documentation: Student Transcripts (Appendix C)

1.4 The program possesses at least three full-time equivalent faculty. At least two faculty members (including the program administrator) shall hold the doctorate with specialization in school psychology and be actively engaged in school psychology as a profession (e.g., by possessing state and/or national credentials, having experience as a school psychologist, participating in professional school psychology associations, and/or contributing to research, scholarly publications, and presentations in the field). Other program faculty possess the doctoral degree in psychology, education, or a closely related discipline with a specialization supportive of their training responsibilities in the school psychology program.

Three (3) FTE positions in the Department of Psychology are designated School Psychology. The past two years has witnessed an unforeseen turnover in school psychology faculty. In 2003, Dr. Randy Busse, a tenured faculty member with the specialization in school psychology, was forced to transfer to a warmer climate for reasons of family health. Dr. Tracey Scherr was hired to replace Dr. Busse in 2004. In 2004, Dr. Cynthia Mullis, a faculty member with the specialization in school psychology, elected to take a position elsewhere. The Program has been approved by the university to undertake a national search for the third tenure-track position in school psychology, and this search is currently underway (see School Psychology Position Description, Appendix E).

Of the current faculty members with principal responsibilities in the Program, Dr. Scherr holds a doctorate with a specialization in school psychology. Dr. Larson has a Master's degree in school psychology, 14 years as a school psychology practitioner, NCSP (retired) status, and the doctorate in Educational Psychology. As shown in their vitae, both Drs. Scherr and Larson are actively involved in the profession. In addition to the course work noted, each of the faculty members in the Department of Psychology can and do participate as thesis advisors or Specialist Project advisors.

The following faculty members in the College of Education are frequently the instructors for required courses taken by school psychology students:

Dr. Diana Rogers-Atkinson, Department of Special Education, teaches Speced 700 – Theoretical Foundations of Contemporary Practice in Special Education

Dr. Ellen Smith, Department of Educational Foundations, teaches Edfoun 700 – Education in a Pluralistic Society

Dr. Phillip Makurat, Department of Curriculum and Instruction, teaches Cigenrl – 725 Curriculum Design and Integration

Dr. Susan Toms-Borowski, Department of Curriculum and Instruction, teaches Cignrl 764 – Developmental Reading in the Elementary School

Policy Documentation: Faculty Specialization Allocation (Table 1)

Practice Documentation: Faculty Vitae (Appendix E); School Psychology Position Description (Appendix E)

1.5 The program provides, collaborates in, or contributes to continuing professional development opportunities for practicing school psychologists based on the needs of practitioners.

The Program offers, on an every other year basis, a course designed exclusively for practicing school psychologists entitled PSYCH 790 – Current Topics in School Psychology. This is a very well-received course that is co-taught by program faculty on Saturdays (see copy of a recent syllabus in Appendix D).

Dr. Larson is a trainer-consultant with the Milwaukee Public Schools’ district-wide “Optimizing Success through Problem-Solving” initiative and their “Violence Prevention Program.” He is a regular presenter at the Wisconsin School Psychologists Association conventions and in districts around the state. Dr. Randy Busse, who was a school psychology faculty member from 1996 to 2003, was a regular presenter at local, state and national conferences and conventions. Dr. Beaver is an Associate Member of NASP and has presented at the national convention on multiple occasions. A list of recent continuing professional development presentations and workshops may be found in Table 3.

Practice Documentation: Syllabi (Appendix D); Faculty Vitae (Appendix E); Recent Continuing Professional Development Presentations document (Table 3)

Requirements for Specialist-Level Programs Only (1.6-1.7)

1.6 Specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.

The Program is a three-year experience consisting of a minimum of 69 credits of which 63 credits are exclusive of credits for the internship. Students earn the Master’s degree following 31 credits and a successful Comprehensive Portfolio Presentation or thesis defense, and then complete an additional 32 credits in the Specialist sequence prior to internship. Six credits are earned during the internship year. Students are granted diplomas for both degrees.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp.6-7); *UW-Whitewater Graduate Bulletin* (Appendix B)

Practice Documentation: Student Transcripts (Appendix C); Student Planning Form (Appendix C)

1.7 Specialist-level programs include a minimum of one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours.

The Program requires one academic year of supervised internship in the school setting. Students enroll in Internship in School Psychology (PSYCH-795), a full-time, 6-credit, 1200-hour field experience. This experience is run in strict accordance with the standards outlined in the Standards for Training and Field Placement Programs in School Psychology (NASP, 2000).

Internship sites are obtained through an application process. Each site must be approved by program faculty. The "Internship Planning Form" (see Appendix G) ensures a wide-ranging experience for each intern. Interns are required to maintain logs of their activities and submit them to university supervisors on a monthly basis. A structured program evaluation at the internship site is required. The interns themselves are supported on-campus by a monthly Internship Seminar where they engage in case consultation and where current topics relative to the practice of school psychology are discussed.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 1, 6-7, 39); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Sample Internship Logs (Appendix G)

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

Introduction to Section II

In the UW-Whitewater School Psychology Program, the Domains of School Psychology Training and Practice permeate the entire three-year experience. Syllabi of classes identify the domains that are emphasized. Portfolio assessments are linked to each of the domains through the Continuum of Competencies (see Appendix I), and course work, practicum, and internship experiences are designed and assessed through domain linkages [(see Content Assessment Grid, (Appendix A, pp. 50-51), Sample Practicum Evaluation Form (Appendix F), and Revised Field Supervisor Internship Evaluation Form (Appendix G)]

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Addressed: Data-based decision-making and accountability as central defining characteristics of school psychology practice are introduced conceptually in Psych 620 – Foundations of Professional School Psychology. In this same beginning semester, students learn the initial foundations of psychometric theory, models and methods of assessment of student achievement,

and curriculum-based procedures for monitoring intervention progress in Psych 740 – Assessment I: Academic Achievement and Progress Monitoring. Supervised assessment of children under video-taped conditions is required. Data-based decision-making is also emphasized in this first semester in Psych 746 – Psychopathology of Childhood and Adolescence through training in the DSM-IV procedures of assessment. In the second semester, students learn about observing behavior as a function of intervention design and progress monitoring, interviewing, and psychometric models of assessment as requirements for Psych 770 – Assessment II: Behavior and Personality. Concurrently, in Psych 745 – Assessment III: Intelligence and Adaptive Behavior, students learn to understand those models of intellectual assessment with the greatest support in the extant literature and the of greatest practical value to the professional school psychologist. Students participate in supervised assessment experiences with a variety of the most recent versions of major intelligence and adaptive behavior instruments. In Psych 715 – Research Methods and Program Assessment in School Psychology, students learn how to be informed consumers of the literature in their search for effective practice methodologies and how to utilize applied research designs to demonstrate accountability with single and large group interventions. In the summer following their first year, students further the process of learning to link their assessments to data-supported interventions in Psych 768 – Behavior Therapy in the School and Psych 680 – School Violence and Crisis Management.

In their second year, students enter our 600-hour practicum in a local school district and are required to apply their data gathering skills with children who have a diverse array of presenting personal characteristics, risk factors, and learning/behavioral problems. Supervision from the field supervisors and in a supporting university seminar assists them in the assessment design and the linkage to data-supported interventions. In their first semester of this practicum year, students take Psych 769 – Consultation and Prevention. Emphasis in this class is on effective consultation for academic difficulties using evidence-based procedures. Students practice these skills under authentic conditions in their practicum settings, working closely with teachers, and engage in progress monitoring and intervention evaluation. In the second semester, students take Psych 766 – Cognitive Behavioral Therapy with Children and Adolescents. As a requirement of this course students are trained the *Anger Coping Program*, a small group intervention with extensive support in the research literature. Students use a multiple-gate identification process that incorporates record review, teacher identification, and individual assessment to establish appropriate group membership. Progress is monitored through weekly teacher feedback and outcome data are obtained.

In the internship, in addition to the competencies identified in the Continuum of Competencies located in the *Graduate Student Handbook* (See Appendix A, pp. 29-36) and the *Internship Evaluation Form* (See Appendix G), interns are required to demonstrate a practice-based understanding of accountability by completing a program evaluation at their internship site (see *Internship Handbook*, Appendix G).

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G)

Performance Documentation:

Assessed: Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (see Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H); Sample Portfolio Integrative Summary (Appendix I)

Attained: Praxis-II Summaries (See Appendix H); Summary of Field Supervisors' Evaluations (Appendix H); Sample Portfolio Integrative Summary (Appendix I); Sample Comprehensive Portfolio Evaluation (Appendix I)

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Addressed: This domain and its implications for professional practice are introduced in Psych 620 – Foundations of Professional School Psychology. Data-based decision-making is stressed in consultation practice, thus assessment and progress monitoring are critical. In Psych 740 – Assessment I: Achievement and Progress Monitoring, students learn CBA/CBM procedures for assessing academic deficits and in Psych 770 – Assessment II: Behavior and Personality, students learn about structured behavioral observation methods, interviewing teachers, and teacher checklists. In Psych 768 – Behavior Therapy in School, students are taught the principles of behavior therapy and examine evidence-supported prevention along the three-tiered model of universal, selected, and indicated procedures. In Psych 769 – Consultation and Prevention, students receive instruction in behavioral consultation (e.g., Kratochwill & Bergan) with a special emphasis on consultation for academic difficulties. Concurrently, students are provided the opportunity to begin to develop skills as a co-requirement in their practicum settings. In their final course, Psych 795 – Internship in School Psychology, students are evaluated on the quality and effectiveness of their interpersonal skills and their ability to function as consultants in the school setting.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G)

Performance Documentation:

Assessed: Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (see Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H); Sample Portfolio Integrative Summary (Appendix I)

Attained: Praxis-II Summaries (See Appendix H); Summary of Field Supervisors' Evaluations (Appendix H); Sample Comprehensive Portfolio Evaluation (Appendix I)

2.3 Effective Instruction and Development of Cognitive/ Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and

academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Addressed: This domain and its implications for professional practice are introduced in Psych 620 – Foundations of Professional School Psychology. Concurrently, students take Psych 624 – Human Learning in which they explore the developmental, intellectual, and environmental processes associated with how children acquire, store, and retrieve information. These insights are further developed in Psych 785 – Advanced Child Development and Cognrl 764 – Developmental Reading in the Elementary School. The assessment of these processes is addressed in Psych 740 – Assessment I: Achievement and Progress Monitoring, and in Psych 745 – Assessment III: Intelligence and Adaptive Behavior, and these skills further developed in Psych 793 – Practicum in School Psychology. Evidence-based interventions for cognitive/academic skills are addressed in Psych 769 – Consultation and Prevention. Special emphases on interventions for students with diverse learning needs are addressed in Speced 700 – Theoretical Foundations of Contemporary Practice in Special Education and Edfoun 700 – Education in a Pluralistic Society. Applied skills in this domain are further refined in Psych 793 – Practicum in School Psychology. Finally, students enrolled in Psych 795 – Internship in School Psychology are evaluated on their competencies in this domain.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G)

Performance Documentation:

Assessed: Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H); Sample Portfolio Integrative Summary (Appendix I)

Attained: Praxis-II Summaries (Appendix H); Summary of Field Supervisors' Evaluations (Appendix H); Sample Comprehensive Portfolio Evaluation (Appendix I)

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Addressed: This domain and its implications for professional practice are introduced in Psych 620 – Foundations of Professional School Psychology. In Psych 792 – Field Experiences in

School Psychology, entering first semester students are paired with high risk pupils from local school districts in a mentoring arrangement, the *Straight Talk Mentor Program* (see Addendum 2). In Psych 785 – Advanced Child Development, students explore and discuss the research regarding cognitive, affective, and social development. Particular emphasis on cognitive development is addressed in Psych 624 – Human Learning. In Psych 745 – Assessment III: Intelligence and Adaptive Behavior, students examine the research and acquire skills necessary for effective assessment of cognitive development and adaptive behavior. These assessment skills are further refined in Psych 793 – Practicum in School Psychology. Intervention through direct and indirect service delivery is taught in Psych 768 – Behavior Therapy in the School Setting, Psych 680 – School Violence and Crisis Management, Psych 769 – Consultation and Prevention, and in Psych 766 – Cognitive-Behavioral Therapy with Children and Adolescents. Applied skill development with direct and indirect interventions, along with collaborative goal-setting, is taught, practiced, and evaluated in Psych 793 – Practicum in School Psychology. Finally, students enrolled in Psych 795 – Internship in School Psychology are evaluated on their competencies in this domain.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G)

Performance Documentation:

Assessed: Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (See Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H); Sample Portfolio Integrative Summary (Appendix I)
Attained: Praxis-II Summaries (See Appendix H); Summary of Field Supervisors' Evaluations (Appendix H); Sample Comprehensive Portfolio Evaluation (Appendix I)

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Addressed: This domain and its implications for professional practice are introduced in Psych 620 – Foundations of Professional School Psychology. The current research regarding normative individual differences in development and learning as a function of biological, cultural, socioeconomic, and related factors is read and discussed in Psych 624 – Human Learning and Psych 785 – Advanced Child Development. Particular emphasis on understanding the learning and behavioral needs of children with multiple risk factors is addressed in Psych 746 – Psychopathology of Childhood and Adolescence, Psych 680 – School Violence and Crisis Management, Speced 700 – Theoretical Foundations of Contemporary Practice in Special Education, and Edfoun 700 – Education in a Pluralistic Society. In Psych 769 – Consultation

and Prevention, students acquire knowledge and skills regarding evidence-based classroom strategies to assist teachers in meeting the needs of diverse learners. In Psych 768 – Behavior Therapy in the School and in Psych 766 – Cognitive-Behavioral Therapy with Children and Adolescents, students acquire knowledge and skills related to effectively addressing the needs of children with significant behavioral challenges and children from diverse cultures.

The University of Wisconsin – Whitewater is uniquely located in an area of the state that affords its students with opportunities to engage in field experiences with ethnically and culturally diverse populations of children. Students may be assigned to practica in Milwaukee, Madison, Delavan, Beloit, Wauwatosa, or West Allis (the latter two are both Milwaukee suburbs). These sites in particular offer to students abundant opportunities to observe, interact with, assess, and intervene with children from diverse socioeconomic and cultural backgrounds. Applied skill development with assessment, direct, and indirect interventions is taught, practiced, and evaluated in Psych 793 – Practicum in School Psychology. Finally, students enrolled in Psych 795 – Internship in School Psychology are evaluated on their competencies in this domain.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G)

Performance Documentation:

Assessed: Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (See Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H); Sample Portfolio Integrative Summary (Appendix I)
Attained: Praxis-II Summaries (See Appendix H); Summary of Field Supervisors' Evaluations (Appendix H); Sample Comprehensive Portfolio Evaluation (Appendix I)

2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Addressed: This domain and its implications for professional practice are introduced in Psych 620 – Foundations of Professional School Psychology. In this class, students are provided the opportunity in a web-based environment to construct knowledge regarding school psychological practice in a fictional school district. Effective completion of this experience requires insight into the organizational structure of the school and district and the collaborative nature of pupil services delivery models (See “The Walnut Grove Experience,” Addendum 2). In addition, this class addresses historical and current trends in state and national policy that affect education and school psychological practice. In Spced 700 – Theoretical Foundations of Contemporary Practice in Special Education and Edfoun 700 – Education in Pluralistic Society, students further

explore general and special education organizational structures and practices. In Psych 793 – Practicum in School Psychology, students acquire a first-hand, year-long experience in a school district that allows them to increase their understanding of the school building as a part of a system and the implications that has for policy development and positive change. Finally, students enrolled in Psych 795 – Internship in School Psychology are expected to begin to function as change agents within the system and are evaluated on their competencies in this domain.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G); Walnut Grove Experience, Addendum 1

Performance Documentation:

Assessed: Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H); Sample Portfolio Integrative Summary (Appendix I)

Attained: Praxis-II Summaries (Appendix H); Summary of Field Supervisors' Evaluations (Appendix H); Sample Comprehensive Portfolio Evaluation (Appendix I)

2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Addressed: This domain and its implications for professional practice are introduced in Psych 620 – Foundations of Professional School Psychology. In Psych 785 – Advanced Child Development and Psych 746 – Psychopathology of Childhood and Adolescence, students review the literature and discuss the multiple biological, cultural, social, gender, and socioeconomic influences and risk factors that have an impact upon typical and psychopathological paths of development. Intervention through direct and indirect service delivery is taught in Psych 768 – Behavior Therapy in the School Setting, Psych 769 – Consultation and Prevention, and in Psych 766 – Cognitive-Behavioral Therapy with Children and Adolescents. In Psych 766, students are trained the *Anger Coping Program*, a small group intervention with extensive support in the research literature. Students use a multiple-gate identification process that incorporates record review, teacher identification, and individual assessment to establish appropriate group membership. Students then conduct the 18-session intervention under supervision. Progress is monitored through weekly teacher feedback and outcome data are obtained.

Biological aspects of mental health service delivery are taught in Psych 786 – Mental Health Delivery in the School: Applied Psychopharmacology. In Psych 680 – School Violence and Crisis Management, special emphasis is placed on understanding the three-tiered model of primary, secondary, and tertiary prevention and the assessment and implementation of

prevention programming, particularly as it applies to issues of interpersonal violence in the school. A major portion of that class is dedicated to understanding crises in the school, psychological ramifications, and organizational structures for pre- and postvention. Applied skill development with direct and indirect interventions is taught, practiced, and evaluated in Psych 793 – Practicum in School Psychology. Finally, students enrolled in Psych 795 – Internship in School Psychology are evaluated on their competencies in this domain.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G)

Performance Documentation:

Assessed: Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H); Sample Portfolio Integrative Summary (Appendix I)

Attained: Praxis-II Summaries (Appendix H); Summary of Field Supervisors' Evaluations (Appendix H); Sample Comprehensive Portfolio Evaluation (Appendix I)

2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Addressed: This domain and its implications for professional practice are introduced in Psych 620 – Foundations of Professional School Psychology. The influences of family systems on child development are addressed in Psych 785 – Advanced Child Development and Psych 746 – Psychopathology of Childhood and Adolescence. The influence of families on student motivation is discussed in Psych 796 – Special Studies in School Psychology – Social Bases of Behavior. In Psych 680 – School Violence and Crisis Management, high risk family structures, such as Patterson's coercive family process, are discussed in light of their influences on the readiness of the child for the rule-governed demands of the school setting and their challenges as parents attempt to effectively collaborate with the school. The influence and challenges of diverse practices of child-rearing among many American minority groups is addressed in Edfour 700 – Education in Pluralistic Society. In Psych 786 – Mental Health Delivery in the School: Applied Psychopharmacology, students discuss ways to help parents to better understand the effects of medication on their child's school performance and how to develop collaborative relationships with prescribing physicians. In Psych 766 – Cognitive-Behavioral Therapy with Children and Adolescents, students become acquainted with evidence-supported programs for parent management training.

When students enter their year-long, school-based practicum, they immediately have the opportunity interact with parents and community members in a variety of roles. From

comparatively uncomplicated tasks, such as obtaining informed parent consent for an intervention to the greater complexities of interacting on IEP teams with compassion and knowledge, this closely supervised practicum experience provides a wealth of training and experience. When the opportunities arise, many of our students participate in parent training or parent support programs, such as Families and Schools Together. During the internship year, there is an additional expectation that the interns will actively form effective collaborative partnerships with community mental health and social service agencies.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G); Walnut Grove Experience, Addendum 1

Performance Documentation:

Assessed: Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H); Sample Portfolio Integrative Summary (Appendix I)

Attained: Praxis-II Summaries (Appendix H); Summary of Field Supervisors' Evaluations (Appendix H); Sample Comprehensive Portfolio Evaluation (Appendix I)

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Addressed: This domain and its implications for professional practice are introduced in Psych 620 – Foundations of Professional School Psychology. In this class, the critical need for students to be informed consumers of the professional literature is stressed. In addition, the requirements for the Specialist Project research and the procedures for completing the application to the Institutional Review Board are explained. In Psych 715 – Research Methods and Program Assessment in School Psychology, students acquire knowledge of statistical methods beyond the introductory level and develop knowledge and skills in the proper interpretation of results derived from different types of designs, the ways in which research design interacts with statistical analysis techniques and the role of research in applied areas of psychology. Single subject design and program evaluation techniques are addressed. In this class, students develop the research question and methodological design that may be used in the completion of their Specialist Project.

All students are required to enroll in Psych 797 – Specialist Project Research, an individualized support and guidance class that assists students in the completion of their research. The Specialist Project is designed as a student-developed research project that meets one of the following criteria:

1. The Project may involve the gathering and analysis of data in a quantitative or qualitative form. Single subject or grouped data analysis of interventions, large scale surveys, or new analysis of archival or an extant data base are examples; or
2. The Project may involve the systematic evaluation of an existing school-based program, or;
3. The Project may involve a scholarly review of existing literature so as to create an original and useful document. This review must involve studies that have heretofore been un-reviewed, been un-reviewed in the present context, or have not been reviewed in a period of time considered adequate by the student's advisor, or;
4. The Project may involve the creative production of an applied program manual. To meet this criterion, the student must be the sole creator of the program (though specific portions may be drawn from other work), the program must exist in an exportable form, and the student must perform an initial field study of the program. This field study need not conform to the rigor expected in 1 (above) and may involve a client satisfaction survey or other such analysis considered adequate by the student's advisor

Students are invited to write a thesis in partial fulfillment for the requirements of the Master's degree (Psych 799 – Thesis Research). However, the reality of the current training regimen is such that virtually all students focus their research efforts on their Specialist Project and select the Comprehensive Portfolio Presentation as the principal culminating assessment vehicle for the Master's degree. In Psych 795 – Internship in School Psychology, interns are required to complete a formal program evaluation of an existing program in their school setting.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G)

Performance Documentation:

Assessed: Titles of Selected Recent Specialist Projects and Theses (Appendix I); Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H)

Attained: Praxis-II Summaries (Appendix H); Summary of Field Supervisors' Evaluations (Appendix H); Sample Comprehensive Portfolio Evaluation (Appendix I)

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Addressed: This domain and its implications for professional practice are introduced in Psych 620 – Foundations of Professional School Psychology. In this class, students understand the history of school psychology through an exploration of its major figures, conferences, and pertinent legislation. Models of service delivery are examined for relevance to the changing roles of the profession. Special emphasis is placed upon learning the applicable ethical codes and procedures for ethical decision-making. The school psychologist’s responsibilities under IDEA, Section 504, and other related legislation are also addressed. In Speced 700 – Theoretical Foundations of Contemporary Practice in Special Education, students examine current special education law, including relevant case law, and engage in mock due process hearings. In Psych 792 – Field Experiences in School Psychology, entering first semester students are paired with high risk pupils from local school districts in a mentoring arrangement, the *Straight Talk Mentor Program* (See Addendum 2). Their subsequent close association with pupil services staff members and their mentee’s classroom teacher provide opportunities for insight into the day-to-day functioning of a public school. In Psych 793 – Practicum in School Psychology, students are in a single school district for a K-12, two and one-half to three days per week experience for an entire school year. This affords them an opportunity to become intimately acquainted with the role and function of psychologists in that school district. During their internship year, interns need apply what they have learned to date in this domain to construct a service delivery model to meet the needs of the children and families at their internship site. This effort is supported at the university with a monthly seminar and on-site through field supervision by university and field supervisors.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G);

Performance Documentation:

Assessed: Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H); Sample Portfolio Integrative Summary (Appendix I)

Attained: Praxis-II Summaries (Appendix H); Summary of Field Supervisors’ Evaluations (Appendix H); Sample Comprehensive Portfolio Evaluation (Appendix I)

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Addressed: This domain and its implications for professional practice are introduced in Psych 620 – Foundations of Professional School Psychology. In this class, the responsible use of the internet as a potential source for research literature is discussed. This issue is further emphasized in other courses, as well. In each of the assessment courses (Psych 740, 745, and 770), students are taught how to use scoring software and transfer that information to a psychological report in an ethical fashion. In Psych 715 – Research Methods and Program Assessment in School

Psychology, students are taught the uses of Excel for data organization and analysis, and introduced to the use of other more sophisticated statistical analysis software (e.g., SPSS). In the practicum (Psych 793) and in the internship (Psych 795), students become acquainted with district information sharing technology and may be afforded opportunities to increase their knowledge in the area of assistive technologies. Practicum students and interns are evaluated in these areas.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12, 19-27); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Continuum of Competencies Sample (Appendix I); *Internship Handbook* (Appendix G);

Performance Documentation:

Assessed: Sample Field Supervisor Evaluation – Internship (Appendix G); Sample Comprehensive Portfolio Evaluation (Appendix I); Content Assessment Grid, (Appendix A, pp. 50-51); Alumni Survey Summary (Appendix H); Student Exit Questionnaire (Appendix H); Sample Portfolio Integrative Summary (Appendix I)

Attained: Praxis-II Summaries (Appendix H); Summary of Field Supervisors' Evaluations (Appendix H); Sample Comprehensive Portfolio Evaluation (Appendix I)

III. FIELD EXPERIENCES/INTERNSHIP

3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.

Psych 793 – Practicum in School Psychology supports a 600-hour, school-based supervised experience and supporting seminar that is completed for 12 total credits. Psych 795 – Internship in School Psychology is a 1200 hour supervised school-based experience and supporting seminar that is completed for 6 total credits. Training skills that are addressed in the practicum experience are articulated in the Practicum Training Protocol (See Appendix F). Internship training experiences are articulated in the *Internship Handbook* (See Appendix G).

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 38-39); *UW-Whitewater Graduate Bulletin* (Appendix B); Practicum Training Protocol (Appendix F), *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Sample Student Completed Continuum of Competencies Sign-Off Form (Appendix I)

3.2 The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in

providing supervision, support, and both formative and summative performance-based evaluation of intern performance.

The *Internship Handbook* articulates the collaborative nature of the internship and identifies the responsibilities of the each of the parties.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 39-39); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)
Practice Documentation: Student Transcripts (Appendix C); Sample Student Completed Continuum of Competencies Sign-Off Form (Appendix I)

3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting.

This Standard is reproduced in the *Internship Handbook* and is the policy of the Program. To date, all interns have completed the experience over one academic year.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 39-39); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)
Practice Documentation: Student Transcripts (Appendix C); Sample Student Completed Continuum of Competencies Sign-Off Form (Appendix I)

3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.

This Standard is reproduced in the *Internship Handbook* and is the policy of the Program. With one exception that occurred in 2003-2004, all interns have completed the internship in a public school with on-site supervision. In this exception, the intern was in a setting that did not have an experienced school psychologist on site, so the intern entered into a contractual agreement for weekly supervision with a qualified school psychologist from a neighboring district.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 39-39); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)
Practice Documentation: Student Transcripts (Appendix C); Sample Student Completed Continuum of Competencies Sign-Off Form (Appendix I)

3.5 The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

This Standard is reproduced in the *Internship Handbook* and is the policy of the Program.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 39-39); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Sample Student Completed Continuum of Competencies Sign-Off Form (Appendix I)

IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY

4.1 Systematic, valid procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/ graduate performance on licensing/certification examinations, alumni follow-ups) are used, as appropriate, to evaluate and improve components of the program.

- Instructors in the School Psychology Program are evaluated by the students at the conclusion of each class. This evaluation is based on the Purdue Model and uses a Likert scale ranging from 1 (“My lowest possible rating for this item”) to 5 (“My highest possible rating for this item”). The average rating for current Program faculty over the past two year period is 4.57.
- In 2002, a survey of all alumni from the previous 10 years was undertaken to assist program faculty in their efforts to better understand the needs of practitioners and to receive input into efforts to improve program content (see Appendix H). The results of this survey caused the program to place greater emphasis on providing our students with additional general counseling skills to support the more narrowly focused interventions (e.g., the Anger Coping Program) that were currently being taught.
- The Program has an Advisory Group comprised of local practitioners who meet regularly to provide input into training needs from a field perspective, review curricular and policy changes, and to generally provide “fresh eyes” to our training efforts. Most recently, the Advisory Group was central in assisting our efforts to reframe our field evaluations to bring them in a closer alignment with our training domains.
- Field supervisor evaluations (see Appendices F and G) are obtained during practicum and internship, and the internship evaluations are summarized (Appendix H) for Program improvement discussions. The data clearly indicate competent preparation, with strengths in the areas of commitment and relationships with staff and pupils. This indicated to us that, from an interpersonal skills perspective, we were accepting the right kinds of students into the program and adequately helping them refine their abilities. Although clearly competent, the scores for professional skills were lower, and that gave us some concern. We re-designed our Internship Evaluation (Appendix G) to more closely reflect the kinds of skills that we are now training and will be assessing these data in the ensuing semesters.
- Portfolio evaluations are used to monitor individual student progress through the curriculum. Since our recent NCATE evaluation, we have developed a more useful scoring system that will allow us to aggregate the results. This will allow us to examine larger trends in student performance outcomes and provide feedback to faculty regarding

necessary curricular or other programmatic changes (see Sample M.S.E. Comprehensive Portfolio, Appendix I; Scoring Rubrics, Appendix A, pp. 43-45)

- Student Exit Survey (See Appendix H)
- NTS Praxis II Results (See Appendix H)

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 6-7, 12-15, 38-39); *UW-Whitewater Graduate Bulletin* (Appendix B); *Internship Handbook* (Appendix G)

Practice Documentation: Student Transcripts (Appendix C); Student Exit Survey (Appendix H); NTS Praxis II Results (Appendix H); Summary of Field Supervisors' Evaluations (Appendix H)

4.2 The program applies specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability).

The Program's Application and Admissions Procedure may be found on p.4 of the *School Psychology Graduate Student Handbook* (see Appendix A). The 3.00 minimum undergraduate GPA for the School Psychology Program is the highest of any graduate program in the university. A minimum of 12 credits in psychology (9 specified in statistics, abnormal, and child/adolescent) is required, yet approximately 96% of all admissions over the past five years held undergraduate degrees in psychology. The Miller Analogies Test or the Graduate Record Examination is required, but we do not have "cut-off scores." It has been our experience that GPA and strength of undergraduate program are the best predictors of academic success. We require a formal, written Autobiographical Statement and a Spontaneous Writing Sample at the interview date to help us gauge written communication skills. We personally interview each applicant, using a standard set of interview questions (see *Application Process and Forms*, Appendix I). Each applicant is typically seen by at least two Program faculty members and a committee of advanced students from the Program. We place high value on the personal interaction during the interview date, evaluating verbal communication skills, depth of insight, and congeniality. We require three Letters of Recommendation, including one from a previous work supervisor, to assist our evaluation of the applicant's work characteristics. We generally receive approximately 60 applications, and we typically accept 12 to 14 students. In the past 14 years, only two students have been dismissed for academic deficiencies. We have strict code of Professional Standards that is articulated in the *School Psychology Graduate Student Handbook* (See Appendix A, pp. 10-11). In the past 14 years, three students have received sanctions under these provisions. Criteria for retention and continuation and advancement to degree status in the Program are articulated in the *Handbook* (see Appendix A, pp. 9, 12-15).

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 4, 9-15); *UW-Whitewater Graduate Bulletin* (Appendix B)

Practice Documentation: Student Transcripts (Appendix C); Application Process and Forms (Appendix I); Demographic Characteristics of Current Students (Table 2)

4.3 The program employs a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

The Program began a portfolio assessment process in 1996 which has been evolving since 1996. The current process is described on pages 16-37 in the *School Psychology Graduate Student Handbook* (see Appendix A), with the general overview and dates of review on p. 16. To augment our assessment of training competencies, a “Continuum of Competencies” document was designed in 1998 and refined to its current iteration in 2002 [see pp. 30-36 in the *School Psychology Graduate Student Handbook* (Appendix A)]. The Continuum reflects an integration of the NASP Domains of Training and Practice and the training curriculum at UW-Whitewater (see *Content Assessment Grid* (Appendix A, pp. 50-52). Prior to each portfolio presentation, students identify and initial the items in the Continuum for which they have evidence of competency and include that evidence artifact in the portfolio. Faculty reviewers consider the evidence and may (a) demonstrate agreement by counter-initialing the competency item, (b) withhold agreement until the presentation and further questioning, or (c) decline to counter-initial and assist the student to identify what further training evidence may be necessary. This useful structure helps the student to understand the training domain in a meaningful form, and, when a single artifact supports evidence for multiple items across domains, to see how the domains are interrelated. Items at the practicum and internship levels are linked to field-based competencies further assessed on field supervisor evaluations.

The portfolio is used as the primary programmatic assessment procedure at each step in the student’s training. Please see *Training and Assessment Flowchart* (Appendix A, pp. 55-58).

In the spring of 2003, the Program officially eliminated the six-hour written Comprehensive Examination and replaced it with the Comprehensive Portfolio Presentation as the culminating assessment for the M.S.E. degree (*School Psychology Graduate Student Handbook*, pp. 40 - 45). Subsequent feedback from both students and faculty members has been overwhelmingly positive (see *Sample M.S.E. Comprehensive Portfolio*, Appendix I).

The Program employs field supervisor evaluations to monitor progress in the 600-hour practicum and the 1200-hour internship. The evaluations are designed as “competency attainment” instruments that allow the supervisors to assess at a formative level at the mid-point and at a summative level at the end of the experience [(see *Sample Practicum Field Supervisors’ Evaluation Form* (Appendix F) and *Sample Internship Field Supervisor Evaluation Form* (Appendix G)]. Please note that the Program transitioned to the new domain-linked practicum evaluation form in 2003-2004, and will initiate the domain-linked Internship Evaluation form in the current 2004-2005 year. Data on the *Summary of Field Supervisors’ Evaluations* (Appendix H) is from the older form.

Policy Documentation: *School Psychology Graduate Student Handbook* (Appendix A, pp. 16-37); *UW-Whitewater Graduate Bulletin* (Appendix B)

Practice Documentation: Student Transcripts (Appendix C); Content Assessment Grid (Appendix A, pp. 50-52); Training and Assessment Flowchart (Appendix A, 55-58); Sample Practicum Field Supervisor Evaluation Form (Appendix F); Sample Internship Field Supervisor Evaluation Form (Appendix G)

V. PROGRAM SUPPORT/RESOURCES

The Program is located in an NCATE-Accredited Education unit. Hence, Standard V does not apply

VI. BRIEF STATEMENT OF THE PROGRAM'S PERCEIVED STRENGTHS AND DEVIATIONS FROM NATIONAL STANDARDS

We believe that the School Psychology Program at the University of Wisconsin – Whitewater has several strengths. Included among them:

- An outstanding group of highly dedicated, enthusiastic, and competent students and an alumni who continually enhance the reputation of UW-Whitewater as a premier regional training program in School Psychology;
- A student-centered Program faculty who work hard to maintain and grow the quality of the curricula content and organizational structure to meet ongoing changes in the field;
- Core Program faculty members with national reputations in their areas and departmental and university award-winning pedagogical skills necessary to bring that expertise to students;
- A Graduate School and University community that is supportive of the goals and objectives of the Program;
- An exceptionally strong cadre of field supervisors in widely diverse school districts across our region who selflessly take on the added time and energy needed for supervision of our students, and do so in a highly professional manner from year to year;
- A student portfolio assessment process that has become increasingly useful and important over the past eight years, and is now a centerpiece of progress monitoring and program evaluation;
- Outreach efforts, such as our “Straight Talk Mentor Program” and our “Current Topics in School Psychology” courses that give back to, and enhance our standing in, the community;

We are progressing in our endeavor to enhance and refine our data gathering for performance evaluation and program revision. We view this effort as currently on-going and formative, but at or near the standard expected by NASP.