

COVER SHEET

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
Cover sheet for program(s) in: School Psychology
Submitted by (institution): Indiana State University
Address: Department of Educational and School Psychology Indiana State University Terre Haute, IN 47809
Date: September 15, 2006
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Degree/program level(s): <input checked="" type="checkbox"/> Specialist <input type="checkbox"/> Doctoral (note: separate matrix responses must be provided for each program submitted for review)
Checklist of materials to be enclosed with this program report (organized by section) I. Overview <input checked="" type="checkbox"/> Background information on the program, including program philosophy, goals and objectives for candidate proficiencies and relevant policies and practices (include in appendix program handbook or comparable program/university documents that address the above items, and refer to these as needed) <input checked="" type="checkbox"/> Number and demographic characteristics of students enrolled in program at each level (1 st year, 2 nd year, etc.) and number and demographic characteristics of graduates for past two years <input checked="" type="checkbox"/> Special state requirements or circumstances, if any, that may be important to the program review <input checked="" type="checkbox"/> Brief statement of the program's self-evaluation of perceived strengths and deviations from national standards II. Matrix or Program Response to Each Standard <input checked="" type="checkbox"/> Brief response as to how each NASP standard is met, along with references to enclosed documentation <input checked="" type="checkbox"/> For Standard 1.4- brief description of faculty qualifications that assure confidence in the preparation and judgments of candidate proficiencies (include as appendix brief summaries of program faculty, degree specializations, teaching load/assignments, rank and tenure status, and qualifications relevant to NASP standards) <input checked="" type="checkbox"/> For Standard II. Aggregated and summarized performance evidence from multiple sources, organized by Domain standards. Include relevant rubrics or criteria and describe program interpretations of data and response or actions taken to strengthen program. <i>The following sources are required:</i> internship performance appraisals; state licensure exam scores or NTE Praxis II exam in school psychology; program-embedded, comprehensive, performance assessment of candidates; other sources of assessment as relevant to the program <input checked="" type="checkbox"/> For Standard III- description of the program's required field experiences that demonstrate opportunities for candidates to learn and attain the standards <input checked="" type="checkbox"/> For standard IV- description of the program's assessment system and its use for making judgments about candidate proficiencies and positive impact on children/clients III. Appendices (with tabs) <input checked="" type="checkbox"/> Appendices (with tabs) containing documentation of compliance with standards, including a) "masked" transcripts/academic records of three recent program graduates; b) program handbook or comparable document; c) documentation of practice for field experiences/internship; d) performance evidence

NOTE: Please refer to relevant NASP standards and related materials for further guidance on program submission (see: www.nasponline.org/certification/training_program.html)

NCATE Cover Sheet Addendum – State Licensure Test Report
Refer to Cover Sheet Addendum – Directions and Guidelines for information on completing this report.

Institution Indiana State University

Date September 15, 2008

Program(s) addressed in this program report Ed.S. in School Psychology

Section I. Determination of whether the Pass Rate Requirement Applies to the Program Report

A. Are completers of the program(s) documented in this program report required to take state examinations in subject matter content to be eligible for licensure or certification?

Yes ___ No X (do not complete Section II)

If yes, list program(s) included in this program report for which licensure exams in *content knowledge* are administered by your state:

Program(s)	State License	Required Test(s)
<i>Example.</i> Biology Education	Educator in Biology Grades 7-12	Praxis II: 20235 & 30233

B. Have the program(s) listed in Section I.A above been in existence long enough to have produced a cohort of completers for, at minimum, the equivalent of one academic year? If this program report covers multiple programs, answer “Yes” if some or all of the programs have been in existence for the equivalent of one academic year, and answer the question marked with an asterisk below if applicable.

Yes ___ No ___ (do not complete Section II)

*Which of the programs listed in Section I.A have not been in existence long enough to have produced completers for the equivalent of one academic year? Do not provide test data for any programs you list here:

C. Have the program(s) listed in Section I.A produced a total of 10 or more completers (who have taken the requisite licensure tests) over the past three academic years? If this program report addresses multiple programs, answer “Yes” if some or all of the programs have produced 10 or more completers, and answer the question marked with an asterisk below, if applicable.

Yes ___ No ___ (do not complete Section II)

*Which of the programs listed in Section I.A have not produced 10 or more completers over the past three academic years? Do not provide data for any programs you list here:

If the answer to one or more questions in Section I is “No,” the programs in this report are exempt from the 80 percent pass rate requirement. Attach this page only to the cover sheet. Do not complete Section II.

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Overview of the Education Specialist Degree Program in School Psychology Indiana State University

The Education Specialist Degree (Ed.S.) Program in School Psychology at Indiana State University (ISU) is located within the Department of Educational and School Psychology in the College of Education. Students enrolled in this program typically earn the Master of Education (M. Ed.) degree along the way to their Ed.S. The school psychology programs at ISU are the oldest such programs in the state of Indiana. Specifically, the M.Ed. program in school psychology at ISU was the first master's degree in school psychology in the nation and was founded in 1949, and the Ed.S. program began in 1968.

Indiana State University

Indiana State University was founded in 1865. Its primary mission was the training of teachers for the common schools of Indiana. The first baccalaureate degree was awarded in 1908. The first master's and doctoral degrees were presented in 1928 and 1968 respectively. Accredited by the North Central Association of Colleges and Secondary Schools, ISU currently offers associate, baccalaureate, master's and doctoral degrees. The various programs offered by ISU are accredited by over 30 different agencies. ISU also holds membership in ten national associations. According to the 2000 Carnegie classification ISU was a doctoral/research university-intensive. The revised 2005 Carnegie classification lists ISU's Basic classification as a Doctoral/Research University (DRU) and its Graduate Instructional Program as Doctoral/Professional: Doctoral, professions dominant. Indiana State University holds as one of its major goals to educate students to be productive citizens who enhance the quality of life of other citizens. This goal is accomplished through the administration of high quality programs by highly trained and dedicated faculty. The quality of the programs is enhanced by the ongoing support of self-studies, inspiring faculty to always improve and stay ahead of the curve. ISU also requires respect for diversity. This is demonstrated by recruitment, admission and hiring practices.

College of Education

The College of Education proudly carries on the original mission of ISU by being the center for training of educators. The college has expanded the original mission to include the training of a wide range of school support personnel, including curriculum and instruction developers, administrators, speech pathologist, special educators, early childhood educators, school psychologists and counselors. The graduate programs offered by the college of education for teachers, administrators and school service personnel are accredited by the Indiana Division of Professional Standards and by the National Council for the Accreditation of Teacher Education. In addition, many of the programs are also accredited by their related professional organizations. The speech-language pathology program is accredited by the Educational Training Board of Examiners in Speech-Language Pathology and Audiology of the American Speech-Language-Hearing Association. The Specialist in Education –School Psychology program is approved by the National Association of School Psychologists. The doctoral

programs in counseling and school psychology are accredited by the American Psychological Association.

The Department of Educational and School Psychology

The Department of Educational and School Psychology provides the backbone of psychological foundations for the College of Education and the school psychology programs. The department offers a variety of psychological courses including developmental, history, personality, pathology, and research methods and statistics. The department delivers these courses with high quality instruction combined with high expectations.

The Ed.S. Program in School Psychology

The mission of the Ed. S. program in school psychology as stated in the student handbook is:

The Ed.S. Program in School Psychology follows a scientist-practitioner model that provides a foundation on which program goals and objectives are based. The mission of the program is to train School Psychologists who value, adopt, and apply a scholarly attitude toward the practice of psychology in diverse settings. The scientist-practitioner School Psychologist must possess a comprehensive knowledge base in psychology and education which may be applied both to practice, and understanding and generation of new knowledge. The School Psychologist must also demonstrate understanding of application, understanding and respect for diversity, value for life-long learning, commitment to professional involvement, and involvement in the scholarly practice of problem-solving to enhance the lives of children, youth, and families. (p. 4).

The philosophy of the program is expressed through a problem-solving orientation. Program faculty believe that the ability to identify and work through difficulties and challenges is essential to the role of the school psychologist. The program is designed to provide the students with a wide breadth of didactic information and effective analysis skills. Thus, the students will have a wide base to pull from for the development of their own style of practice and the tools necessary to analyze new trends and new ideas that are expressed through the developing literature. The program is designed to empower the students with the skills necessary to carry-out the role of the school psychologist in a wide range of settings and the ability to re-create themselves to adapt to the ever-changing world in which we live.

The goals of the program are to prepare professionals to undertake the complex role of the school psychologist in a variety of settings. The students become well grounded in a broad and rich base of psychological foundations. The students progress to learn a variety of assessment skill, covering both a wide range of areas including cognitive, academic, emotional and behavioral and a diverse array of tools including standardized norm referenced tests, direct skill assessments, and observational techniques. Armed

with the tools and the psychological foundation necessary to interpret the results, the students' ability to apply the assessment and interpretation skills are developed and refined through supervised opportunities within on-campus clinics and school settings. During this process students learn to define problems, customize assessments, analyze data, and develop, implement and evaluate interventions. These problem solving skills are applied to other materials during seminars, teaching the student to apply the skills to new trends in the profession and to their professional development. In addition, the students gain an appreciation for the roles of school educators and how to collaborate and integrate themselves into the school environment. The program then introduces the students to the role of the school psychologist through a structured internship requiring at least 600 hours of service in a public school setting.

The goals of the program are accomplished by having the students meet the following objectives:

1. The student will possess knowledge of history and systems of psychology.
2. The student will possess knowledge of and demonstrate skills in, measurement and evaluation, research design, statistics, and data analysis.
3. The student will possess knowledge of all aspects of human growth and development including biological, cognitive, affective and social bases of behavior.
4. The student will possess knowledge of special populations including individuals with disabilities and individuals with psychopathology.
5. The student will have knowledge of theory, and demonstrate skill in, psychological assessment, diagnosis, treatment, and evaluation.
6. The student will possess knowledge and demonstrate skill in developing, integrating, and applying knowledge in solving both theoretical and practical problems.
7. The student will possess knowledge of the organization and operation of schools and agencies serving children, youth, families, and individuals with disabilities.
8. The student will possess knowledge of theory, and demonstrate skill in, effective communication, counseling, and consultation techniques.
9. The student will possess knowledge of, and demonstrate commitment to professional standards, ethical principles, and legal mandates relevant to the professional practice of psychology.

10. The student will have knowledge of, and demonstrate commitment to life-long learning, scholarly inquiry, self-reflection, self-evaluation, and problem-solving as a professional in an ever-evolving field of study and practice.
11. The student will possess knowledge of, and demonstrate commitment to cultural and individual diversity of all types, in personal relationships and in the professional practice of psychology.

The attainment of the above skills is accomplished through the following course of study:

Year 1:

Fall Semester:

- SPSY 600 Introduction to School Psychology
- SPSY 678 Practicum in Psychoeducational Interventions
- SPSY 677 Behavioral Assessment and Intervention
- EPSY 620 Foundations of Qualitative and Quantitative Research

Spring Semester:

- EPSY 624 Survey of Psychological Theories
- SPSY 666 Cognitive Assessment and Intervention
- SPSY 667 Psychoeducational Assessment and Intervention
- SPSY 686 Practicum in School Psychology

Summer Semesters:

- SPSY 685 Seminar in School Psychology
- EPSY 721 Seminar in Human Development
- SPSY 670 Diagnosis, Treatment, and Management of Reading Disabilities

Year 2:

Fall Semester:

- COUN 533 Techniques of Counseling
- SPSY 682 Personality Appraisal I
- SPSY 671 Practicum in Reading and Social/Emotional Interventions
- EPSY 612 Statistical Methods

Spring Semester:

- SPSY 680 School Psychology Consultation
- ELAF 608 School and Society
- SPSY 686 Practicum in School Psychology
- EPSY 628 Biological Bases of Behavior

Summer Semesters:

- SPSY 785 Advanced Seminar in School Psychology

Year 3:

Fall Semester:

- SPSY 791 Advanced Internship in School Psychology
- SPSY 790 Advanced Research and Study I

Spring Semester:
 SPSY 791 Advanced Internship in School Psychology
 SPSY 792 Field Research Project

Students/Graduates Information

Student Information for Cohorts for the Past Four Years Including the Current Year.

Student Information	Current Status of Student in Program			
	1 st Year	2 nd Year	Interns	Graduated 2006
Year entered	(2006)	(2005)	(2004)	(2003)
Number of Students Applied	19	23	20	24
Number of Students Accepted	13	12	8	9
Number of Students Enrolled	7	6	5	5
Number Graduated				4
Number Awarded State License				4
Number Pursuing Doctoral Degree			1	3

Faculty

Damon Krug, Ph.D.

Dr. Krug earned his doctorate in school psychology from Ball State University in 1990. Dr. Krug has a variety of work experiences in both the academic and practical fields. He started his career in 1990 at the University of Wisconsin –LaCrosse. After complete a year long visiting assistant professorship, he went to the Center for Talented Youth at John Hopkins University. As a research associate, Dr. Krug managed large data bases, conducted analyses, prepared presentations, and assisted in the development and writing of research. Dr. Krug then left academe and became an educational consultant for PRC (formerly Planning Research Commission, now a subsidiary of Black and Decker), where he specialized in program evaluation for migrant education and neglected and delinquent youth. From there, Dr. Krug returned to the public schools and worked as a school psychologist for the Kokomo Center Township. Dr. Krug assumed the responsibilities of a typical school psychologist. He then returned to academe and served five years at Governors State University. While at Governors State University, Dr. Krug became heavily involved in the Flexible Service delivery system used in Illinois. This delivery system is based on the problem solving model from Iowa and is closely related to Response to Intervention (RtI). Dr. Krug took this experience and returned to the public schools. Prior to joining the faculty at ISU, Dr. Krug worked with the Greater Lafayette Area Special Services (GLASS). While at GLASS, Dr. Krug assisted in the adaptation of an RtI based model, which was piloted in ten elementary schools. Dr. Krug participated in the development and writing of the proposal, facilitated contact with professional speakers, and provided staff development workshops. While being at ISU, Dr. Krug continues to consult with GLASS and is involved in the spreading of the RtI model.

Bridget Roberts-Pittman, PhD, LMFT, CADAC IV.

Dr. Roberts-Pittman has a doctorate in Counseling Psychology from Indiana State University as well as a master's degree in Marriage and Family Therapy from ISU. In addition, she is an AAMFT Approved Supervisor. She holds licenses as a psychologist and a marriage and family therapist. Also, she is a certified addictions counselor. She has specialized training in disaster mental health from the American Red Cross as well as specialized training in mediation. Previous work experiences include over 10 years of clinical practice for the largest mental health center in the state of Indiana providing direct service to children in the schools. Specifically, these children were those receiving special education services in the schools. Clinical work in the schools included assessments, individual and group counseling (groups focusing on anxiety, peer relationships, anger management, coping skills, social skills, and substance abuse prevention), consultation, and crisis intervention. She developed and supervised the Family Preservation Program for Vigo County and provided direct services to these children in the schools and in their homes. These children were first time juvenile offenders at risk of being placed out of their homes in more restrictive placements. One key outcome measure of this program was to maintain these children in the public school system. She has years of experience with children in group homes, foster care, and residential facilities and transitioning these children from these placements back to public school systems. She was a team member for the systems of care effort to maintain high risk youth in Vigo County. While on her pre-doctoral internship, she worked in a group home facility assisting children in the school system.

Edward Kirby, Ph.D.

Dr. Kirby brings a wealth of experience and history to the school psychology program. Dr. Kirby received his school psychology credential in 1970. He earned his Ph.D. in Educational Psychology in 1972 from Southern Illinois University at Carbondale. Dr. Kirby practiced the profession of school psychology at Mt. Vernon Public Schools from 1970 to 1973. At this point, Dr. Kirby began his academic career at Eureka College. He joined the faculty at Indiana State University in 1975. Dr. Kirby has been an active force in the profession of school psychology by being involved in 31 workshops and symposium, participated in writing 15 grants, and written 31 publications and presentations and 5 books. Dr. Kirby continues to be actively engaged in the profession. Most recently he has established the Cognitive and Social Skills Training Program (CAST) in 5 local elementary schools. He has also been in contact with Donald Meichenbaum regarding improvements to the CAST program and research and grant opportunities.

State Practices

With respect to license practices, the State of Indiana does not require school psychologists to pass a qualifying exam prior to receiving a license. Thus, our students are not required to take the PRAXIS exam as a part of the licensure procedure. For this reason, some students in the past have not taken the exam, in spite of strong urging from the program. Further, since it is not a requirement, the college of education does not receive a copy of the scores. Thus, PRAXIS II data while valued by the faculty is not

consistently available for all students (see PRAXIS II Score Reports, Appendix F, for those that were available). It should be noted that current faculty require the PRAXIS II exam, a score report, and application to NCSP.

Brief Overview of the Self-Assessment

The greatest strength of our program, historically and according to practicum and internship providers is the varied and extensive practica. Our students participate in a practicum every semester of the program. The practica are designed to become more complex as students progress through the problem. The first practicum is the administration of a highly structured intervention program designed to assist children with Attention Deficit Hyperactivity Disorder. The program is administered in the public schools under close supervision. The final practicum experience occurs both within the schools and within the Porter School Psychology Center. During these practica students are involved with a case from initial referral through intervention. A second strength of our program is the teaching of data-based decision making. The basic premise that decisions should be based on a variety of data from different sources is stressed throughout the program. Students are taught a variety of data gathering techniques ranging from interview to curriculum-based measurement to norm-referenced standardized tests. The experiences in practica and the Porter School Psychology Center stress the application of these skills. A weakness of the program is the lack of extensive performance based assessments through the program. While the students are judged on the application of their skills during practica, it is not as standardized and uniform as it needs to be. The current faculty are making strides towards improving this process and integrating the information, ensuring that graduates from the program have both didactic knowledge and proficient applied skills.

I. Program Context/Structure

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.

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 Ed.S program at ISU is unified by a mission to produce balanced well-educated practitioners of school psychology who apply the principles of psychology to improve the education and lives of all students. Key to this mission is the understanding of the foundations of psychological concepts and how they influence learning and the

educational environment of schools. Data-based decision making is another strong element of our mission. This process not only includes the analysis of traditional norm-referenced assessment but also the analysis and integration of information from curriculum-based measurement, interviews, and observations. Thorough understanding of the different dimensions of the problem leads to effective interventions. However, the development of good interventions is not the job of a single person. Thus, our students are taught to develop collaborative interventions involving educational personnel and parents. Following the development of interventions, our students pursue implementation, evaluation and revision of the interventions. Appreciation of the importance of consideration of cultural diversity and family structure is emphasized throughout the program. Students are also included in the continuing development of new knowledge through research and participation in professional organizations. In conclusion, graduates of the ISU School Psychology Ed.S. program possess a solid background in psychological principles, comprehensive assessment and interventions skills, a thorough understanding of the problem solving process, the importance of engaging in collaborative processes, and an intense respect for issues of cultural and familial diversity.

Policy: The Ed.S. program in school psychology at Indiana State University provides a clearly articulated training philosophy/mission, goals, and objectives to all candidates. This program is clearly identified as school psychology in all materials i.e., Graduate Catalog (Appendix A), program brochure (Appendix B), Student Handbook (Appendix B) and program website (Appendix B). The program's mission and the integrated and sequential program of study are included in the Ed.S. program brochure which is provided to all individuals requesting information about the program. This information can also be found on the program website at: http://soe.indstate.edu/espy/ed_s_program.htm, as well as in the Graduate Catalog (Appendix A) and the School Psychology Education Specialist Student Handbook (Appendix B). All incoming students receive the Student Handbook and the Graduate Catalog at Orientation before classes begin in the fall semester. Students also receive a blank Program of Study (Appendix D) during Orientation, and receive advisement during this time on how to complete it.

Practice: Blank Program of Study (Appendix D); Sample Completed Program of Study (Appendix D); Sample Student Transcripts (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.

In conjunction with Indiana State University and the College of Education, the Ed.S. program holds the respect for human diversity among our highest values. Our admissions standards are structured and objective, thus minimizing the influence of ethnic bias. Our recruitment efforts also focus on attracting a diverse population of students. Our faculty

is diversified by both gender and ethnicity. The core faculty consists of two males and 1 female. Further, the female faculty member is the Director of Training for the Ph.D. program. The support faculty in the Department of Educational and School Psychology represent a group where 33% is of non European American ethnicity. Students are exposed to these faculty through required coursework, and also have the opportunity to work on research with them through assistantship assignments or their Ed.S project. The importance of cultural diversity is emphasized in several courses including introductory assessment and intervention classes, and practica experiences. Students are encouraged, and in some practica, required to work with culturally diverse students. While some practicum and internship sites are more diverse in their clientele than others, students are evaluated annually by program faculty and twice a semester by internship supervisors on their sensitivity to diversity issues and their ability to work with diverse clients.

The Graduate School has an individual specifically designated to serve as a recruiter (Ms. Mandisa Diggs) of graduate students. Among other duties, the recruiter visits College Fairs and similar events, specifically targeting institutions with diverse populations, and historically black institutions. In terms of faculty recruitment, all search committees are required by the University Office of Diversity and Affirmative Action to make substantial efforts to recruit diverse faculty. The department routinely utilizes individuals listed in the APA Office of Ethnic Minority Affairs Directory as potential contacts during searches. Search committees in the department also send job descriptions to departments of psychology and education at historically black and minority-serving colleges and universities as well as utilizing personal contacts to attempt to ensure a diverse pool of applicants.

Since many of our students come from the local region, our student population tends to reflect this relatively non-ethnically-diverse population. However, we do attempt to recruit both students and faculty from diverse backgrounds. Education regarding diversity is addressed in didactic coursework, through practica and internship experiences, and through additional experiences. This will be addressed in greater detail in Domain 2.5. In the past, there has been an active Cultural Psychology Committee within the program that specifically encouraged department faculty and students to become more aware of and actively involved in diversity issues. Leadership of the committee was shared between students and faculty. Unfortunately, changes in the program, as well as students leaving for internship led to the end of this group in 2004. We hope to be able to revive this committee in fall 2006.

Policy: This program is embedded within a university (<http://www.indstate.edu/site/acad-aff/2325.html>), college (<http://soe.indstate.edu/dean/mission.htm>), and department whose mission statements reflect their valuing of diversity (see Appendix C). The Department of Educational and School Psychology adopted an Affirmation of Diversity statement in April 2005; this statement is included in the Student Handbook (Appendix B) as well as on the departmental website <http://soe.indstate.edu/espy/diversity.htm> (see Appendix C). Additionally, our value and respect for diversity is incorporated within the program's

mission, which is located in the Graduate Catalog (Appendix A), Student Handbook (Appendix B), and program website (Appendix B).

Practice: Sample Student Transcripts (Appendix D); Course Syllabi (Appendix S); Phone Interview Form (Appendix U); Tables 1 and 2 (below)

Table 1
Ed.S. Students' Ethnicity for 2001 – 2006

Year Admitted	Caucasian	African-American	Other	Asian	Hispanic	Total
2000 - 2001	6		1			7
2001 -2002	6					6
2002 - 2003	3		1			4
2003 - 2004	8	1				9
2004 – 2005	17					17
2005 - 2006	14	1		1		16
Total	54	2	2	1		59

Table 2
Ed.S. Students' Gender for 2001 – 2006

Year Admitted	Male	Female	Total
2000 - 2001	1	6	7
2001 -2002	0	6	6
2002 - 2003	0	4	4
2003 - 2004	0	9	9
2004 – 2005	4	13	17
2005 - 2006	3	13	16
Total	8	51	59

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

Students are required to be enrolled on a full-time basis. Further, it is required that students “[s]pend at least one semester or two consecutive five-week summer terms in full-time study (nine semester hours during the regular academic year, four semester hours during each five-week summer session) on the Terre Haute campus after admission to the education specialist degree program” (Graduate Catalog (Appendix A), p.21). However, all of our students are full-time students through the first two years of their program. Faculty are available through posted office hours for collaboration and consultation. Further, most students receive an assistantship, which requires 15 hours per week for students to work closely with a designated faculty member. Efforts are made to link the students with faculty members who will support the students and encourage their

growth. The students in the Ed.S. program often take classes with the Ph.D. students and thus have an extra avenue of student support. Finally, the program supports a student group (SASP) which has regular meetings and discusses issues of importance for to the student's including: preparation for the PRAXIS II, practica, application for internships and the internship experience.

Policy: Graduate Catalog p.21, p.151 (Appendix A); Program Brochure (Appendix B); Student Handbook (Appendix B); Program Website (Appendix B); Graduate Student-Advisor Handbook (Appendix E)

Practice: Sample Completed Program of Study (Appendix D); Sample Student Transcripts (Appendix D)

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. 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.

Since the last NASP approval of our program in December 2000 the school psychology program has experienced turnover in program faculty; however the program has always had at least three full-time equivalent faculty members. The program administrator (Director of Training) has been an individual with a doctorate in school psychology. In the case of Co-Directors of Training, one of the two has had a doctorate in school psychology, and the other has had a doctorate in a related area of psychology. The program core faculty currently consists of Edward Kirby, Ph.D., Damon Krug, Ph.D. and Bridget Roberts-Pittman, Ph.D. Edward Kirby has a doctorate in school psychology and is a licensed school psychologist. Dr. Kirby has many years of experience in school psychology and is active in the area of attention deficit disorders. He retired from the department in 2002, but has returned to teach full time since 2005.

Damon Krug has a doctorate in school psychology and is the current Director of Training for the Ed.S. program. With several years of teaching experience in school psychology, Dr. Krug has been most recently employed as a school psychologist for the Greater Lafayette Area Special Services (GLASS). In his former position, he was a key player in the piloting of a Response to Intervention model within ten elementary schools. Dr. Krug continues to consult with GLASS on the continued implementation of this project. He has published and presented at conferences regarding different issues related to school psychology. Most recently, he presented at the Annual Conference of the Indiana Association for School Psychology.

Bridget Roberts-Pittman holds a doctorate in Counseling Psychology and is the current Director of Training for the Ph.D. program. Dr. Roberts-Pittman is dually licensed as a psychologist and a marriage and family therapist. She is an active member of NASP and APA. She worked in the public schools from 1995 to 2005, providing direct services to

special needs students. She currently runs a private practice specializing in children. She has presented at APA regarding qualitative research on fathering.

The school psychology faculty belong to appropriate professional organizations and are active in the fields of school psychology specifically, and in psychology in general. All faculty teach courses and engage in additional professional activities that are most relevant to their specialty areas and experiences. Thus, Dr. Roberts-Pittman who has the most recent experience with internship, is also Internship Director. Dr. Krug, who was recently in a practice-based position, will teach the course that serves as an introduction to the field for incoming graduate students (SPSY 600 Introduction to School Psychology). Dr. Kirby, who has years of experience in the area of interventions for children with ADHD will teach both Psychoeducational Assessment and Intervention and its related practicum.

Policy: Graduate Catalog (Appendix A); Handbook; Program Brochure (Appendix B); Student Handbook (Appendix B); Departmental Website (Appendix C)

Practice: <http://soe.indstate.edu/espy/faculty%20and%20staff.htm> (Appendix C); Course Syllabi (Appendix S); Faculty Vitae (Appendix T)

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 University and College of Education encourage faculty to give back to the community. Further, continued contribution to the community is one of the criteria a faculty member must meet for reappointment and eventually tenure. The Ed.S. program routinely provides professional development opportunities for practicing school psychologists. See Table 3 for a list of recent highlights. These workshops range in topic from new assessment techniques to ethical issues and dealing with gay, lesbian and bisexual clients. Dr. Krug continues to consult with GLASS in its implementation of Response to Intervention. This continued collaboration provides staff development opportunities for ISU faculty and research and practical experiences for the Ed.S. candidates.

Table 3
Professional Development Opportunities Provided by the Program

Topic of workshop/colloquia	Date	Presenter
Becker Institute on Interventions: Assessment and Treatment of Children with Autism	June 11, 2003	Dr. Susan Wilczynski
Contemporary Measures and Techniques for the Assessment of Cognitive Abilities and Adaptive Behavior in Preschool and Elementary Children	October 3, 2003	Dr. Ann Rogers*
Functional Behavioral Assessment	September 15, 2004	Greg Dietz (Harcourt Assessment/Psych Corp)
Sexual Orientation and Lesbian, Gay, and Bisexual Development: A Primer for Practitioners	November 12, 2004	Dr. Michael Stevenson*
DIBELS: Why, What, Who, How and then What?	December 16, 2005	Sheryl Schaefer-Jones and Deborah Conkle*
School Psychology and the General Education Process	January 20, 2006	Blumberg Center*

*= See Appendix G for flyer/brochure for this event

Policy: University Policy for Reappointment, Tenure & Promotion (Appendix H); Departmental Policy for Reappointment, Tenure & Promotion (Appendix H)

Practice: Workshop Flyers (Appendix G); Faculty Vitae (Appendix T)

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 Ed.S. program at ISU requires a minimum of 73 graduate semester hours, taken over three years. Nine semester hours are devoted to legal, ethical and roles of school psychologists (SPSY 600 Introduction to School Psychology, SPSY 785 Advanced Seminar in School Psychology, COUN 533 Techniques of Counseling). Fifteen semester hours are devoted to research (EPSY 620 Foundations of Qualitative and Quantitative Research, 612 Statistical Methods, SPSY 685 Seminar in School Psychology: Single Case Design, 790 Advanced Research and Study I, and 792 Field Research Project) including the completion of an Ed.S. project completed during their internship. Twelve semester hours are devoted to psychological foundations (ELAF 608 School and Society,

EPSY 521/721/621, human development, EPSY 624 Survey of Psychological Theories, EPSY 628 Biological Bases of Behavior). Three semester hours are devoted to consultation (SPSY 680 School Psychology Consultation). The bulk of the program, 27 semester hours, is devoted to didactic instruction of assessment and interventions and their related practica. The above didactic coursework and practica total to 66 semester hours. The program culminates with 7 semester hours of internship (SPSY 791 Advanced Internship in School Psychology).

Policy: Graduate Catalog pp. 150-152 (Appendix A); Program Brochure (Appendix B); Student Handbook pp. 21 & 26 (Appendix B); Graduate Student-Advisor Handbook (Appendix E)

Practice: Sample Completed Program of Study (Appendix D); Sample Student Transcripts (Appendix D); Sample Ed.S. Project (Appendix K)

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 Ed.S. students to enroll in 7 semester hours of SPSY 791 (Advanced Internship in School Psychology) after they have completed all coursework. This is usually taken in the third year of the program. During this time, they are expected to complete a full-time internship for one academic year consisting of a minimum of 1200 clock hours of supervised experience in school psychology.

Policy: Graduate Catalog pp. 150-152 (Appendix A); Student Handbook pp. 21 & 25 (Appendix B); Internship Manual (Appendix P)

Practice: Sample Completed Program of Study (Appendix D); Sample Student Transcripts (Appendix D); Internship Manual (Appendix P); Sample Completed Hours Logs (Appendix Q)

II. Domains of School Psychology Training and Practice

School psychology candidates demonstrate entry-level competency in each of the following 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 each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship.

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 assessment of services. Data-based decision-making permeates every aspect of professional practice.

Addressed: Two key issues within our program goals are thorough assessment and integration of assessment data with intervention development and evaluation. Through didactic coursework students are taught a variety of assessment techniques including, norm-referenced assessment, direct skills assessment, observations and interviews (SPSY 666 Cognitive Assessment and Intervention, SPSY 667 Psychoeducational Assessment and Intervention, SPSY 677 Behavioral Assessment & Intervention, SPSY 682 Personality Appraisal I, and EPSY 620 Foundations of Qualitative and Quantitative Research). These skills are applied to a variety of domains: cognitive, academic, social/emotional and adaptive (SPSY 666 Cognitive Assessment and Intervention, SPSY 667 Psychoeducational Assessment and Intervention, SPSY 677 Behavioral Assessment & Intervention and SPSY 682 Personality Appraisal I). Further, within these classes, students are required to use research to analyze interventions and assessment techniques. Thus, the problem-solving and data-based decision making process is integrated into the assessment of student, but also into the assessment tools and interventions.

The data-based decision making is continued in practicum experiences. Each assessment class is followed with a practicum which extends the taught principles into the applied field. SPSY 666 Cognitive Assessment and Intervention and SPSY 667 Psychoeducational Assessment and Intervention are coupled with SPSY 686 Practicum in School Psychology, where students are required to be actively involved in various levels of referrals. This experience culminates with the candidates working a case from referral to conclusion including intervention, progress monitoring and feedback to school staff and parents. SPSY 682 Personality Appraisal I is coupled with SPSY 671 Practicum in Reading & Social/Emotional Intervention and with a second enrollment in SPSY 686 Practicum in School Psychology which focuses on assessment and intervention with students having significant behavioral or emotional difficulties. This also requires the working of a case from referral to conclusion including intervention and progress monitoring. Students are also required to complete a year of practicum in the Porter School Psychology Center. Students get referrals for clients exhibiting academic and/or behavior problems. Students complete the intake process and oversee the intervention. Clients range from preschool age to college students.

Finally, students are taught to integrate research and make data-based decisions regarding many issues within the profession of school psychology. The foundations of research and statistics are provided in EPSY 620 Foundations of Qualitative and Quantitative Research and EPSY 612 Statistical Methods. The foundation courses of EPSY 721 Seminar in

Human Development (or alternately, EPSY 521 Advanced Child Psychology or EPSY 621 Development through the Lifespan), and EPSY 628 Biological Bases of Behavior require the students to integrate research and develop an argument for a particular position. The integration of research to student difficulties culminates during internship when the student, under the supervision of a committee, defines a student's problem, generates and implements an intervention and monitors, evaluates and modifies the intervention across time (SPSY 790 Advanced Research and Study I, SPSY 792 Field Research Project).

Assessed and Attained: Students are assessed in their coursework through various assignments, exams, written reports, and presentations (see Course Syllabi, Appendix S). Within the didactic courses (i.e., SPSY 666 Cognitive Assessment and Intervention) students submit videotapes which are rated according to an observation checklist (Appendix S). In addition, protocols of administrations are also scored and verified. During practica, students are observed through the use of one-way observation rooms, videotaped assessments, and individual and group supervision. Rating forms regarding the students' performance are completed and shared with the students to improve their skills (see Blank Porter Supervision Session Review and Sample Completed Porter Supervision Session Review, Appendix N). In practica in the Porter Center, students are required to prepare written clinical summaries, including data-based problem definition, progress monitoring and changes to intervention based on data for each client (see Sample Porter Report, Appendix N; Porter Mid-year Presentation Evaluation Form, Appendix N). Students' practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors' ratings of students in areas related to data based-decision making and accountability had means of 4.00 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O).

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to data based-decision making and accountability had means ranging from 4.17 to 4.67 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). Further, in a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 3.75$. As spelled out in the syllabi for the differing assessment courses (see Appendix S), satisfactory administration is required on all instruments to pass the class. As seen on Table of Grades in Required Courses (Appendix L), 100 % of students have earned grades of A's in the assessment classes. Further, review of case write ups (See Sample Porter Report,

Appendix N) and Ed.S. projects (See Sample Ed.S. Project and Table of Ed.S. Projects in Appendix K) indicate a high degree of quality. All students who progress through the program to the Ed.S project successfully complete the project.

2.2 Consultation and Collaboration:

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and 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: Students gain a basic knowledge of consultation skills in SPSY 600 Introduction to School Psychology. Students receive more specified instruction in their consultation course (SPSY 680 School Psychology Consultation). In this course they learn the different models of consultation and participate in a practical application including problem identification and ongoing consultation regarding intervention and monitoring. Students continue to practice and refine their consultation skills through experiences in the Porter School Psychology Center and their school-based practicum experiences. Finally, students are expected to demonstrate competent consultation skills by the end of their internship. In both arenas, candidates assess students and develop interventions in collaboration with teachers and/or parents/guardians.

Students gain practical experience in consultation from both their practica and internship. During the second enrollment in SPSY 686 Practicum in School Psychology, the candidates work with students with emotional and social skill issues. Part of their intervention focuses on working with parents as secondary service providers. Finally, in internship, consultation is one of the domains that the plan emphasizes and students are evaluated in this area.

Assessed and Attained: Students' consultation and collaboration skills are evaluated for competence in course assignments, case reports, and written assignments in their course work. Students are also assessed for these skills during their various practica and on internship (SPSY 791). Specifically, in the Consultation course (SPSY 680), students present a case summary report, which is evaluated by the professor according to a structured rating form (see Course Syllabi, Appendix S). Students participate in developing these skills in group and individual supervision while seeing clients in the Porter School Psychology Center (see Sample Porter Report, Appendix N) and during their internship. Students complete a self assessment of their skills in which they rate their competence in this area (see Students' Self-Assessment of Skills, Appendix N). Students' practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors' ratings of students in areas related to consultation and collaboration had means ranging from 3.50 to 4.50 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O).

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to consultation and collaboration had means ranging from 4.22 to 4.73 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). In a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 3.75$. As seen on Table of Grades in Required Courses (Appendix L), 100% of students have earned grades of A in classes relevant to this domain, thus meeting or exceeding course requirements.

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess their 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: Didactic knowledge of the human learning processes are addressed in developmental psychology (EPSY 521 Advanced Child Psychology , 721 Seminar in Human Development or 621 Development through the Lifespan). Assessment of cognitive and learning processes are taught through SPSY 666 Cognitive Assessment and Intervention and SPSY 667 Psychoeducational Assessment and Intervention. These courses cover both norm-referenced assessment including the Wechsler and Woodcock-Johnson series and curriculum-based measurement and DIBELS assessments. SPSY 667 also covers definition and assessment of effective instructional practices and the academic environment. The importance of language development and other language issues related to the learning and assessment of reading are presented in SPSY 670 Diagnosis, Treatment, & Management of Reading Disabilities. Students are also instructed in and implement effective interventions for reading during the class. Students are encouraged to expand their experiences while participating in applied experiences in the Porter School Psychology Center and in school-based practica by pursuing cases of differing disabilities and cultural and language backgrounds. Their internship experiences also provide multiple opportunities for students to engage in assessment and intervention services with a wide variety of student disabilities and cultural backgrounds.

The candidates engage in goal setting and implementation of structured interventions in SPSY 678 Practicum in Psychoeducational Interventions and SPSY 671 Practicum in Reading & Social/Emotional Intervention. These practica have the candidates work with school-aged subjects via research-based and highly structured interventions for behaviors related to Attention Deficit Hyperactivity Disorder and reading difficulties. The students

are given more independence in setting goals and developing interventions during the practicum in SPSY 686 Practicum in School Psychology. They further refine their goal setting and intervention skills in SPSY 680 School Psychology Consultation. Finally, the internship provides the candidate with the opportunity to work a complete case from assessment, goal setting and implementation of intervention. Their skills in this process are most clearly documented in the research project completed for SPSY 790 Advanced Research and Study I and SPSY 792 Field Research Project.

Assessed and Attained: Knowledge of human learning processes is addressed in coursework, reports, tests, and practica (see Course Syllabi, Appendix S). Knowledge of assessment skills is addressed in course work, tests, case reports, and practica (see Course Syllabi, Appendix S). In these courses students must demonstrate their competence by the completion of exams, class assignments, case reports and presentations. Students apply these skills in their practica and internship. In the Porter School Psychology Center, students receive live supervision and both group and individual supervision. Students' practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors' ratings of students in areas related to effective instruction and development of cognitive/academic skills had means ranging from 3.50 to 4.00 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O).

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to effective instruction and development of cognitive/academic skills had means ranging from 3.64 to 4.50 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). In a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 2.50$. As seen on Table of Grades in Required Courses (Appendix L), 100% of students have earned grades of A in classes relevant to this domain, thus meeting or exceeding course requirements.

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess 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: Students gain knowledge in this area through course work and they gain experiential learning of this domain through various practica. In regard to human developmental processes, students are required to take EPSY 521 Advanced Child Psychology or EPSY 721 Seminar in Human Development (A common substitution is EPSY 621 Development through the Lifespan). These courses provide students with knowledge of development across the lifespan. To address behavioral, affective, adaptive and social skills students are required to take SPSY 677 Behavioral Assessment and Interventions and SPSY 682 Personality Appraisal I. In these courses students learn about functional behavior assessment, observational and interviewing skills, standardized assessment, and linking assessment to treatment. Students gain knowledge in collaboration skills in SPSY 680 School Psychology Consultation and SPSY 686 Practicum in School Psychology. Finally, students learn basic counseling skills in COUN 533 Techniques of Counseling.

Students gain experiential knowledge in their various practica and internship. Students have cases in the Porter School Psychology Center where they must work on a case from start to finish. This includes incorporating skills they learned in their classes such as behavioral assessment, standardized rating scales, and interviews. Students often collaborate with the school system on these cases. Students also complete practica in SPSY 686 Practicum in School Psychology which is divided between behavioral assessment and interventions and socio-emotional assessment. Finally, students demonstrate counseling skills by supervising social skills groups (SPSY 678 Practicum in Psychoeducational Interventions – CAST). Through all of these experiences, students demonstrate their knowledge and skills in developmentally appropriate assessments and interventions.

The candidate's practical skills are refined through their second enrollment in SPSY 686 Practicum in School Psychology and in SPSY 680 School Psychology Consultation. The second enrollment in SPSY 686 Practicum in School Psychology is designed to focus the candidate's skills in dealing with students with emotionally-based behavior difficulties. Part of the experience is working with education staff and parents in supporting the intervention with the student. Candidates are specifically instructed and implement the techniques of indirect services. As stated earlier, indirect and direct services are specific components of the internship plan and students are evaluated on their skills. Finally, the Ed.S project completed during the student's internship typically involves a research study based on their assessment, development and implementation of interventions.

Assessed and Attained: Students are assessed through exams, written assignments, and presentations in their various coursework (see Course Syllabi, Appendix S). Students are also observed in their SPSY 678 Practicum in Psychoeducational Interventions and SPSY 686 Practicum in School Psychology practicum courses through a one way mirror and a phone system that is available in the clinic rooms. This facilitates communication between the practica supervisors and the students. Students receive group supervision and

individual supervision in the Porter School Psychology Center. Students also complete a self assessment on their knowledge and comfort level with these skills (see Students' Self-Assessment of Skills, Appendix N). Students' practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors' ratings of students in areas related to socialization and development of life skills had means ranging from 3.50 to 4.00 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O).

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to socialization and development of life skills had means ranging from 3.75 to 4.55 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). In a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 3.00$. Analysis of attained grades for the core classes (see Table of Grades in Required Courses, Appendix L) indicates that 100% of students earned grades of A in EPSY 721 Seminar in Human Development (or alternately, EPSY 521 Advanced Child Psychology or EPSY 621 Development through the Lifespan), COUN 533 Techniques of Counseling, SPSY 677 Behavioral Assessment & Intervention, 682 Personality Appraisal I.

Students must receive an A or B in their practica classes or they must address deficits by retaking parts of the practica in which they are exhibiting weaknesses. Supervisors are responsible for making these decisions. This has only occurred with one student in the last four years who was struggling with written reports. Typically the self assessment and supervisor assessment are in agreement.

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of the 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, strengths, and needs.

Addressed: Student diversity in development and learning is taught throughout the program. The program strives to embrace diversity. Students are encouraged to seek out diverse practica and internships and coursework to address this area.

Dispositions toward diversity issues are a focus from the beginning of the program. During the interview of potential students, a question is asked about diversity in the school setting to assess the student's experiences with and attitudes toward diversity. Additionally, during SPSY 600 Introduction to School Psychology, students have been required to write a multicultural self reflection paper. Multicultural issues are also explicitly discussed in ELAF 608 School and Society, SPSY 666 Cognitive Assessment and Intervention, SPSY 667 Psychoeducational Assessment and Intervention, SPSY 677 Behavioral Assessment & Intervention, SPSY 682 Personality Appraisal I, SPSY 785 Advanced Seminar in School Psychology, and SPSY 680 School Psychology Consultation (see Table 4 for a list of diversity content in coursework). Students also have the option of substituting COUN 666 Multicultural Counseling for COUN 533 Techniques of Counseling if they have prior counseling experience/background.

Until 2004, the program sponsored a Cultural Psychology Committee (CPC) that was dedicated to extending knowledge and awareness of diversity-related issues. This committee was restarted in the fall of 2006.

Table 4
Diversity Content in Coursework

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- **ELAF 608** School and Society – This course gives an understanding of schools and communities and the major issues that impact education. There is a special focus on race, class, gender, and social justice throughout the course and how the social context and social groups of the culture influences education today.
 - **EPSY 521** Advanced Child Psychology – Students become sensitive to cultural issues and cohort effects as relevant to development and learning.
 - **EPSY 721** Seminar in Human Development – The issues of gender, sex roles, and gender identity are discussed in the context of development through the lifespan.
 - **SPSY 600** Introduction to School Psychology – This course examines the roles and functions of School Psychologists. Students gain an understanding of what it means to be a culturally competent School Psychologist.
 - **SPSY 666** Cognitive Assessment and Intervention – In this course students learn the importance of unbiased and fair assessment of all individuals. Since culturally disadvantaged and minority children often lack the prerequisite vocabulary, skills, and attitudes necessary for unbiased and fair assessment, these variables need to be taken into account during assessment.
 - **SPSY 667** Psychoeducational Assessment and Intervention – This course focuses on a broader-based assessment model. Traditional assessments have been criticized for not giving ethnic and cultural diversity enough emphasis so this course attempts to address this concern. Students become sensitive to the potential unfairness of tests when used with clients from different cultural and

- ethnic backgrounds, and are able to provide alternative ways of assessing such clients.
- **SPSY 677 Behavioral Assessment & Intervention** – This course is designed to give students a knowledge base of behavioral theory applied to assessment, intervention, and research methodology with children, youth, and families of various cultural backgrounds. The impact of cultural diversity on assessment and intervention are emphasized.
 - **COUN 533 Techniques of Counseling** – One major goal of this course is for students to demonstrate awareness of ethnic, cultural, spiritual, and economic contexts of their interpersonal relationship with their clients.
 - **SPSY 680 School Psychology Consultation** – In this course, student learn to apply various multicultural considerations to the consultation process in an educational setting.
 - **SPSY 785 Advanced Seminar in School Psychology** – Current issues in the field of school psychology are examined with a focus on issues of individual and cultural diversity. Areas of diversity explored include: gay, lesbian and bisexual youth, children with gay and lesbian parents, gender and transgender issues, ethnic diversity, religious diversity, and socio-economic status. There is a focus on how issues of diversity effect students’ academic, social, and emotional development. Students in this course develop skills for providing support to students of differing individual and cultural backgrounds to increase the quality and effectiveness of their learning environments. Developing, implementing, and evaluating empirically-based interventions that are appropriate for use with diverse students is discussed. An understanding of state and federal laws, regulations and administrative rules that impact the issue of diversity within the learning environment is stressed. NASP and APA ethical standards regarding issues of diversity within the school setting are also addressed.
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Assessed and Attained: Students are assessed through exams, written assignments, presentations, papers and self-reflection (see Course Syllabi, Appendix S). Students’ practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors’ ratings of students in areas related to student diversity in development and learning had means ranging from 3.00 to 4.50 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O). Students also have group and individual supervision that may address diversity and individual differences. Further, faculty members rate the students’ sensitivity and skills in the area of diversity during the students’ performance evaluation at the end of each year (see Blank Student Evaluation Form, Sample Completed Student Feedback Form,

and Compiled Results of Student Evaluations, Appendix J). This year, all students received a rating of 3 on a 5-point scale, indicating that their skills and attitudes toward diversity were developmentally appropriate for their year in the program.

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to student diversity in development and learning had means ranging from 3.63 to 4.58 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). In a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 3.00$. As seen on Table of Grades in Required Courses (Appendix L) 100% of students have earned grades of A in classes relevant to this domain, thus meeting or exceeding course requirements.

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: Several courses cover the key components of this domain. At the outset of the program, students take SPSY 600, Introduction to School Psychology. The course exposes students to schools as systems and the role of school psychologists within the larger school system. As part of this course, students are expected to "shadow" a current school psychologist for 20 hours. The consultation course (SPSY 680 School Psychology Consultation) teaches the necessary skills to interact and collaborate with members of the school system, as well as many other members of the community. The students' direct service work in the Porter School Psychology Center further develops their knowledge of school systems and allows them to collaborate and consult with school personnel regarding their specific clients. Students have participated in many activities within the school system including attendance at case conferences on behalf of their clients, establishing an intervention plan with a teacher, or monitoring a student's progress as a result of an intervention. Students are also immersed within the school system during school-based practicum experiences. Last, their internship experience allows students to function in a full-time position within a school system as a school psychologist.

The internal workings and politics of schools are particular topics covered SPSY 680 School Psychology Consultation and ELAF 608 School and Society. Both of these classes work with the candidates on the internal workings of schools with emphasis placed on how school psychologists can work with staff to effectively develop and implement interventions with students. These skills are directly applied to the work with

school-aged students during SPSY 678 Practicum in Psychoeducational Interventions which focuses on behavioral consultation and internship.

Assessed and Attained: Students receive supervision and constructive feedback throughout practica experiences as well as their internship. Students are assessed on their abilities to demonstrate the skills needed to be effective within the school system. Students' practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors' ratings of students in areas related to school and systems organization, policy development, and climate had means ranging from 3.00 to 4.00 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O).

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to school and systems organization, policy development, and climate had means ranging from 4.18 to 4.55 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). In a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 2.75$. As seen on Table of Grades in Required Courses (Appendix L) 100% of students have earned grades of A in classes relevant to this domain, thus meeting or exceeding course requirements.

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.

Knowledge of biological influences on human behavior is addressed in EPSY 628 Biological Bases of Behavior. Knowledge of human development is addressed in EPSY 721 Seminar in Human Development (or alternately, EPSY 521 Advanced Child Psychology or EPSY 621 Development through the Lifespan). As stated earlier, cultural and social influences are discussed within several classes: SPSY 600 Introduction to School Psychology, SPSY 666 Cognitive Assessment and Intervention, SPSY680 School Psychology Consultation, and SPSY 682 Personality Appraisal I. Crisis intervention is specifically covered and specific readings are assigned during SPSY 682. This class emphasizes the importance on crisis intervention and risk assessment as a necessary component of personality assessment. Students are enrolled in practicum courses in

every semester prior to completing their internship. Practicum courses include coursework, guest presentations, and experiential opportunities to expand candidate's understanding of the mental health issues of school-age children including prevention and crisis intervention services. The importance of risk assessment is further emphasized through supervision and readings assigned during their experiences in the Porter School Psychology Center. Crisis intervention is also among the subjects covered in SPSY 785 Advanced Seminar in School Psychology. COUN 533 Techniques of Counseling also directly addresses issues of mental health, prevention and intervention.

Assessed and Attained: Students are evaluated based on their performance in courses, practicum experiences, and internship. The internship evaluation form specifically addresses this domain. Students' practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors' ratings of students in areas related to prevention, crisis intervention, and mental health had means ranging from 3.00 to 4.00 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O).

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to prevention, crisis intervention, and mental health had means ranging from 4.00 to 4.60 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). In a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 2.50$. As seen on Table of Grades in Required Courses (Appendix L) 100% of students have earned grades of A in classes relevant to this domain, thus meeting or exceeding course requirements.

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: Didactically, the importance and role of family in development is discussed in EPSY 621 Development through the Lifespan (or alternately, EPSY 521 Advanced Child Psychology or EPSY 721 Seminar in Human Development). The importance of consideration of family dynamics is also stressed in the consultation and counseling classes (SPSY 680 School Psychology Consultation and COUN 533 Techniques of

Counseling). Integration of familial issues with assessment and interventions is emphasized in SPSY 666 Cognitive Assessment and Intervention and SPSY 667 Psychoeducational Assessment and Intervention (see Course Syllabi, Appendix S). In practice these skills are emphasized in their experiences in the Porter School Psychology Center, in school-based practica and internships. In the Porter School Psychology Center, students provide direct assessment and intervention services with children and families. Services require the students to work closely with parents and teachers as well as other community providers including physicians, day care providers, and county agencies. In addition, through readings, course materials, and guest presentations students are exposed to ways to assess a child's strengths as well as the strengths of the family. An example is a guest presentation on the systems of care for children. Also, their internship provides a culminating experience for the students to provide comprehensive services in a school setting.

Assessed and Attained: Students are expected to present clients from a strengths based approach during group supervision of the Porter School Psychology Center. Genograms are often used as tools in group and individual supervision to aid students in understanding children from a systems perspective. Students' practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors' ratings of students in areas related to home/school/community collaboration had means ranging from 3.50 to 4.00 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O).

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to home/school/community collaboration had means ranging from 4.00 to 4.60 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). In a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 2.75$. As seen on Table of Grades in Required Courses (Appendix L) 100% of students have earned grades of A in classes relevant to this domain, thus meeting or exceeding course requirements.

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: Research and evaluation are covered in a sequence of three didactic courses. EPSY 620 Foundations of Qualitative and Quantitative Research provides instruction on research development and design. This course provides information on quantitative designs, qualitative designs and program evaluation. In SPSY 685 Seminar in School Psychology: Single Case Design, students learn the strengths and weaknesses of multiple types of single case designs, as well as how to collect, analyze, and interpret the data from such designs. EPSY 612 Statistical Methods covers statistics from frequency counts through t-tests, correlation, and chi-square. Students learn the foundations underlying the statistics, as well as how to use the latest software to compute statistics and how to interpret their results. (See Course Syllabi, Appendix S.) As stated within our mission, data-based decision making is key within our program. During their experience at the Porter School Psychology Center and their school-based practicum students regularly apply the principles of single-subject design and other research principles to the evaluations of interventions. Their research knowledge becomes fully integrated into their practice during internship, during which the student's complete an Ed.S. project. This project is conducted under the supervision of a committee and requires the students to present a research project including problem definition, intervention development and implementation, and progress monitoring, revision and evaluation (see Sample Ed.S. Project and Table of Ed.S Projects, Appendix K).

Assessed and Attained: As part of their Porter School Psychology Center evaluation, students present data they have collected that supports the effectiveness of their intervention. Individual and group supervision is used to monitor the student's use of evidenced-based interventions. In addition, as part of group supervision, students are expected to research and present evidenced-based interventions for a variety of topics and share their interventions with their peers (see Porter Mid-year Presentation Evaluation Form, Appendix N). Students' practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors' ratings of students in areas related to research and program evaluation had means ranging from 3.00 to 3.50 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O). Students complete an Ed.S. project, (see Sample Ed.S. Project and Table of Ed.S. Projects, Appendix K) a research study that evaluates the effectiveness of an intervention with a particular client. Students form a committee of two faculty and conduct a well-designed research study on a topic chosen by the student. All students who progress through the program to the Ed.S. project successfully complete the project.

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor

Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to research and program evaluation had means ranging from 3.86 to 4.57 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). In a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 2.50$. As seen on Table of Grades in Required Courses (Appendix L) 100% of students have earned grades of A in classes relevant to this domain (with the exception of a single student who earned a grade of B in EPSY 620 Foundations of Qualitative and Quantitative Research), thus meeting or exceeding course requirements. Students' practicum supervisors also complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Students are also evaluated on their Porter School Psychology Center Presentation (see Porter Mid-year Presentation Evaluation Form, Appendix N).

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: The history and foundations of school psychology are the basis of SPSY 600 Introduction to School Psychology, which is required during the student's first semester. SPSY 600 also covers relevant law and ethics. The law is further discussed in ELAF 608 School and Society. Students may also choose to pursue more information on special education law by substituting SPED 698D Advanced Topics for Special Education: Special Education Law for ELAF 608 School and Society. Ethics are interwoven throughout the curriculum. SPSY 677 Behavioral Assessment & Intervention, SPSY 666 Cognitive Assessment and Intervention, SPSY 667 Psychoeducational Assessment and Intervention and SPSY 682 Personality Appraisal I all discuss the ethics of evaluation. SPSY 680 School Psychology Consultation and EPSY 620 Foundations of Qualitative and Quantitative Research also emphasize the ethics within the domains of consultation and research respectively (see Course Syllabi, Appendix S). Ethical practice is also stressed in all practicum experiences and internship.

As expected, ethical standards are also emphasized in courses where students are taught about interventions, such as COUN 533 Techniques of Counseling, SPSY 680 School Psychology Consultation and SPSY 682 Personality Appraisal I. The specific history, ethics and legal foundations are discussed in detail in SPSY 785 Advanced Seminar in School Psychology (see Course Syllabi, Appendix S).

Assessed and Attained: The students receive face-to-face supervision from faculty as well as their on-site supervisor during each practicum experience. School psychology practice and development including ethics and legal issues are key component of the supervision. Students' practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors' ratings of students in areas related to school psychology practice and development had means ranging from 3.00 to 4.00 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O).

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to school psychology practice and development had means ranging from 4.33 to 4.88 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). In a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 3.25$. As seen on Table of Grades in Required Courses (Appendix L) 100% of students have earned grades of A in classes relevant to this domain, thus meeting or exceeding course requirements. Students' practicum supervisors also complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Students are also evaluated on their Porter School Psychology Center Presentation (see Porter Mid-year Presentation Evaluation Form, Appendix N).

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: Students are expected to be competent in computer technology including e-mail, library searches, data entry, utilizing scoring software, and word processing. The utility and application of scoring software is taught in the assessment courses: SPSY 666 Cognitive Assessment and Intervention, SPSY 667 Psychoeducational Assessment and Intervention, and SPSY 682 Personality Appraisal I. Students are also encouraged to use PowerPoint software for in-class presentations. Further, in ESPY 612 Statistical Methods students are taught how to use the latest statistical software to calculate and display their

research findings (see Course Syllabi, Appendix S). In the Porter School Psychology Center, students must use a program such as Excel to graphically display the data that supports the success of their chosen intervention.

Assessed and Attained: During the practica in the Porter School Psychology Center students are to utilize information technology skills to score assessments, creating graphs and charts, and report writing. Students are also evaluated on their technology use on the Porter Mid-year Presentation Evaluation Form (see Appendix N). Students' practicum supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O)]. Practicum supervisors' ratings of students in areas related to information technology had means ranging from 3.50 to 4.50 on a 5 point scale (see Compiled Practicum Supervisor Final Evaluations, Appendix O). In addition, faculty members rate the students' ability to demonstrate information technology during the students' performance evaluation at the end of each year [see Blank Student Evaluation Form (Appendix J); Blank Student Feedback Forms (Appendix J); Sample Completed Student Feedback Forms (Appendix J); Compiled Results of Student Evaluations (Appendix J)]. This year, all students received a rating of 3 on a 5-point scale, indicating that their skills and abilities with regard to technology were developmentally appropriate for their year in the program.

Evidence of the attainment of skills and knowledge among candidates and graduates is seen in internship ratings, alumni surveys, and course grades. Students' internship supervisors complete an assessment of these skills in the middle of the semester and at the end of the semester [see Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R)]. Internship supervisors' ratings of students in areas related to information technology had means ranging from 4.30 to 4.75 on a 5 point scale (see Compiled Internship Supervisor Final Evaluations, Appendix R). In a survey of recent program alumni (Appendix F), the average response (on a 5-point scale) on the adequacy of training in this area was $M = 3.25$. As seen on Table of Grades in Required Courses (Appendix L) 100% of students have earned grades of A in classes relevant to this domain, thus meeting or exceeding course requirements.

III. Field Experiences/Internship

School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

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

A strength of our program is the high emphasis placed upon practica experiences. Students participate in a variety of structured practicum experiences culminating in a year-long internship. Students are registered for practicum experiences every fall and spring semester prior to internship. During the first semester, the candidates' practicum (SPSY 678 Practicum in Psychoeducational Interventions) is focused on implementing behavioral interventions with students with Attention Deficit Hyperactivity Disorder. The students assess behavioral level and engage in a structured research-based intervention program which includes: self-instructional training, cognitive monitoring, response cost, perspective taking, anger control and social skills training.

During the second semester of their first year students enroll in their first session of SPSY 686 (Practicum in School Psychology). This practicum focuses on exposing the students to the role of the school psychologists. Students enter the schools and shadow a school psychologist and become involved at different levels of cases. All work is closely supervised by a licensed school psychologist. Students are expected to begin to use the cognitive and academic assessment skills learned in SPSY 666 Cognitive Assessment and Intervention and SPSY 667 Psychoeducational Assessment and Intervention during this experience.

The first semester of their second year the students begin two year long practicum experiences: one in the READ clinic and one in the Porter Center. First, students participate in the READ clinic (SPSY 671 Practicum in Reading & Social/Emotional Intervention). This practicum focuses on implementing the skills used developed in SPSY 670 Diagnosis, Treatment, & Management of Reading Disabilities. Candidates work with students referred from the community with reading difficulties. Candidates assess the skills of the students and with consultation for faculty place the student within a structured research based reading program. The program has interventions designed for decoding difficulties, as well as, comprehension difficulties. Candidates monitor and deliver instruction and monitor the student's progress. At the end of the session post-assessments are administered and compared with pre-assessment results. While students register for this practicum for during the first semester, it is intended to be completed throughout the year.

During the fall semester of their second year, students begin to further refine the assessment and intervention skills learned in SPSY 666 Cognitive Assessment and Intervention, SPSY 667 Psychoeducational Assessment and Intervention and SPSY 677 Behavioral Assessment & Intervention, by participating in a year long practicum experience at the Porter School Psychology Center. Students begin working with cases under the close supervision of school psychology faculty. Cases are assigned to students

and individual and group consultation is provided with each student to formulate assessment, interpret the assessment, develop and implement interventions and initiate progress monitoring, revision and evaluation of the intervention. While the student begins the experience during the first semester students do not register for the practicum until second semester. Also during the second semester, students are encouraged to begin working with students displaying more emotional difficulties, thus applying the skills learned in SPSY 682 Personality Appraisal I. During the second semester students are also reenter the schools and begin working with school psychologists on cases involving social and emotional issues. This again allows candidates to refine the skills that were learned during 682 Personality Appraisal I.

Another available practicum experience is in the Applied Behavior Analysis Clinic. This clinic works with teaching social skills and appropriate behaviors with students that have been diagnosed as having an autism spectrum disorder by an outside agency. Candidates participating in this practicum are supervised a school psychology faculty specializing in autism and behavior analysis. Candidates participating in either of the above mentioned clinics receive credit through independent study. The above alternatives do not substitute for any of the SPSY 686 Practicum in School Psychology or 678 practica.

Practicum experiences allow the students to demonstrate entry level skills in many areas of school psychology and students are evaluated by faculty as well as on-site supervisors. Students are rated on a scale of 0-5 with a score of “2” signifying the student is progressing within an acceptable level for a practicum (see Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O). Once the students have successfully completed their specified practica, they are approved to pursue a more comprehensive experience clearly defined as an internship. An internship experience allows students to hone their skills across domains and function at a more independent level than their role as a practicum student.

Students completing their internship are registered for SPSY 791 Advanced Internship in School Psychology, each semester of their internship. On-site supervision is provided by a licensed school psychologist. Ongoing evaluations are conducted to monitor the student’s progress on internship with regular communication between the on-site supervisor and the Director of Internships (see Minutes from Annual Supervisors Meeting, Appendix R; Sample Letters to On-Site Supervisors, Appendix R).

Policy: Student Handbook (Appendix B); Porter Center Manual (Appendix M); Blank Porter Supervision Session Review (Appendix N); Blank Porter Peer Rating Sheet (Appendix N); Blank Porter Supervisor Assessment of Skills (Appendix N); Porter Client Chart Audit Sheet (Appendix N); Porter Mid-year Presentation Evaluation Form (Appendix N); Blank Porter Final Evaluation (Appendix N); Blank Practicum Contract (Appendix O); Student Practicum Goals (Appendix O); Student Practicum Goal Evaluation (Appendix O); Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form; (Appendix O); Internship Manual (Appendix P); Internship Site Rating Form (Appendix

R); Internship Site and Supervision Rating Form (Appendix R); Practica Syllabi (Appendix S); Internship Syllabus (Appendix S)

Practice: Sample Student Transcripts (Appendix D); Sample Completed Porter Supervision Session Review (Appendix N); Sample Completed Porter Final Evaluation (Appendix N); Sample Completed Porter Peer Rating Sheet (Appendix N); Sample Completed Porter Supervisor Assessments of Skills (Appendix N); Sample Completed Practicum Contract (Appendix O); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O), Sample Completed Hours Logs (Appendix Q); Sample Completed Final Internship Hours Total, Signed by Supervisor (Appendix Q); Compiled Internship Supervisor Final Evaluations (Appendix R); Sample Letter of Internship Completion (Appendix R)

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 program has a thorough internship manual based on NASP's *Standards for Training and Field Placement Programs in School Psychology* that is provided to each student prior to beginning their internship experience. The Director of Internships oversees the placement of each student to ensure the quality of the training experience. Many students complete an internship in our area and ISU has an on-going working relationship with these sites. For students wishing to complete an internship in other areas, the Director of Internships contacts the appropriate persons at the potential site to determine the suitability of the site. If the site meets the training needs as defined by ISU, students complete the application and interview process as defined by the site. Prior to the internship, the Director of Internships and the site supervisor formalize the internship by completing the required approval form, agreement, and contract. The manual includes the written contracts and agreements between ISU and the internship site. The contract and agreement stipulate the expectations of the site such as supervision, number of hours, and salary. Also, the manual contains a training plan that is shared with the site supervisor to ensure that the student's training experiences meet the standards as established by the ISU faculty. The training plan mirrors the core competencies defined by NASP and students are expected to achieve competence in each of these identified areas. Students are evaluated four times during the course of their internship. The evaluation is completed by their on-site supervisor and shared with the ISU Director of Internships. The evaluations occur at the mid-point of each semester (October and March) and at the end of each semester (December and June). The evaluations mirror the standards as established by NASP and the students are expected to earn a score of at least "3" out of "5" on each area for which the student is rated. The Director of Internships reviews the evaluations and shares the results with the school psychology faculty. Ratings are used to evaluate the effectiveness of the program and identify any areas of training need. The Director of Internships maintains contact with the site supervisors

throughout the year as well as visits the sites. Students complete a monthly hours log to document their activities.

Policy: Blank Internship Site Approval Form (Appendix Q); Blank Internship Agreement (Appendix Q); Blank Contract (Appendix Q); Sample Completed Hours Log (Appendix Q); Internship Site Rating Form (Appendix R); Internship Site and Supervision Rating Form (Appendix R)

Practice: List of Internship Sites and Supervisors (Appendix Q); Sample Contract (Appendix Q); Sample Internship Site Approval Form (Appendix Q); Sample Internship Agreement (Appendix Q); Sample Completed Hours Log (Appendix Q); Sample Completed Internship Site Rating Form (Appendix R); Internship Site and Supervision Rating Form (Appendix R); Sample Letters to On-Site Supervisors (Appendix R); Minutes from Annual Supervisors Meeting (Appendix R)

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.

All internships are completed on a full-time basis over one year or on a half-time basis over two consecutive years (none in the past five years). All internships sites are preK-12 school systems and students complete the entire internship (1200 hours minimum) at this site.

Policy: Student Handbook (Appendix B); Internship Manual (Appendix P); Blank Internship Agreement (Appendix Q); Blank Internship Site Approval Form (Appendix Q); Blank Hours Logs (Appendix Q); Sample Completed Final Internship Hours Total, Signed by Supervisor (Appendix Q)

Practice: Sample Student Transcripts (Appendix D); Sample Internship Agreement (Appendix Q); Sample Internship Site Approval Form (Appendix Q); Sample Completed Hours Logs (Appendix Q)

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

Students receive a minimum of two hours of supervision per week from an appropriately credentialed school psychologist at their internship site. This policy is a clear expectation and is documented in the Internship Site Approval Form.

Policy: Student Handbook (Appendix B); Internship Manual (Appendix P); Blank Internship Agreement (Appendix Q); Blank Internship Site Approval Form (Appendix Q)

Practice: Sample Internship Agreement (Appendix Q); Sample Internship Site Approval Form (Appendix Q); Sample Completed Hours Logs (Appendix Q)

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.

Before a student accepts a school-based internship, the site is approved by the internship director and the director has contact with a representative from the prospective site. The communication assures that the site will be a comprehensive experience and allow the student to provide a full range of psychoeducational services as well as develop the skills needed to be a professionally oriented person and a competent school psychologist. Once a site has been approved by the internship director, three key forms are signed by the site and the university: the Internship Site Approval Form, the Internship Agreement, and the Internship Contract. The site representative is provided a copy of our training plan that details the skills and competencies that are students are expected to demonstrate while on internship. The specific expectations of 3.5 (a-e above) are clearly stated on the Internship Contract.

Also, our program is committed to providing our students with the best possible training and supervision while on internship. To ensure that our students receive high quality training and supervision, our students complete two documents at the end of each internship. One form allows the student to rate the internship site and the other allows the student to rate the supervision/supervisor. These forms are reviewed and then shared with the site supervisor at the end of the internship.

Policy: Student Handbook (Appendix B); Internship Manual (Appendix P); Blank Internship Agreement (Appendix Q); Blank Contract (Appendix Q); Blank Internship Site Approval Form (Appendix Q); Blank Internship Training Plan (Appendix Q); Internship Site Rating Form(Appendix R); Internship Site and Supervision Rating Form (Appendix R); Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R);

Practice: Sample Internship Site Approval Form (Appendix Q); Sample Internship Agreement (Appendix Q); Sample Contract (Appendix Q); Sample Completed Internship Training Plan (Appendix Q); Sample Hours Log (Appendix Q); Sample Completed Internship Site Rating Form (Appendix R); Sample Completed Internship Site and Supervision Rating Form (Appendix R); Compiled Internship Supervisor Final Evaluations (Appendix R)

IV – Performance Based Program Assessment and Accountability.

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers

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.

Decision-making for the program is primarily done by the School Psychology Committee, which is comprised of all school psychology faculty members, two student representatives (one Ed.S. student and one Ph.D. student), and an educational psychology faculty representative. The Committee meets weekly for an hour and a half to discuss issues pertinent to the program. Weekly agendas and minutes are maintained. Most decision making is via consensus, although votes are recorded for the most important issues. Results of student and alumni surveys, external and internal evaluations (for example, results of University Program Prioritization, APA accreditation,) are discussed at School Psychology Committee meetings, regarding any improvements that may need to be made in the program. Faculty also meet with selected field supervisors for practicum and internship regarding the quality of the students and their skill preparation for exposure in the school.

Sources of Self-Assessment Data

1) Student Evaluations of Teaching -- All faculty are required by the university and college to evaluate their teaching in at least one course per academic year, using either the standardized form (SIRs) and/or an evaluation form of their own creation. Many faculty choose to evaluate more than the required number of courses, as this information provides valuable information to the instructor. When the SIR forms are used, the results are returned to the instructor. Further, such results are compiled across the department, college, and university, to allow for comparisons across these groups. These results are not reviewed formally at the program level, but faculty include their individual course results in portfolios for annual pre-tenure reviews, as well as for consideration for tenure, promotion, and performance-based pay.

2) Practica and Internship Supervisor's Evaluations of Students – All students participating in practica and internships are evaluated by their supervisors used a structured rating form. The form is designed to cover all areas of competency, leaving room to indicate student growth. During practica and internship, students are evaluated

twice a semester, at the mid point and at the end. This data is discussed during school psychology committee meetings, and shared with supervisors during annual meetings.

3) Students' Evaluations of Internship -- All students participating in internships are required to complete evaluations of the quality and contributions of the provided experiences to their growth as a school psychologist. This information is reviewed by the school psychology faculty and changes to the internship experiences are made based on the feedback and the professional knowledge of the faculty.

4) Annual Review of Student Progress – Students submit an annual portfolio to demonstrate their progress through the program. Included in this portfolio is a student checklist, so that students can keep track of their own progress; a self-evaluation by each student; a copy of their curriculum vita; and other supporting documents. These portfolios are evaluated in a number of important domains (academic performance, technology, diversity, research, clinical work, graduate assistantship work, professional development, professionalism and interpersonal skills) by at least two faculty members (one from school psychology and one from educational psychology).

5) Student and Alumni Surveys – The program annually surveys its students and periodically surveys its alumni on items related to the programs goals and objectives to determine the degree to which the program is meeting these goals. These surveys are anonymous, although students are asked to provide information on which program (Ph.D. or Ed.S.) they are enrolled in and what year in the program they are in, or in the case of alumni, what year they graduated.

6) External Evaluations – Feedback from external evaluators is extremely useful for the program to gain another viewpoint on their strengths and challenges. In addition to feedback from NASP regarding the Ed.S. program we also receive feedback regarding the Ph.D. program from APA as well (last review 2000; next review scheduled for 2006-2007). Since the two programs have a great deal of overlap, this feedback also serves to inform the Ed.S. program.

7) University Program Prioritization – In spring 2006, every program at ISU was required to submit a Program Prioritization Report, as part of a university-wide initiative to prioritize programs across campus. The end result of this process will be the elimination of the weakest programs, added support for strong programs that need additional resources and a continuation of programs which are meeting their goals well with current resources. These reports have been evaluated by a college –wide committee in April, the Dean of the College in May, and will be evaluated by a university –wide task force by September, with final recommendations going to the Board of Trustees in January 2007. This feedback will allow us to compare ourselves with other graduate programs across campus. Chairs received initial feedback regarding their programs by July 10, 2006, in which the school psychology program scored well above both the university average and the College average. In addition the school psychology program was categorized in the top category of “no concerns”.

Policy: Student Handbook (Appendix B); Sample School Psychology Committee Meeting Minutes (Appendix F); University RPT Policy (Appendix H); Blank Student Evaluation Feedback Form (Appendix J); Porter Center Manual (Appendix M); Internship Manual (Appendix P); Internship Site Rating Form (Appendix R); Internship Site and Supervision Rating Form (Appendix R); Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R); Blank SIR Form (Appendix U)

Practice: Sample School Psychology Committee Minutes (Appendix F); Student Evaluation of Program Results (Appendix F); Alumni Survey Results (Appendix F); Program Prioritization Results (Appendix F); Sample Student Portfolio (Appendix I); Sample Student Evaluation Feedback Forms (Appendix J); Compiled Results of Student Evaluations (Appendix J); Sample Ed.S. Project (Appendix K); Table of Ed.S. Projects (Appendix K); Sample Completed Internship Site Rating Form (Appendix R); Sample Completed Internship Site and Supervision Rating Form (Appendix R); Compiled Internship Supervisor Final Evaluations (Appendix R); Minutes from Annual Supervisors Meeting (Appendix R)

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 admission criteria are published in the Graduate Catalog (Appendix A), program brochure (Appendix B), and are available on the program website (Appendix B). These criteria include quantitative data such as GPAs and GRE scores, as well as more qualitative indicators of goodness of fit between the student and the program.

Prospective candidates are also interviewed by graduate faculty to further assess student's compatibility with the program and the profession. Specifically, questions probe the student's interest in working with the school-aged population, specific individual interests and views on importance of diversity.

The Graduate Catalog (Appendix A) and the Ed.S. Student Handbook (Appendix B) lay out curricular and other requirements for the degree, including practica, internship, and educational specialist projects. Practicum and internship expectations are more thoroughly explicated in the Porter Center Manual (Appendix M) and Internship Manual, respectively. Again, the program brochure (Appendix B) is mailed to all individuals expressing interest in the program, and all incoming students receive the Student Handbook (Appendix B) upon arrival. Students are evaluated twice a semester by practicum and internship supervisors and on an annual basis by program faculty.

Policy: Graduate Catalog (Appendix A); Program Brochure (Appendix B); Student Handbook (Appendix B); Program Website (Appendix B); Graduate Student-Advisor Handbook (Appendix E); Blank Student Evaluation Form (Appendix J); Porter Center Manual (Appendix M); Blank Porter Supervision Session Review (Appendix N); Internship Manual (Appendix P)

Practice: Sample Completed Student Feedback Form (Appendix J); Compiled Results of Student Evaluations (Appendix J); Students' Self-Assessment of Skills (Appendix N); Sample Completed Porter Supervision Session Review (Appendix N); Porter Mid-year Presentation Evaluation Form (Appendix N); Compiled Internship Supervisor Final Evaluations (Appendix R); Table of GRES /GPAs of Incoming Students (Appendix U)

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

Candidates' progress through the program is evaluated in a number of ways using both quantitative results and qualitative evaluations. As stated, the practica experiences in our programs are one of the greatest strengths of the program. Many didactic classes require practicum experiences. Practical experiences occur in both practica and internship. All practicum experiences for students are held in our Porter School Psychology Center, or in school-based settings, and are supervised by program faculty. Students receive weekly feedback regarding the development of their clinical skills. Students also work in the Porter School Psychology Center as a year-long clinical experience. As part of the practicum experience in the Porter Center students participate in writing integrative projects, including integrated reports. These students are required to do a mid-year case-conceptualization presentation, as well as a year-end case-based presentation integrating psychological theory, evidence-based models of intervention, and DSM-IV diagnostic information. These presentations are evaluated by clearly stated guidelines. When students are on internship, their site supervisors evaluate them twice a year, once each semester. One of the questions on this evaluation form directly addresses students' ability to "Integrate data from a variety of sources". Students had an average rating of 4.42 on a 5 point scale on this question (See Compiled Internship Supervisor Final Evaluations, Appendix R).

Students submit an annual portfolio to demonstrate their progress through the program. Included in this portfolio is a student checklist, so that students can keep track of their own progress; a self-evaluation by each student; a copy of their curriculum vita; and other supporting documents. These portfolios are evaluated by at least two faculty members (one from school psychology and one from educational psychology).

Faculty also have the opportunity to evaluate all school psychology students they have had contact with in a given academic year on any or all domains (academic performance, technology, diversity, research, clinical work, graduate assistantship work, professional

development, professionalism and interpersonal skills) appropriate to the type of experiences they have had (see Appendix J). The portfolio evaluations, along with the additional faculty evaluations are compiled into a single set of feedback for each student by the Director of Training, and are provided to the student.

Evaluation of students occurs at multiple levels through the program. Course instructors evaluate progress toward knowledge of course content; practicum and internship supervisors evaluate them twice a semester on progress toward appropriate clinical knowledge and skills; and program faculty evaluate them annually on a number of areas related to program goals and objectives. These are more thoroughly detailed under Domain 4.1. In addition, the Ed.S. project, which serves as the culminating experience for this degree, gives students an opportunity to demonstrate their ability to integrate knowledge across a variety of content domains and skill areas.

Policy: Student Handbook (Appendix B); Porter Mid-year Presentation Evaluation Form (Appendix N); Blank Porter Final Evaluation (Appendix N); Blank Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Blank End of Semester (Extended) Practicum Evaluation Form (Appendix O); Internship Manual (Appendix P); Sample Completed Hours Logs (Appendix Q); Blank Mid-Semester (Brief) Internship Supervisor Evaluation Form (Appendix R); Blank End of Semester (Extended) Internship Supervisor Evaluation Form (Appendix R); Course Syllabi (Appendix S)

Practice: Sample Student Portfolio (Appendix I); Compiled Results of Student Evaluations (Appendix J); Sample Ed.S. Project (Appendix K); Sample Completed Porter Final Evaluation (Appendix N); Sample Porter Report (Appendix N); Sample Completed Mid-Semester (Brief) Practicum Evaluation Form (Appendix O); Sample Completed End of Semester (Extended) Practicum Evaluation Form (Appendix O); Compiled Internship Supervisor Final Evaluations, (Appendix R)