



Rhode Island College Graduate Study in School Psychology



Master of Arts / Certificate of Advanced Graduate
Study (M.A. / C.A.G.S.)

Approved by NASP

Program Handbook

2015-16

Adams Library 101

Counseling, Educational Leadership, and School Psychology Department

Feinstein School of Education and Human Development

Welcome to the School Psychology Program at Rhode Island College.

The School Psychology Program at Rhode Island College provides state of the art C.A.G.S. (i.e., Specialist) level training for school psychology practitioners in educational settings. The program at RIC has full accreditation from the National Association of School Psychologists (NASP) until 2017. The program is built upon a reflective-practitioner model that promotes the use of evidence-based practice and data-based accountability. Students in the program receive broad training experiences encompassing both direct, indirect service, and system-wide service delivery models. The program emphasizes a collaborative-problem solving model based on functional behavioral assessment, and data-based decision making. Graduates have a solid foundation in developing academic, social, and behavior interventions that are directly linked to assessment results. Students are well versed in both curriculum-based, response-to-intervention (RTI) and traditional, norm-referenced psychoeducational assessment models.

The program promotes the development of graduates as “change agents” in the field of education. Exceptional training experiences are available in system-wide endeavors, including response-to-intervention (RTI) for the identification of academic needs and social-emotional/behavioral needs, through School-wide Positive Behavioral Supports (SWPBIS). In order to prepare graduates for such work, the program enjoys a strong collaboration with other educational fields within the Feinstein School of Education and Human Development (including Educational Leadership, School Counseling, and Special Education), as well as the Henry Barnard Laboratory School, the School of Social Work, and the Paul V. Sherlock Center on Disabilities. This interdisciplinary perspective of training provides experiences for students to collaborate with members from other educational fields, and carry that collaboration into practice. The program also has strong connections with regional school districts and the excellent practicum/internship supervisors within those districts.

The program is based on a cohort model and typically accepts 10-12 students in each cohort. The admission process occurs in the spring, and program entrance occurs only during the fall. The program is 3 years in length. Students receive a M.A. in Counseling after the second year and receive the C.A.G.S. after Internship during their third year.

Graduates of the program are highly sought after and have received an exceptionally high employment rate both regionally and nationally.

For more information, please view the program’s website at <http://www.ric.edu/counselingEducationalLeadershipschoolPsychology/schoolPsychologyProgram.php>

or contact

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I. THE SCHOOL PSYCHOLOGY PROGRAM AT RHODE ISLAND COLLEGE

PROGRAM DESCRIPTION

RIC’s School Psychology Program is 3-year, entry-level professional training program designed to prepare school psychologists to be proficient in delivering psychological and psychoeducational services to children and youth in school settings. The program emphasizes a reflective problem-solving approach to professional practice. The combined Master of Arts/Certificate of Advanced Graduate Study (M.A./C.A.G.S.) plan of study is organized to meet the standards for the National Association of School Psychologists (NASP), which is a constituent of the National Council for Accreditation of Teacher Education (NCATE/CAEP). The program also satisfies credentialing requirements for the Rhode Island Department of Education (RIDE). Table 1 outlines the three phases of the program for all candidates.

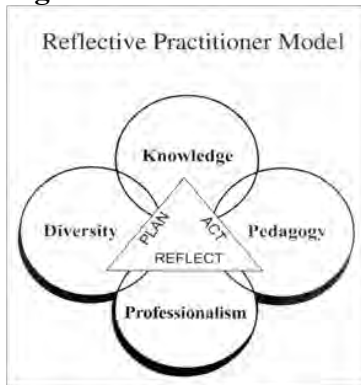
Table 1. Program Content by Year

Year 1 Foundational Knowledge	Year 2 Practica	Year 3 Internship
<i>Admissions Portfolio</i> CEP 531 CEP 532 CEP 533 CEP 534 CEP 536 CEP 537 CEP 538 CEP 551 CEP 601 CEP 603 CEP 604 and either ELED 534 or SPED 531	<u>Fall semester:</u> CEP 651 CEP 675 CEP 605: Part I and <i>M.A. Comprehensive Examination</i> <u>Spring semester</u> CEP 554 CEP 602 CEP 605: Part II and either CEP 544 or SPED 534 <i>Formative Assessment (Training Portfolio)</i>	<u>Fall semester:</u> CEP 629 <u>Spring semester</u> CEP 629 <i>Praxis Series Test #5402 (min. score = 147)</i> <i>Summative Assessment (Performance Portfolio)</i>

PROGRAM PHILOSOPHY AND MODEL

Curricula in the School Psychology Program is consistent with the Conceptual Framework of the Feinstein School of Education and Human Development (FSEHD) at Rhode Island College (RIC). This framework of training based on a *reflective-practitioner* model. According to the mission statement of the FSEHD, “*The Reflective Practitioner describes the consummate professional who applies effective principles of practice to a learner-centered curriculum and who practices the three major aspects of professional practice: planning, action, and reflection.*”

Figure 1. FSEHD Model



This guiding statement is based on the belief that the best professional decisions are made after reflection and with utmost consideration for the interest and welfare of the human beings affected by them. Reflective practitioners monitor, analyze, and modify their behavior according to both its underlying rationale and its consequences. Becoming a reflective practitioner is an ongoing process. Faculty members model this to students as they strive toward excellence in teaching and research, work with local, state and national organizations, and contribute to the growth of FSEHD and RIC.

Faculty members plan instruction to develop student competence in the educational and psychological knowledge base of school psychology by providing a theoretical and practical grounding in pedagogy and school psychology practice, by imparting agreed-upon standards of professionalism, and by fostering sensitivity and responsiveness to human diversity. (See Appendix B for programmatic links to the Conceptual Framework.)

The School Psychology Program is designed to prepare future school psychologists to provide a range of psychological and educational services with specialized focus on the developmental processes of children and youth within their schools, families, and other social systems. Instructional content is rooted in developing an awareness of and respect for the dignity and worth of all people. Course work integrates theory and research in child and adolescent development, consultation, counseling, assessment, and empirically based interventions. A triadic model of school psychological service delivery is in place emphasizing (a) assessment, (b) direct intervention, and (c) indirect intervention. Assessment competencies include skill in selection, interpretation, and synthesis of data

from multiple sources and across multiple settings. Direct and indirect interventions (e.g., individual/group counseling, needs assessment, and prevention programs) are designed to achieve goals in behavioral, social, emotional, and academic areas. Consultation and collaborative problem solving involves planning, implementing, and evaluating programs with other professionals, parents, and school personnel.

An important mission of our School Psychology Program is to develop students' professional attitudes and skills essential for life-long learning and scientific problem solving. The program adheres to the reflective practitioner model in preparing highly qualified school psychologists to practice in public schools or related educational settings.

PROGRAM GOALS

As an extension of our program philosophy and mission, the Program has developed six goals for students. These goals are designed so that students reach proficiency in applying the reflective practitioner model and align themselves with the standards for training articulated in *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2010).

RIC School Psychology Program graduates are expected to demonstrate competency in the following.

- Application of the *reflective practitioner model* in school settings, using data-based decision making to ensure interventions result in measurable, positive change.
- Acquisition of a *developing knowledge base* in school psychology. This evolves from classroom-based learning infused with emergent technology, field-based experience, and stresses practical application of human learning and development theories to the prevention and intervention of school-based problems.
- *School psychological service delivery* including assessment, collaborative problem solving, prevention, individual and group counseling, behavioral intervention, and consultation.
- *Critical consumption of and collaborative contribution* to psychological and educational *research* in the field.
- *Ethical, legal, and responsible practice* resulting in school psychologists who clearly are socialized into the profession.
- Meeting the needs of students and families *diverse backgrounds*.

PROGRAM OBJECTIVES

Graduates of the School Psychology Program must demonstrate competency in NASP's Standards with 10 domains of school psychology training and practice (NASP, 2010) and professional work characteristics (See Appendix C for programmatic links)

NASP STANDARDS AND DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE***Standard II Practices that Permeate All Aspects of Service Delivery***

Domain 2.1 Data-based decision-making and accountability.

Students will have knowledge of a variety of models and methods of assessment that yield information useful in identifying strengths and weaknesses, in understanding problems, and in measuring progress and accomplishments. Students will 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 service outcomes.

Standard III Practices that Permeate All Aspects of Service Delivery

Domain 2.2 Consultation and collaboration

Students will have knowledge of behavioral, mental health, collaborative, and other consultation models and how to apply them to particular situations. Students will learn to effectively collaborate in planning and decision-making.

Standard IV Direct and Indirect Services: Student Level Services

Element 4.1, Domain 2.3 Interventions and instructional support to develop academic skills.

Program graduates will have knowledge of human learning processes and how to assess them. They will be able to apply both direct and indirect interventions aimed at the development of cognitive and academic skills. In collaboration with others, students will develop appropriate cognitive and academic goals for students of differing levels of ability and skill. Students will learn to develop, implement, and assess progress in these areas. Such interventions include, but are not limited to, instructional interventions and consultation.

Standard IV Direct and Indirect Services: Student Level Services

Element 4.2, Domain 2.4 Interventions and mental health services to develop social and life skills.

Program graduates will have knowledge of human development processes and how to assess them. They will know about direct and indirect services that can be applied in the development of a range of behavioral, affective, adaptive, and social skills. In collaboration with others, graduates will be able to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities. Students will be able to implement and then evaluate the effectiveness of such interventions. Such interventions include, but are not limited to, consultation, behavioral assessment, and counseling.

Standard V Direct and Indirect Services: Systems Level Services-School

Element 5.1, Domain 2.5 School-wide practices to promote learning

RIC School Psychology Program graduates will have knowledge of the school as a system, along with its organization and structure. In addition they will have knowledge of general education, special education, and other related services. Students will work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for all children. Students will have knowledge of multi-tiered prevention services and evidence-based crisis response services.

Standard V Direct and Indirect Services: System Level Services-School*Element 5.2, Domain 2.6 Preventive and responsive services*

Students will have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. This includes knowledge of resilience and risk factors associated with academic, social, and behavioral functioning. Graduates will provide or contribute to the provision of prevention and intervention programs that promote the mental health and physical well-being of students.

Standard VI Direct and Indirect Services: System Level Services-Family-School Collaboration*Domain 2.7 Family-school collaboration services.*

RIC School Psychology Program graduates will have knowledge of family systems. This will include family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. Students will work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Standard VII Foundations of School Psychologists' Service Delivery*Domain 2.8 Diversity in development and learning*

Students will have knowledge of individual differences, abilities, disabilities and their relationship to biological, social, cultural, ethnic, experiential, socioeconomic, gender, and linguistic factors in development and learning. Students will demonstrate an awareness of such factors and skills needed to work with individuals, families, and schools with diverse characteristics. Program graduates will be able to implement plans of action that will be adapted to individual characteristics, strengths, and needs.

Standard VIII Foundations of School Psychologists' Service Delivery*Element 8.1, Domain 2.9 Research and program evaluation*

Students will have knowledge of research, statistics, and evaluation methods. They will be able to evaluate research and translate it into practice. They will understand research design and statistics in sufficient depth to plan and implement investigations and program evaluations for improvement of services.

Standard VIII Foundations of School Psychologists' Service Delivery*Element 8.2, Domain 2.10 Legal, ethical, and professional practice.*

RIC School Psychology Program graduates will have knowledge of the history and foundation of their profession, various service models and methods, public policy development related to services for children and families, and ethical, professional, and legal standards. Students will practice in ways that are consistent with applicable standards, be involved with school psychology as a profession, and have knowledge and skills needed for career-long professional development.

2. PROFESSIONAL WORK CHARACTERISTICS

Because of the significant responsibility to the public that is placed on future school psychologists, students’ professional work characteristics will be monitored and evaluated by School Psychology Program faculty through information collected within courses, field experiences, and self-evaluations (See Table 2). Professional work characteristics include:

- Respect for human diversity
- Effective communication skills
- Effective interpersonal relations
- Ethical responsibility
- Initiative and dependability
- Adaptability

Table 2 – PWC Assessment System

Admissions Phase	Coursework & Practica Phase	Internship Phase
<ul style="list-style-type: none"> ◆ Admissions portfolio rating forms completed by applicant references. 	<ul style="list-style-type: none"> ◆ Evaluated by course instructors as part of course grade. 	<ul style="list-style-type: none"> ◆ Rated by field-and college-based supervisors; score becomes part of course grade.
<ul style="list-style-type: none"> ◆ Rated as part of interview process by School Psychology Program’s Admissions Committee. 	<ul style="list-style-type: none"> ◆ Evaluated by field-based supervisor on evaluation forms; score becomes part of course grade. ◆ Self-evaluation in <i>Training Portfolio</i>. 	<ul style="list-style-type: none"> ◆ Self-evaluation in <i>Performance Portfolio</i>.

RESPECT FOR HUMAN DIGNITY AND DIVERSITY

Training goals are founded on a respect for human dignity, with a commitment to appreciating and responding to diverse characteristics, of individuals, families, and schools. Issues in diversity may be related to cognitive ability, developmental differences, ethnicity, language, learning style, race, religion, sexual orientation, or socioeconomic status. Respect for human dignity and diversity is a professional work characteristic and

core value that students are encouraged to internalize during their training.

COUNSELING, EDUCATIONAL LEADERSHIP, AND SCHOOL PSYCHOLOGY (CEP) DEPARTMENT

The School Psychology Program is housed within the Counseling, Educational Leadership, and School Psychology Department (CEP). The CEP department is the only all graduate department within the FSEHD. Four graduate programs comprise the department: School Psychology, Educational Leadership, School Counseling, and Agency Counseling. These programs enjoy an interdisciplinary, collaborative approach to graduate training, and provide students with exposure to other service providers and leaders in educational settings. There are 10 full-time faculty in the department who emphasize a research-to-practice approach for the provision of effective educational and mental health services.

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (FSEHD)

The School Psychology Program and CEP department are housed within the Feinstein School of Education and Human Development (FSEHD). The School of Education is the largest School within Rhode Island College. The School is also the largest trainer of educational personnel in the state of Rhode Island. There are 5 Departments within the FSEHD: (a) Counseling, Educational Leadership, and School Psychology, (b) Educational Studies, (c) Elementary Education, (d) Health and Psychical Education, and (e) Special Education. Along with these departments the School of Education also houses the Henry Barnard Laboratory School and the Paul V. Sherlock Center on Disabilities. These agencies provide excellent training, research, and funding opportunities for School Psychology Program students.

II. PROGRAM POLICIES AND REQUIREMENTS

Prospective students interested in obtaining school psychology certification will apply to the combined M.A./C.A.G.S. degree program in school psychology. Students who enter with a bachelor's degree will apply to the M.A./C.A.G.S. degree program. Students entering with a master's degree in counseling or a related field may apply directly for admission to the C.A.G.S. program. However, all RIC School Psychology Program master's degree level course work must be completed before beginning the C.A.G.S. phase of the program.

SCHOOL PSYCHOLOGY PROGRAM ADMISSION REQUIREMENTS

To be considered for admission, all applicants must provide the following:

- A completed application form accompanied by a \$50 nonrefundable application fee.
- Official transcripts of all undergraduate and graduate records.
- A minimum of three undergraduate or graduate courses in psychology, including child or adolescent development, personality, and abnormal psychology. *(Although the admissions committee will consider experiences or coursework in the areas of child mental health or educational settings, in lieu of these requirements, on an individual basis).*
- A minimum cumulative grade point average (GPA) of B (3.00 on a 4.00 scale) in undergraduate course work, and a minimum GPA of 3.25 in previous graduate work.
- An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
- A professional goals essay.
- A performance based evaluation.
- A resume or curriculum vitae.
- Three letters of recommendation accompanied by candidate rating forms.
- An interview.
- An integrated and sequential plan of study approved by the advisor and appropriate dean. The plan of study will take into consideration previous graduate course work by students with a master's degree in psychology, counseling, or a related field, who seek admission into the C.A.G.S. only

degree program.

ADMISSION OF TRANSFER STUDENTS

Transfer students interested in school psychology certification who apply to the program with a master's degree in counseling or a related field must complete the courses for the Master of Arts in Counseling with a concentration in Educational Psychology before moving on to advanced graduate study courses specific to school psychology. Application procedures and admission requirements are the same as above plus:

- A master's degree in counseling, educational psychology, or related field.
- A minimum grade point average of 3.25 in previous graduate work.

ADMISSION TIMELINES

All admission materials must be postmarked by February 1st. (Please note that this is a different application deadline than other programs at Rhode Island College). *No late materials will be accepted; if materials are late your application packet will be considered in the next application cycle.* Entry into the program is in the fall (however, some coursework may be completed prior to that entry date). The program typically enrolls a cohort of 10-12 students per year. Part-time students are considered on a case-by-case basis. (See Table 3)

Table 3. Application Timeline

Application Deadline	Earliest Admission Point
FEBRUARY 1st	FALL SEMESTER

ADVISORS

Upon admission to the program, new graduate students are assigned to a faculty advisor. As soon as possible, students must confer with their advisor to develop a plan of study. This plan is created in collaboration with the candidate's assigned advisor. Once created the candidate, the candidate's advisor, and the CEP Department Chair sign it. The plan is then filed with the Associate Dean for Graduate Studies. A candidate is not formally accepted into the program until the plan is on file at the Office of the Associate Dean for Graduate Studies.

Evaluation of student progress is program-embedded beginning with the admissions portfolio and followed during the program in the form of student portfolios, instructor observations of professional work characteristics, and field-supervisor evaluation of student progress. Instructors with serious concerns about a student's performance will talk with the student and then submit a written statement describing the nature of the problem, a plan to solve the problem, evaluation criteria, and possible outcomes (e.g.,

grades, continuation in the program). The candidate's program advisor coordinates efforts to resolve the issue with the student, instructor, campus services, and other faculty as needed. Formal review of student progress in the School Psychology Program is conducted by faculty upon completion of the requirements for the M.A. degree and, again, prior to the internship. In general, advisors and advisees may meet at any time to monitor academic progress and to work together on program-related concerns.

PLAN OF STUDY

Upon acceptance into the program, students must meet with their faculty advisor to develop a plan of study (See Appendix D for recommended full-time M.A./C.A.G.S. plan of study). This plan will serve as official documentation and be filed with the Dean's office after review by the Department Chair. After this initial planning session, it is the candidate's responsibility to apprise the assigned faculty advisor of any anticipated changes to the documented plan. *Changes in the plan of study must be made on the appropriate forms and be approved by the advisor and, Department Chair.* It is important to note that plans of study can contain no more than 9 credit hours of coursework taken before full acceptance into the program.

1. FULL VS. PART-TIME PLAN OF STUDY

Students are encouraged to attend full-time from the start of the program. Full-time study is considered 9 credits per semester and is promoted for two reasons. First, coursework is organized in an integrated, sequential fashion, each course building upon the previous. When students follow a part-time plan of study, the integrated sequence becomes disrupted and students do not receive the full experience necessary for the most effective training. Second, part-time students are less likely to become a part of a cohort, an important part of the learning process. With that being said, for the applicant who desires part-time enrollment it is allowed for *Years 1 and 2* coursework and practica, *Year 3* must be completed on a full-time basis. Exceptions to this policy are leaves of absence or course load reductions granted by the program director.

2. M.A./C.A.G.S. PROGRAM

School psychology certification requires completion of 69 credit hours beyond the bachelor's degree. Students entering the School Psychology Program with an undergraduate degree will apply for the joint M.A./C.A.G.S. program in school psychology. After successful completion of the first required 30 credit hours and passing the comprehensive examination, the student will be awarded the Master of Arts in Counseling with a concentration in Educational Psychology. Upon completion of the M.A. degree, students complete the remaining 39 credits, submit satisfactory formative and summative performance portfolios, and earn a score of 147 on the National School Psychology Examination (Praxis Series Test #5402) in order to earn the C.A.G.S. (See Table 4 for the plan of study followed by the full-time student entering with a bachelor's degree).

Table 4. M.A./C.A.G.S. Sample Plan of Study

First Year
<p><i>Fall Semester:</i> CEP 532 – Theories and Methods of Counseling (3 hrs.) CEP 534 – Quantitative Measurement and Test Interpretation (3 hrs.) CEP 601 – Cognitive Assessment (3 hrs.) CEP 603 – Professional School Psychology (3 hrs.)</p>
<p><i>Spring Semester:</i> CEP 533 – Psychology of students with Exceptionalities (3 hrs.) CEP 551 – Behavioral Assessment and Intervention (3 hrs.) CEP 604 – Psychoeducational Assessment and RTI (3 hrs.) <u>ONE COURSE from:</u> *ELED 534 – Developmental Reading (3 hrs.) *SPED 531 – Universal Design for Educating All Students (3 hrs.)</p>
<p><i>Summer Semester:</i> CEP 536 – Biological Perspectives in Mental Health (3 hrs.) CEP 538 – Clinical Practicum I (3 hrs.) CEP 531 – Human Development Across Cultures (3 hrs.) CEP 537 – Introduction to Group Counseling (3 hrs.)</p>
Second Year
<p><i>Fall Semester:</i> CEP 651 – Academic Instruction, Intervention, and Supports (3 hrs.) CEP 605 – School Psychology Practicum (3 hrs.) CEP 675 – Consultation and Collaboration in School and Community (3 hrs.)</p>
<p><i>(M.A. in Counseling - Comprehensive Examination)</i></p>
<p><i>Spring Semester:</i> CEP 554 – Research Methods in Applied Settings (3 hrs.) CEP 602 – Social Emotional Assessment and Intervention (3 hrs.) CEP 605 – School Psychology Practicum (3 hrs.) <u>ONE COURSE from:</u> *CEP 544 – Family Counseling Theory and Practice (3 hrs.) *SPED 534 – Involvement of Parents and Families Who Have Children with Disabilities (3 hrs.)</p>
<p><i>(Submission of Training Portfolio)</i></p>
Third Year
<p><i>Fall Semester:</i> CEP 629 –Internship in School Psychology (6 hrs.)</p>
<p><i>(National School Psychology Examination - PRAXIS)</i></p>
<p><i>Spring Semester:</i> CEP 629 –Internship in School Psychology (6 hrs.)</p>
<p><i>(Submission of Performance Portfolio)</i></p>

* - Indicates taking only of the two course options

3. C.A.G.S. PLAN OF STUDY

Candidates admitted to the C.A.G.S. program must have earned a master's degree in a related field before entering advanced graduate study in school psychology. Even though an earned master's degree in a related field has been recognized, candidates must also complete prerequisite courses for the M.A. in Counseling at RIC. Such determinations will be made in collaboration with the faculty advisor who will determine prerequisites that must be satisfied before beginning the C.A.G.S. program. (See Table 5 for a sample C.A.G.S. plan of study).

Table 5. Full-time C.A.G.S.-only Sample Plan of Study

First Year
<p><i>Fall Semester:</i> CEP 601 – Cognitive Assessment (3 hrs.) CEP 603 – Professional School Psychology (3 hrs.)</p>
<p><i>Spring Semester:</i> CEP 551 – Behavioral Assessment and Intervention (3 hrs.) CEP 604 – Psychoeducational Assessment and RTI (3 hrs.) <u>ONE COURSE from:</u> *ELED 534 – Developmental Reading (3 hrs.) *SPED 531 – Universal Design for Educating All Students (3 hrs.)</p>
Second Year
<p><i>Fall Semester:</i> CEP 651 – Academic Instruction, Intervention, and Supports (3 hrs.) CEP 605 – School Psychology Practicum (3 hrs.) CEP 675 – Consultation and Collaboration in School and Community (3 hrs.)</p>
<p><i>(M.A. in Counseling - Comprehensive Examination)</i></p>
<p><i>Spring Semester:</i> CEP 602 – Social Emotional Assessment and Intervention (3 hrs.) CEP 605 – School Psychology Practicum (3 hrs.) <u>ONE COURSE from:</u> *CEP 544 – Family Counseling Theory and Practice (3 hrs.) *SPED 534 – Involvement of Parents and Families Who Have Children with Disabilities (3 hrs.)</p>
<p><i>(Submission of Training Portfolio)</i></p>
Third Year
<p><i>Fall Semester:</i> CEP 629 – Internship in School Psychology (6 hrs.)</p>
<p><i>(National School Psychology Examination)</i></p>
<p><i>Spring Semester:</i> CEP 629 – Internship in School Psychology (6 hrs.)</p>
<p><i>(Submission of Performance Portfolio)</i></p>

DEGREE REQUIREMENTS

1. MASTERS OF ARTS IN COUNSELING WITH CONCENTRATION IN EDUCATIONAL PSYCHOLOGY (M.A.)

The M.A. in counseling (educational psychology option) is awarded when the student has completed at least 30 credit hours (CEP 531, 532, 533, 534, 536, 537, 538, 554, 602, 605) and satisfactorily passed a written examination prepared by the Department of Counseling and Educational Psychology. The examination is based on the student's knowledge of human development, counseling approaches, and intervention strategies. *The M.A. in counseling with concentration in educational psychology is not a terminal degree and does not meet requirements for certification as a school psychologist.*

2. CERTIFICATE OF ADVANCED GRADUATE STUDY IN SCHOOL PSYCHOLOGY (C.A.G.S.)

The following criteria must be met in order to earn the C.A.G.S. in School Psychology:

- An additional 27 credit hours of graduate coursework beyond the master's level as specified in the student's integrated and sequential plan of study.
- A one-year, 1200-hour, 12-credit internship in a cooperating school system.
- A passing score (as determined by the Department of Counseling and Educational Psychology) on the National School Psychology Examination administered by the Educational Testing Service (Praxis Series Test #5402).
- A satisfactory *Performance Portfolio* submitted at the conclusion of internship.

COMPREHENSIVE EXAMINATION

In order to earn the M.A. in Counseling, students must take and earn a passing score on a comprehensive examination. The content of the examination is based on students' knowledge of human development, theories of counseling, and intervention strategies. The examination is taken when all work in the major areas required by the Department has been completed and in accordance with the student's plan of study. This is a written examination that is offered in December and April of each year. Graduate students may not take the comprehensive examination more than twice.

NATIONAL SCHOOL PSYCHOLOGY EXAMINATION

This examination is administered by the Educational Testing Service (Praxis Series Test #5402) and is taken by C.A.G.S. candidates during their internship year. The passing score of 147 must be earned in order to be awarded the C.A.G.S. Students may take this examination more than once.

PROGRAM RETENTION

M.A./C.A.G.S. School Psychology candidates must maintain the following in order to be retained in the Program.

- A minimum cumulative GPA of 3.25 each semester. Grades below B are not considered of graduate quality and are of limited application to degree work.
- A minimum grade of B- in CEP 531, 533, and 603. Students who receive a grade of B- in any of these courses must consult with their advisor before registering for any subsequent course in their Plan of Study.
- A passing score on the M. A. comprehensive examination.
- A satisfactory rating on the *Training Portfolio* and a recommendation to continue from the Program Director.

Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

ACADEMIC STANDING

Program faculty are responsible for addressing issues of academic honesty, which can affect students' academic standing. A description of academic honesty and consequences for violations of this principle are explained in the *RIC Handbook of Policies, Practices, and Regulations* and may be found in Appendix D of this handbook.

GRIEVANCE PROCEDURES

The route of appeals of any nature within the *School Psychology Program* begins with the instructor in those cases where a student has a complaint relative to a specific course. Subsequent, sequential steps in the appeal process within the department are as follows: Program Director, Department Chair, Associate Dean for Graduate Studies. In all endeavors, it is encouraged that any grievances or concerns be resolved on an informal basis and in a personal manner.

In the case of a committee decision (like admissions and comprehensive examination

results), the route of appeal begins with that committee. Subsequent appeal can be made to the Department Chair and to the Associate Dean for Graduate Studies.

The *RIC Handbook of Policies, Practices, and Regulations* outlines the procedure for handling a grievance, which must be presented in writing (See Appendix D for RIC's Grievance Procedure).

TIME LIMIT FOR COMPLETION OF DEGREE

The school psychology academic program and internship will be completed within three years if students follow the full-time plan of study, which includes summer sessions. Both part- and full-time students must complete their program, including all coursework, practica and internship, within six years.

III. FIELD EXPERIENCES

Field experiences include both practica and internship and are an integral part of the training of future school psychologists. They provide opportunities for students to practice and master skills consistent within the reflective practitioner model of FSEHD's Conceptual Framework and NASP's 10 domains of school psychology training and practice. The goals and objectives of field experiences include training and practice in:

- roles and functions of school psychologists;
- public school organization and operation;
- human diversity and multicultural issues;
- assessment of children's needs and eligibility for special education;
- interpretation of assessment results to families and other members of school-based multidisciplinary teams;
- communication and consultation skills to engage in team work efforts;
- direct counseling intervention methods;
- indirect intervention methods;
- collaborative consultation with families and professionals;
- prevention and crisis intervention;
- research and program evaluation;
- ethical, legal, and cultural aspects of school psychology;
- effective utilization of community resources;
- use of emergent technologies; and
- professional growth through inservice training, observation, and study.

Students involved in both types of field experiences will have appropriately certified field supervisors and a college-based faculty overseeing their experiences. The Program affords students with a contact pool of practicing school psychologists in the New England region.

Foundations

During *Year 1*, students are introduced to the roles and functions of school psychologists, legal and ethical issues related to the profession, and operations and organizations of public schools in *CEP 603: Professional School Psychology*. Learning activities for this course include creation of a webpage which integrates knowledge, awareness and resources for engaged, culturally responsive and ethically responsible practice. Opportunities for students to engage in curriculum based academic assessment are provided in *CEP 604: Psychoeducational Assessment and RTI*. Student behavioral observations are also included within *CEP 551: Behavioral Assessment and Intervention*.

Practica

In *Year 2*, candidates must complete a year-long, 400-hour practicum (CEP 605) under the supervision of college- and field-based supervisors (see Practicum Handbook). The aim of this experience is to provide program candidates with a

continuous academic year of school-based practice. Practica students are expected to perform beginning level school psychological services with increasing responsibilities as they acquire skills through this year-long experience. Students are responsible for keeping a log of their hours and activities.

Practica activities include:

- *orientation* to the educational process and organizational issues,
- cognitive, psychoeducational and social-emotional *assessment*,
- *student level intervention* in the form of individual and group counseling and academic and behavioral interventions.
- *system level intervention* including family-school collaboration, health promotion program delivery and participation in school wide RTI, PBIS and MTSS initiatives
- *outcome assessment* of intervention goals and efficacy.

In all activities, practica students are expected to act in a manner that demonstrates awareness of the ethical principles of practice, legal constraints, and culturally responsive practice.

1. Roles and Responsibilities of Practica Supervisors

Practicum students are supervised by college faculty and on-site certified school psychologists. In a manner consistent with the Program's objectives, the field supervisor and RIC faculty evaluate student performance collaboratively. The field-based practica require completion of 400 clock hours. Students receive no monetary compensation for practica functions. Quality of student performance during field-based practica is also used as a measure of preparedness to enter internship year (i.e., Year 3).

2. Evaluation of Practica Students

The progress of practica students is monitored closely. Each semester, students are evaluated by both field-based and faculty supervisors. Forms developed to reflect program goals and objectives are used for evaluation and to establish subsequent training experiences and goals. Practica students are required to compile a *Training Portfolio* demonstrating their mastery of the basic concepts and practice in school psychology prior to starting their internship. The documents to be submitted will be produced during foundation and practica courses completed in Year 1 and Year 2 of the students' program. Artifacts selected for the *Training Portfolio* should address the NASP domains for school

psychology training and practice. Upon students' completion of Year 2 of the Program, the *Training Portfolio* will be reviewed by the School Psychology faculty to determine students' readiness to begin the internship experience (See Appendix G for *Training Portfolio Requirements & Rubric*).

3. Practica Sites

Practica sites are located within the states of Rhode Island and Massachusetts. Determination of appropriate practicum sites is made by the Instructor of the school-based Practicum course. Some practica sites also belong to the *RIC School Psychology Internship Consortium*. In these cases, students will have the additional benefit of receiving field supervision from an experienced school psychologist and interaction with at least one RIC School Psychology Program Intern.

INTERNSHIP

A comprehensive internship is the culminating, year-long experience in *RIC's School Psychology Program* (see Internship Handbook). Internship experiences provide for an integration of established competencies in assessment, counseling, prevention programs, crisis intervention, consultation, and collaborative problem solving in school or other education settings. The internship affords the student the opportunity to work with diverse student groups in promoting positive educational and mental health practices. Interns confront a wide range of individual, group, and organizational problems and apply a full range of school psychological services.

The internship is ordinarily completed on a full-time basis. Six credit hours are earned for each full semester of the internship (CEP 629), for a total of 12 credit hours and a required 1200 hours of school-based services. An internship agreement is required with all conditions met prior to an intern being placed at a site (See below). At least half of the required 1200 hours internship experience is arranged in a preK-12 school setting. Students may complete the remaining time in an approved school-related clinic or agency. A minimum of two hours per week of scheduled, face-to-face, individual supervision is provided by the student's on-site supervisor. Additional supervision is provided by RIC School Psychology Program faculty and through weekly seminars (CEP 629).

An option is available to complete the internship on a part-time basis. This option requires the student to complete 600 hours of supervised experience the first year, and another 600 hours to be completed the second year. Individual supervision must be in place at the internship sites during those two years.

1. THE RIC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM

This Consortium was created to ensure continuity and quality of preparation of interns. School systems that join the Consortium make a 3-year commitment to provide internship experiences for *RIC School Psychology Program* candidates for a minimum stipend. Consortium members also become members of *RIC's School Psychology Program's Advisory Council* by virtue of their commitment to the

Consortium. During the academic year, field supervisors who are a part of this Consortium are invited to take part in professional development activities related to supervision issues. (See Table 6 for 2010-2015 Consortium Districts and Appendix J for *Consortium Contract*).

Table 6. 2010-2015 Participating Consortium Internship Sites

Massachusetts	Rhode Island
Dartmouth Dighton-Rehoboth Fall River Seekonk Somerset South Coast Educational Collaborative Westport	Burrillville Coventry Cranston Cumberland East Providence Exeter / West Greenwich Newport County Regional North Kingstown Paul V. Sherlock Center on Disabilities Rhode Island Training School Smithfield Warwick Woonsocket

2. INTERNSHIP SITE REQUIREMENTS

Consortium sites are required to provide the following:

- A one-year, 1200-hour on-site, preK-12 experience. The intern must work five days a week. The site shall provide a balanced exposure to regular and special education programs.
- An average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist.
- Field-based supervisors shall be responsible for no more than two interns at any given time.
- Release time shall be provided to field supervisors for on-site supervision of interns. A \$500 stipend will be provided to each participating internship consortium site.
- The site shall provide adequate supplies and materials (e.g., test kits, test manuals, record forms) sufficient for the intern to be able to administer, score, and interpret such tests without undue inconvenience caused by sharing materials.

- The site shall allocate office space for the intern.
- The site shall provide a schedule of appointments consistent with that of school psychologist employees (e.g., office hours, in-service workshop participation, and holidays).
- The site shall provide the opportunity to participate in continuing professional development activities (i.e., release time for conferences, seminars, and workshops).
- The site shall ensure a full and diversified training experience for the intern including prekindergarten to high school experience, providing student and system level services. These include: team-based problem solving; psychological/psychoeducational evaluations; individual and group counseling; design, implementation and evaluation of behavioral/academic/social-emotional supports; and teacher/parent consultation and collaboration.

3. ROLES AND RESPONSIBILITIES OF ON-SITE SUPERVISORS

The *Consortium* requires the following of on-site school psychologist(s):

- On-site supervisors shall assist the intern to formulate a written individualized training plan (ITP) that specifies internship objectives and activities. This plan will include outcome measures and performance-based evaluations.
- On-site supervisors shall provide at least two hours of direct supervision per week for the intern.
- On-site supervisors shall evaluate intern performance and shall provide summative evaluations at the end of each semester. On-site supervisors shall maintain regular contact with college-based supervisors.
- On-site supervisors shall ensure the intern's full-scale involvement in school psychological services. This includes working with children at all age/grade levels and provide a broad spectrum of supports related to systemic health promotion (e.g., prevention, RTI, PBIS, MTSS) and targeted psychological services (i.e., assessment, intervention, and consultation).
- Field-based supervisors are ultimately responsible for all Intern service delivery activities.

4. ROLES AND RESPONSIBILITIES OF COLLEGE-BASED SUPERVISORS

- College-based supervisors are not responsible for more than 12 interns at any time.
- College-based supervisors make a minimum of one on-site visit each semester and are available for additional contacts at any time.
- Collaborate with field-supervisors to monitor intern's progress.

5. ROLES AND RESPONSIBILITIES OF INTERNS

- The intern must work the full time for which they are scheduled each day, accruing a minimum total of 1200 internship hours.
- The intern will create and complete an individualized training plan (ITP) based on the intern's unique training needs.
- The intern will attend weekly, college-based seminars (CEP 629).
- The intern will meet for a minimum of two hours weekly with a field-based supervisor for face-to-face supervision.
- The intern will meet a minimum of once per semester with an assigned college-based supervisor.
- The intern will complete evaluation forms about their field- and college-based supervisors' competencies.
- Upon completion of internship, the intern will submit a Performance Portfolio to provide evidence of entry-level school psychologist skills attained during internship year.

6. EVALUATION OF INTERNS

The progress of interns is monitored closely. Interns must develop an individualized internship training plan (ITP) with their on-site supervisors during the first month of the internship. Each quarter interns attend a weekly seminar to evaluate their progress on their ITPs. Evaluation forms are completed by the field-based supervisor at the mid-year (formative) and end of the year (summative) (See Appendix I for *Intern Evaluation Forms*). At the end of the spring semester of their internship year, interns are required to submit a portfolio of professional activities. This *Performance Portfolio* is evaluated by the College supervisor to determine whether the portfolio meets the standards required of an entry-level school psychologist (See Appendix I for *Performance Portfolio* Requirements and Rubric).

7. EVALUATION OF INTERNSHIP SITES

Program candidates are also asked to evaluate the strengths and weaknesses of their sites and supervisors (See Appendix J for *Consortium Site Evaluation Form*). Surveys are administered the summer after internship completion to and are used to determine effectiveness of sites and supervisors from the graduates' perspective. Responses are tallied and shared with faculty to determine future appropriateness of continued *Consortium* membership.

IV. PERFORMANCE-BASED ASSESSMENT AND ACCOUNTABILITY

RIC's School Psychology Program employs a continuous, performance-based assessment (PBA) system in the evaluation of program candidates as well as faculty, supervisors, internship sites, and course requirements. This is done at a programmatic level to provide a systematic, integrated evaluation of all candidate and program variables.

EVALUATION OF CANDIDATES

Outside of traditional grades for coursework a variety of performance-based assessments are conducted with program candidates from the admissions phase (baseline) through mid program (formative assessment) to evaluate their progress from the beginning through the end of program involvement.

1. ADMISSIONS DATA

In the admissions phase, data are collected and examined by the School Psychology Admissions Committee. This committee is comprised of core school psychology faculty members.

- a. **Application Packet. (Admissions Phase I)** The candidate assessment process begins during admissions, when all applicants are required to submit an application packet that includes the following quantitative data: MAT/GRE scores, undergraduate or graduate grade point averages, admissions essay rubric score, and Likert-scale formatted disposition rating forms completed by three applicant chosen references. Qualitative data includes three letters of reference, resume, and a personal statement.
- b. **Application Interview. (Admissions Phase II)** All applicants who pass the application packet review are invited to an admissions interview. Each candidate is asked a series of standardized interview questions and responses are ranked objectively by the admissions committee members. Scores from both the paper review and interview are tallied.

2. YEAR 1 DATA

- a. **Student Progress Review.** At the end of Year 1, students meet with and review their progress with their advisor. This is completed before registering for Year 2 coursework.

3. YEAR 2 DATA

- a. **Comprehensive Examination.** Described in the Degree Requirements section, students must receive a passing score on this examination before being allowed to begin Internship.
- b. **Training Portfolio (Formative Assessment)** As a mid-program assessment point and conditional upon moving on to internship year (*Year 3*), candidates are required to create and submit a *Training Portfolio* that provides evidence of their developmental progression toward mastery of the basic concepts and practice in school psychology. The portfolio will be used to determine candidates' readiness to begin the internship experience. (See Appendix H for *Training Portfolio Assignment & Rubric*).

4. YEAR 3 DATA

- a. **National School Psychology Examination Score.** Administered by the Educational Testing Service (Praxis Series Test #5402) this must be taken by C.A.G.S. candidates during their internship year. A passing score of 147 must be earned in order to be awarded the C.A.G.S. Students may take this examination more than once.
- b. **Performance Portfolio (Summative Assessment).** Interns are required to create this to provide evidence of their mastery in delivering basic school psychological services by the end of their internship. Artifacts are submitted by the intern to represent his or her best work and a reflective paper is submitted to accompany the artifacts, explaining their significance and relationship to professional development.. (See Appendix K for *Performance Portfolio Requirements and Rubric*).

Table 7. Candidate Assessment System

DATA	ADMISSIONS	YEAR 1	YEAR 2	YEAR 3	POST-GRAD
QUANTITATIVE	<p><u>Part I: Paper Review Score generated from:</u></p> <ul style="list-style-type: none"> • GPA • MAT/GRE score • Personal statement • Resume • Reference letters • Performance-based evaluation • Disposition ratings <p><u>Part II: Admissions Interview</u></p> <ul style="list-style-type: none"> • Admissions Interview Score 	<ul style="list-style-type: none"> • Faculty evaluation of knowledge, skills, & PWCs • GPA 	<ul style="list-style-type: none"> • <i>Training Portfolio Score</i> • Faculty & Field Supervisor evaluation of knowledge, skills, & PWCs • GPA 	<ul style="list-style-type: none"> • <i>Performance Portfolio Score</i> • Faculty & Field Supervisor evaluation of knowledge, skills, & PWCs • Praxis Series Test #5402 Score • GPA 	ALUMNI SURVEY & JOB PLACEMENT INFORMATION
	<ul style="list-style-type: none"> • <i>School Psychology Admission Committee</i> observations of PWCs during <u>Admissions Interview.</u> 	<ul style="list-style-type: none"> • Faculty observations of students' PWCs • Advisor feedback 	<ul style="list-style-type: none"> • Faculty & Field Supervisor observations of students' PWCs • Advisor feedback 	<ul style="list-style-type: none"> • Faculty & Field Supervisor observations of students' PWCs • Advisor feedback 	

PROGRAM ACCOUNTABILITY

The *School Psychology Program* also uses qualitative and quantitative data to monitor program efficacy (See Table 8 for Program Accountability Checkpoints). Qualitative information used includes verbal and written communication from students, alumni, faculty, supervisors, and about the strengths and weaknesses of the Program, while quantitative data is in the form of Likert-scale rating forms.

1. EXTERNAL PROGRAM REVIEWS

Feedback about our Program's quality will be an ongoing process and sought from NASP, NCATE/CAEP, and RIDE in the review cycles each association follows.

2. CONSORTIUM SITE EVALUATIONS

At the end of *Year 3*, students are asked to evaluate the efficacy of their Consortium site experiences (See Appendix L for *Consortium Site Evaluation*) which includes the skills and practices of their field-based supervisors. Results are tabulated and used to identify strengths and potential areas of need, which are addressed at an annual supervisor coffee hour.

3. SCHOOL PSYCHOLOGY PROGRAM ADVISORY COUNCIL

The *School Psychology Program Advisory Council* provides a forum for program faculty to receive feedback from a variety of practitioners and consumers of our services. The Council shares constructive feedback about the quality of the program from their perspective, and recommends changes in course or field experience requirements when necessary. The Council may be comprised of practicing school psychologists, a graduate student representative, teachers, school administrators, other educational personnel, members of the community, and representatives of the *Rhode Island School Psychologists Association (RISPA)*. Meetings are held at least once per annually.

4. ALUMNI SURVEY

To gather data from graduates of the program, a survey is sent to all postgraduates asking them to report on their current employment and to rate the efficacy of *RIC'S School Psychology Program* from their perspective as practicing school psychologists. (See Appendix M for *Alumni Survey*) Results are aggregated and shared with faculty to determine areas of program strength and weakness.

EVALUATION OF CORE FACULTY AND INSTRUCTORS

1. COURSE EVALUATIONS

At a course-by-course level, RIC policy requires all instructors to administer a course evaluation form to their students. Both qualitative and quantitative data are collected. Quantitative results are tabulated and shared with the instructors and their department chairpersons after the semester has ended and all grades have been submitted. Qualitative responses are solicited through the request for narratives about the students' experiences with the instructor. Such information should be used by instructors to evaluate their instructional practices as perceived by the student.

Table 8. Program Accountability Checkpoints

DATA	FACULTY & INSTRUCTORS	FIELD SUPERVISORS	SITES	PROGRAM
QUANTITATIVE	<ul style="list-style-type: none"> • Course evaluations 	<ul style="list-style-type: none"> • <i>Consortium Site Evaluation</i> 	<ul style="list-style-type: none"> • <i>Consortium Site Evaluation</i> 	<ul style="list-style-type: none"> • <i>Consortium Site Evaluation</i> • <i>Alumni Survey</i>
QUALITATIVE	<ul style="list-style-type: none"> • Student feedback shared at <i>School Psychology Program Town Hall Meetings</i> or during meetings with advisor. 	<ul style="list-style-type: none"> • Student feedback shared at <i>School Psychology Program Town Hall Meetings</i> or during meetings with advisor. 	<ul style="list-style-type: none"> • Student feedback shared at <i>School Psychology Program Town Hall Meetings</i> or during meetings with advisor. 	<ul style="list-style-type: none"> • External reviews (i.e., <i>NASP</i>, and <i>RIDE</i>) • Student Representatives/Liaisons • <i>School Psychology Program Advisory Council</i> feedback

2. ALUMNI SURVEY

To gather data from graduates of the program, a survey is sent to all postgraduates asking them to report on their current employment and to rate the efficacy of *RIC'S School Psychology Program* from their perspective as practicing school psychologists. (See Appendix M for *Alumni Survey*) Results are aggregated and shared with faculty to determine areas of program strength and weakness.

EVALUATIONS OF FIELD SUPERVISORS

1. CONSORTIUM SITE EVALUATION

At the end of *Year 3*, students are asked to evaluate the efficacy of their Consortium site experiences (See Appendix K for *Consortium Site Evaluation*) which includes the skills and practices of their field-based supervisors. Results are tabulated and shared with the faculty to assess the training environment.

V. PROGRAM RESOURCES

SCHOOL PSYCHOLOGY FACULTY

Shannon Dowd-Eagle

Ph.D., 2006, University of Nebraska-Lincoln. Major: School Psychology
Specialty Areas: School-based problem solving teams, Multi-tiered Systems of Support, and Home-school partnerships



Dr. Dowd-Eagle is an Associate Professor in the School Psychology Program and serves as the Associate Director of Program Development with the Paul V. Sherlock Center on Developmental Disabilities. She is the project coordinator of a State Professional Development Grant aimed at helping schools implement multi-tiered systems of support. She coordinates the Rhode Island College School Psychology Internship Consortium and has taught the following core School Psychology courses: Psychoeducational Assessment and Response to Intervention, and Consultation and Collaboration in School and Community Settings and Internship in School Psychology

[Link to faculty webpage.](#)

Selected Publications and Presentations

Eagle, J. W., Dowd-Eagle, S. E., Snyder, A., & Holtzman, E. G. (2014). Implementing a multi-tiered system of support (MTSS): Collaboration between school psychologists and administrators to promote systems level change. *Journal of Educational and Psychological Consultation*.

Garbacz, A., McIntosh, K., Eagle, J., Dowd-Eagle, S., Hirano, K., & Ruppert, T. (2014). Conceptualizing a paradigm for universal family-school partnerships within school-wide positive behavioral interventions and supports. *Preventing School Failure*.

Eagle, J.W., & Dowd-Eagle, S.E. (2014). Best practices in school-community partnerships. In A. Thomas and P. Harrison (Eds.), *Best practices in school psychology VI*. Silver Spring, MD: National Association of School Psychologists.

Dowd-Eagle, S. E., & Eagle, J. W. (2014). Research examining group/team-based school consultation. In W. Erchul & S. Sheridan (Eds.), *Handbook of Research in School Consultation: Empirical Foundations for the Field (2nd ed.)*. Routledge: New York.

Dowd-Eagle, S. E., & Eagle, J. W. (2014). Implementation of ecobehavioral consultation within a response to intervention framework. In S. Lee and C. Niileksela,

Ecobehavioral consultation in the schools: Theory and practice for school psychologists, special educators and school counselors. Routledge: New York.

Wills, H. P., Hanson, B., Mason, B., Eagle, J. W., & Dowd-Eagle, S. E. (2014). Functional behavioral assessment and intervention design in ecobehavioral consultation. In S. Lee and C. Niileksela, *Ecobehavioral consultation in the schools: Theory and practice for school psychologists, special educators and school counselors.* Routledge: New York.

Eagle, J. W., Dowd-Eagle, S. E., & Garbacz, A. (under review). The role of family and situational problems in understanding and reducing impairment. In S. Goldstein and J. Naglieri (Eds.), *Assessment of impairment: From theory to practice: Second Edition.* Springer Publications.

John W. Eagle

Ph.D., 2005, University of Nebraska-Lincoln. Major: School Psychology

Specialty Areas: Parental involvement in education, School-wide positive behavioral interventions and supports (SWPBIS), Conjoint Behavioral Consultation (CBC), Response to Intervention (RTI) systems



Dr. Eagle is a Professor in the School Psychology Program. He is a member of the Rhode Island Statewide Leadership Team for the Implementation of School-wide Positive Behavioral Supports and the Rhode Island School Psychologists Association (RISPA). Dr. Eagle serves as the Discipline Coordinator of Psychology at the Paul V. Sherlock Center on Disabilities, a University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD). He teaches the following core School Psychology courses: Consultation and Collaboration, and Behavioral Assessment and Interventions

[Link to faculty webpage.](#)

Dr. Eagle's current projects include:

- (a) The development of a measure of family involvement within School-wide Positive Behavioral and Supports (SWPBIS). The School-wide Evaluation tool-Family (SET-F) is an addendum to the annual SET evaluation and provides a quantifiable measure of family involvement at the Universal level of SWPBIS implementation.
- (b) Providing a continuum of supports within SWPBIS at the Tertiary (Individual) Level of implementation. This project extends current models of Tertiary support to include Conjoint Behavioral consultation (CBC) as a framework for developing cross-setting individual supports based upon cross-setting functional assessments.

Selected Publications and Presentations

- Eagle, J. W.**, Dowd-Eagle, S. E., Snyder, A., & Holtzman, E. G. (2014). Implementing a multi-tiered system of support (MTSS): Collaboration between school psychologists and administrators to promote systems level change. *Journal of Educational and Psychological Consultation*.
- Garbacz, A., McIntosh, K., **Eagle, J.**, Dowd-Eagle, S., Hirano, K., & Ruppert, T. (in press). Conceptualizing a paradigm for universal family-school partnerships within school-wide positive behavioral interventions and supports. *Preventing School Failure*.
- Eagle, J.W., & Dowd-Eagle, S.E. (2014). Best practices in school-community partnerships. In A. Thomas and P. Harrison (Eds.), *Best practices in school psychology VI*. Silver Spring, MD: National Association of School Psychologists.
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- Eagle, J. W., & Dowd-Eagle, S. E. (2009). Family functioning. In S. Lopez (Ed.), *Encyclopedia of positive psychology*. Oxford, UK: Blackwell Publishing.
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- Eagle, J. W. (2008). Families that work. In S. Lopez (Ed.), Positive psychology perspective series. Westwood, CT: Greenwood Publishing Group.
- Power, T. J., Drombowski, S. C., Watkins, M. W., Mautone, J. A., & Eagle, J. W. (2007). Assessing children's homework performance: Development of multi-dimensional, multi-informant rating scales. *Journal of School Psychology, 45*, 333-348.
- Sheridan, S. M., Eagle, J. W., & Doll, B. J. (2006). An Examination of the efficacy of conjoint behavioral consultation with diverse clients. *School Psychology Quarterly, 21*, 396-417.

Elizabeth Gibbons Holtzman

Ph.D., 2000, University of Texas-Austin. Major: School Psychology
Specialty Areas: Social emotional health promotion, mindfulness, executive function
and college student success



Dr. Gibbons Holtzman is an Associate Professor and Licensed Psychologist. She is a Board member of the Rhode Island School Psychology Association (RISPA) and a member of the Rhode Island Department of Education social emotional learning workgroup. Dr. Gibbons Holtzman partners with Learning For Life (a federally funded program at RIC) to provide a program to support college students with disabilities by providing strength based assessments and coaching. Dr. Gibbons Holtzman also serves as a consultant providing professional development training and support to schools, professional groups and organizations concerning topics related to mindfulness and social and emotional functioning at individual, classroom and system levels. She teaches the following core School Psychology courses: Professional School Psychology, Practicum in School Psychology, and Social Emotional Assessment.

[Link to faculty information webpage.](#)

Dr. Gibbons Holtzman's current projects include:

1. Completed year long certification program through Mindful Schools. Collaborating with Henry Barnard School to support mindfulness curriculum school wide.
2. Promoting pre-service teacher wellness in elementary education and early childhood by teaching mindfulness techniques to student teachers.

(b) Created program through a collaboration of Learning for Life, the Disabilities Service Center and RIC's Counseling, Educational Leadership and School Psychology Department for students who suspect they have a learning disability but have not had the opportunity for a current and comprehensive evaluation to participate in a strength based Comprehensive Learning Assessment. The goals of this

assessment include: identifying strengths and needs of the student, increasing the student's self-awareness of their learning, and documenting needed academic accommodations and supports. Targeted recommendations based on the assessment results are generated and shared with the student to support their path to success at Rhode Island College.

Selected Publications and Presentations

Eagle, J., Eagle, S., Holtzman, E. & Snyder, A. (2014). Implementing a Multi-Tiered System of Support (MTSS): Collaboration between School Psychologists and Administrators to Promote Systems Level Change. *Journal of Educational and Psychological Consultation*.

Holtzman, E. & Richardson, J. (Under review). *Secular Mindfulness Within a PBIS Frame: One School's Journey Toward an Integrated Approach to Promoting Positive Mental Health*. Paper to be presented at National Association of School Psychologist Annual Convention. New Orleans, LA.

Kraus, R., August, G. & Holtzman, E. (August, 2012). *Mt Pleasant High School Teacher Academy: Recruiting and Retaining Diverse Teacher Candidates*. Paper presented at ATE. Boston, MA.

Holtzman, E., Dukes, T.W & Page, T. (2012). Interdisciplinary school leadership development for pre-service graduate students. *International Journal of Teaching and Learning in Higher Education*.

Holtzman, E. & Snyder, A. (2010). Educating leaders in a culture of change: Harnessing the power of community partnerships. *Issues in Teaching and Learning*. Rhode Island College.

Holtzman, E. G. (March, 2010). *From yoga to group counseling: Addressing one classroom's anxiety needs*. Paper to be presented at National Association of School Psychologist Annual Convention, Chicago, IL.

Holtzman, E. G., Darcy, M. G., Dukes, T. W., Eagle, J., Page, T., Snyder, A. M., & Dowd-Eagle, S. E., (2010, February). *Enabling Shared Leadership: Cross-disciplinary Graduate Education, Training and Practice*. Symposium presented at the 42nd Annual New England Education Research Organization (NEERO) Conference, Portsmouth, NH.

Jenlyn Furey

Ph.D., 2014, University of Rhode Island. Major: School Psychology
Specialty Areas: School Improvement, Multi-tiered System of Supports (MTSS),
Assessments and Interventions to Promote Language and Literacy Development.



Dr. Furey is an Assistant Professor and a National Certified School Psychologist (NCSP). She is a member of the Rhode Island School Psychologists Association (RISPA) and the National Association of School Psychologists (NASP). She teaches the following courses: Psychological Perspectives on Learning and Teaching, Cognitive Assessment, Research Methods in Applied Settings, and Psychoeducational Assessment and Response to Intervention.

[Link to faculty information webpage.](#)

Dr. Furey's current projects include:

- a) The development of an elementary and secondary level Needs Assessment for use in Multi-Tiered System of Support (MTSS) implementation.
- b) Providing technical assistance (TA) to building level team members through a Multi-Tiered System of Supports project.

Selected Publications and Presentations

Furey, J., Loftus-Rattan, S.M., Hardy, S.E., & Tucker, C.A. (Accepted for February, 2015).

Early vocabulary assessment within a response to intervention framework. Paper presentation at the National Association of School Psychologists Convention, Orlando, FL, February, 2015.

Tucker, C.A., Loftus-Rattan, S.M., **Furey, J.**, & Hardy, S.E. (Accepted for February, 2015).

Teacher behaviors as predictors of at-risk kindergarten students' vocabulary outcomes. Poster presentation at the National Association of School Psychologists Convention, Orlando, FL, February, 2015.

Mitchell, A.M., O'Bryon, E.C., & **Furey, J.** (Accepted for February, 2015). Methods to promote language and literacy development in English learners. Participant Conversation presentation at the National Association of School Psychologists Convention, Orlando, FL, February, 2015.

Loftus-Rattan, S.M., **Furey, J.**, Hardy, S.E., & Tucker, C.A. (2014). Early vocabulary intervention for at-risk kindergarten students: Year 2 findings. Paper presentation at

- National Association of School Psychologists Convention, Washington, D.C. February 20, 2014.
- Dowd-Eagle, S., Newman, T., **Furey, J.**, & Ortiz-Frontera, Y. (2014). Multi-tiered system of supports: School psychologists as system change agents. Poster presentation at National Association of School Psychologists Convention, Washington, D.C. February 19, 2014.
- Morrison, J.Q., Eagle, J., Dowd-Eagle, S., Rollenhagen, J., Stoner, G., Nantais, M., & **Furey, J.** (2014). Advancing multi-tiered system of supports through a program evaluation lens. Symposium presentation at National Association of School Psychologists Convention, Washington, D.C. February 19, 2014.
- Stoner, G., **Furey, J.**, Grossi, B., Dowd-Eagle, S., & Eagle, J. (2013). Building level needs assessment for multi-tiered system of supports. Poster presentation at Project Directors Meeting, State-wide Processional Development Grants, as part of Rhode Island's State-wide Professional Development Grant, October, 2013.
- Loftus-Rattan, S.M., **Furey, J.**, & Hardy, S.E. (2013). Explicit vocabulary intervention in early childhood education. Paper presentation at National School Psychologists Convention, Seattle, February 13, 2013.
- Hardy, S.E., **Furey, J.**, Loftus-Rattan, S.M. (2013). Experimenter-developed vocabulary measures: An overview. Poster presentation at National School Psychologists Convention, Seattle, February 14, 2013.
- Stoner, G., **Furey, J.**, & Mitchell, A.M. (2013). An RTI blueprint for state and local school implementation. Paper presentation at National School Psychologists Convention, Seattle, February 15, 2013.
- Furey, J.**, Collyer, C.E., Tucker, C. (2013). Effects of feedback to students on reading fluency and motivation. Poster presentation at National School Psychologists Convention, Seattle, February 15, 2013.
- Furey, J.**, Mitchell, A.M., & Stoner, G. (2012). Bolstering teacher assessment literacy for effective data-based decision-making. Participant Information Exchange presentation at National Association of School Psychologists Convention, Philadelphia, February 2012.
- Collyer, C. E., Brell, A., Moster, A., & **Furey, J.** (2011). Individual differences in sensitivity to violence. *Perceptual and Motor Skills*, 703-714.
- Furey, J.** & Collyer, C. E. (2010). Nonviolence education and fifth graders' self-esteem: An exploratory study. Poster presentation at National Association of School Psychologists Convention, Chicago, March 2010.

SCHOOL PSYCHOLOGY ASSESSMENT LIBRARY

The *School Psychology Assessment Library* is equipped with cognitive, behavioral, and social-emotional assessment measures, protocols, scoring software, and training videos. These materials are available only to students matriculated in *RIC's School Psychology Program* and are used in *Years 2* and *3* during practica and internship. There is a wealth

of resources available, many of which are listed in Table 9.

Table 9. School Psychology Assessment Library Resources

Assessment Tools
Adaptive Behavior Assessment System 2nd Edition (ABAS)
Behavioral Assessment System for Children II (BASC-2)
Battelle Developmental Inventory II (BDI-II)
Beery-Buktenica Developmental Test of Visual-Motor Integration, Fourth Edition
Bilingual Verbal Ability Test (BVAT)
Behavior Rating Inventory of Executive Function (BRIEF)
The Childhood Autism Rating Scale Second Edition (CARS 2)
Children's Depression Inventory (CDI-2)
Cognitive Abilities Test
Conners' Behavior Rating Scales
Dean-Woodcock Sensory Motor Battery
DIBELS Next
Gilliam Autism Rating Scale - 2nd Edition (GARS-2)
Mullen Scales of Early Learning
Multidimensional Anxiety Scale for Children (MASC)
Parenting Stress Index
Peabody Picture Vocabulary Test, Third Edition (PPVT-III)
Piers-Harris 2
Revised Children's Manifest Anxiety Scale - 2nd Edition (RCMAS2)
Reynolds Adolescent Depression Scale, 2nd Ed. (RADSD-2™)
Social Skills Improvement System (SSIS)
Stanford-Binet Intelligence Scale, Fifth Edition (SB-V)
Vineland Adaptive Scales, Second Edition (Vineland 2)
Test of Nonverbal Intelligence, Third Edition (TONI-3)
Universal Nonverbal Intelligence Test (UNIT)
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)

Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)
Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
Wechsler Memory Scale
Wechsler Preschool and Primary School Scale, Fourth Edition (WPPSI-IV)
Woodcock-Johnson Tests of Achievement, Third Edition (WJ III ACH)
Woodcock-Johnson Tests of Cognitive Ability, Third Edition (WJ III COG)
Woodcock-Munoz Language Survey
Technology & Materials
BDI Training Video
BASC-2 scoring software
BVAT Training Video
BRIEF scoring program
DIBELS Implementation Video
WGBH & All Kinds of Minds Series
SB-V scoring software
PsychCorp Compurized Scoring Program (WISC-IV, WIAT-III, WPPSI-IV)
WISC-IV Training Video
WJ III Compuscore Program
WJ III Training Video

CEP LIBRARY

Housed within the CEP Department are two other resources accessible to all qualified CEP graduated students. The first is a professional library of mental health resources including such items as educational videos, journals, and textbooks. These professional materials can be easily accessed by and are available only to matriculated graduate students in the department. Second, there is an appropriately appointed room that is equipped with video camera links where students may be observed in real time by classmates and instructors during practice assessment, consultation, and counseling sessions.

PROFESSIONAL DEVELOPMENT

School psychology faculty members actively seek out opportunities to provide professional development resources for area school psychologists and other school-based professionals. This has manifested in a variety of activities that alumni and local practitioners have taken advantage of including:

- Group supervision for recent graduates who are newly certified school psychologists
- Professional conferences offered on RIC campus (co-sponsored with RI School Psychologists Association)
- Invitations to area school psychologists to take part in guest lecture series offered by the Paul V. Sherlock Disabilities Center at Rhode Island College
- Professional development provided for RIC School Psychology Internship Consortium members.

RIC TECHNOLOGY RESOURCES

Beyond the School Psychological Assessment Library, much emergent technology is available at RIC for the Program's students. They include:

1. JAMES P. ADAMS LIBRARY

With the activation of their RIC student identification card, students receive online access to their course schedules, grades, and RIC-based email accounts. Adams Library participates in Rhode Island's Higher Education Library Information Network (HELIN) allowing RIC students to borrow from the libraries of Brown University, the Community College of Rhode Island, Johnson & Wales University, Providence College, Roger Williams University, and the University of Rhode Island.

2. RIC'S AUDIOVISUAL DEPARTMENT

The Audiovisual Department allows access to equipment such as video and audio recorders and duplication services, projection media, and iClickers/REEF polling software.

3. CURRICULUM RESOURCES CENTER (CRC)

Located in Adams Library, makes the CRC available audiovisuals, computer software, and multimedia materials related to instructional material and curriculum development for education professionals.

4. TECHNOLOGY FACILITIES

Rhode Island College has Technology Facilities located all over campus. There are classroom computer labs located in Alger, Gaige, Horace Mann, and Whipple Halls. Most of the buildings also have electronic classrooms with computer and audio/video equipment for the faculty to incorporate in their lessons. Faculty members are encouraged to check out and use the Faculty Development Area located in the back of Horace Mann Technology Center.

STUDENTS WITH DISABILITIES

For students with disabilities, RIC and the School Psychology Program are committed to an inclusive model. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), reasonable accommodations are provided within a campus environment that is physically and socially accessible and that enables the students to achieve their academic and career goals. The Disability Services Center (DSC) is the centralized facility for disability-related support services which include, but are not limited to, advisement, advocacy, and assistive technology. It is suggested that the DSC be an initial contact point for students with disabilities.

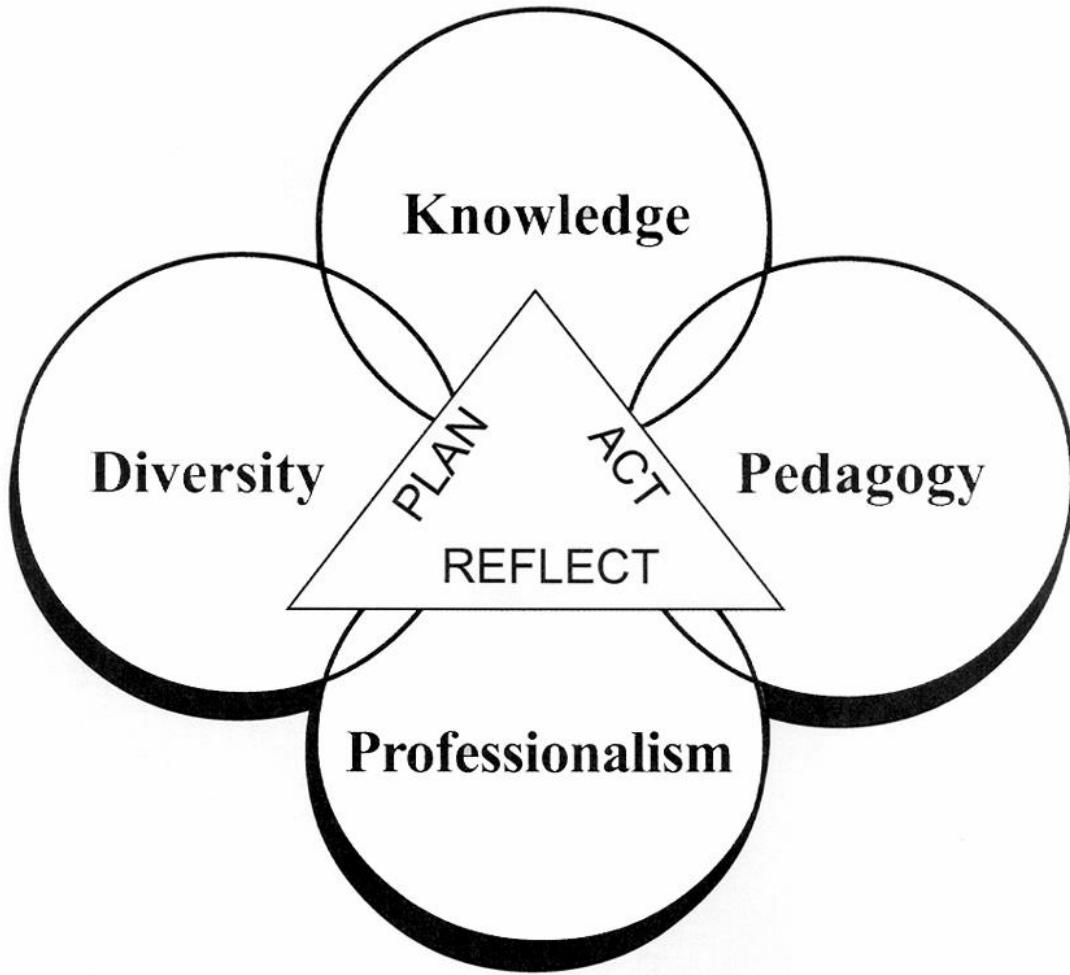
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National Association of School Psychologists (2010). *Standards for training and field placement programs in school psychology*. Bethesda, MD: NASP Publications.

National Association of School Psychologists (2010). *Standards for the credentialing of school psychologists*. Bethesda, MD: NASP Publications.

APPENDIX A
Reflective Practitioner Model

Reflective Practitioner Model



Developing Reflective Practitioners
Feinstein School of Education and Human Development
Rhode Island College

Conceptual Framework Summary, 2006

The faculty of the Feinstein School of Education and Human Development (FSEHD) is committed to developing professionals who are Reflective Practitioners. It presents a Conceptual Framework that describes these principles and organizes them into a coherent, shared vision for the School that incorporates the Rhode Island Beginning Teacher Standards (RIBTS) and is informed by specialized professional association standards for each program and content area. The framework is communicated to candidates, reflected in programs, courses and candidate performance, and exemplified in our professional practice as teachers, scholars and service providers.

The faculty believes that becoming a Reflective Practitioner is an ongoing process. Candidates develop into Reflective Practitioners as they progress through our professional programs, and continue to grow as Reflective Practitioners throughout their careers. Accordingly, programs forge a foundation not only of professional knowledge and skills but also of the values and dispositions on which future professional growth depends. There are two motifs -- PAR and the Four Themes -- which organize the Conceptual Framework and which are depicted in our Graphic Model of Reflective Practice (page 3).

The first motif, PAR, an acronym for Planning, Acting, and Reflecting, represents the recursive process involved in reflective educational practice, be it leadership, counseling, or teaching. Although PAR connotes a sequence, in actual practice education is not a linear process; planning, acting, and reflecting recur as educators make on-the-spot judgments and adjustments. However, discriminating among these three phases of reflective practice serves as an aid for analysis and communication.

The other motif of the Conceptual Framework is the Four Themes -- Knowledge, Pedagogy, Diversity, and Professionalism -- which constitute the shared knowledge base of reflective practice. Whereas PAR denotes the way in which reflective practitioners ply their craft, the Four Themes circumscribe the requisite knowledge, dispositions and skills. As with planning, acting, and reflecting, these four areas constantly overlap and interact in actual practice. Making distinctions among the four themes allows us to focus on specific aspects of the educational process, thereby refining our practice. The foundation for best professional practice includes (1) thorough Knowledge of content, context, and human development; (2) theoretical and practical grounding in Pedagogy; (3) sensitivity and responsiveness to human Diversity; and (4) agreed-upon standards of Professionalism.

As depicted in the School's Graphic Model of Reflective Practice, PAR forms the core of reflective practice, while the Four Themes delineate the body of shared knowledge, values, and skills. A solid foundation in these four areas is necessary for wise and effective planning, acting, and reflecting. It is this foundation that ensures FSEHD candidates' attainment of the State's Beginning Teacher Standards.

*Replaced with CEP 651 - Academic Instruction, Interventions, and Supports beginning Fall 2015

RIC Academic Honesty Procedure

Taken from *RIC Handbook of Policies, Practices, and Regulations* (RIC, 2010)

3.9.1 Academic Dishonesty

Academic integrity is the foundation of the academic community. Students who violate college rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

- (a) Examples of Academic Dishonesty include (but are not limited to):
- Cheating: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
 - Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
 - Plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
 - i.* Word-for word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
 - ii.* Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
 - iii.* Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, *Harbrace Guide to the Library and Research Paper*, p. 39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial

expressions as “A rolling stone gathers no moss,” or “New York is a great place to visit, but I wouldn’t want to live there.”) but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: Facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported.

Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards.

The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.

A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

(c) Vice President for Academic Affairs Role

The Vice President for Academic Affairs shall maintain a file of any and all reports of academic dishonesty. At the discretion of the Vice President for Academic Affairs and depending upon the severity of the infraction, the student may be informed in writing about possible consequences of further infractions.

In the case of multiple infractions, the Vice President for Academic Affairs will refer the student's name to the Board of College Discipline for review and possible action.

(d). Board of College Discipline Role

The Board of College Discipline shall consider cases referred to it by a faculty member or the Vice President for Academic Affairs, and has the option to recommend any of the penalties, ranging from those available to the faculty member to placing the student on academic probation or expelling the student from the College.

a. Appeal

Any student accused of academic dishonesty may appeal action taken by the instructor in a case to the Board of College Discipline.

b. Appeals Procedure

- Appeals or referrals to the Board will follow the standard procedure of the Board.
- The Board shall inform the student, the faculty member, and Vice President for Academic Affairs of its decision.
- A record of the cases concerning academic dishonesty will be kept in the Office of the Vice President for Academic Affairs.
- A student may appeal the decision of the Board of College Discipline (concerning academic dishonesty) to the Vice President of Academic Affairs. Appeals may be considered on the basis of new information or procedural errors.

APPENDIX D

RIC Course Failure Policy

Taken from *RIC Handbook of Policies, Practices, and Regulations* (RIC, 2010)

3.9.2 Course Failure

A student who fails a course is not allowed to take any course to which the failed course is prerequisite until the course has been satisfactorily completed.

Graduate Students

A graduate student with a failing or unacceptable grade in a course that has been retaken or replaced will be awarded no program credit; however, the grade will remain on the student's transcript and will be included in calculating the grade point average.

APPENDIX E**RIC Graduate Degree Policy**

Taken from *RIC Handbook of Policies, Practices, and Regulations* (RIC, 2010)

3.10.2 Graduate Degrees

(a) Graduate students must have a 3.0 (B) grade point average in order to graduate. Each program has additional graduation requirements and students should contact their program advisor or the Dean of the School in which the program is administered for specific information.

(b) The master's degree may be earned either through full-time or part-time study or by a combination of both. However, candidates must take at least four-fifths of the credits required for the degree at Rhode Island College. Upon the recommendation of the student's advisor and upon the approval of the appropriate Dean, the number of transfer credits accepted may be increased.

(c) A program of graduate study must be completed within six years from the time of registration following the acceptance to degree candidacy; otherwise, said candidacy will be terminated. An appeal for an extension requires review and approval by the appropriate department and the appropriate Dean. (Note: Credits earned seven or more years prior to the awarding of the degree, six years for the M.S.W., shall not count toward a student's degree requirements unless an exception is granted by the department and the appropriate dean.

APPENDIX F**RIC Academic Grievance Procedure**

Taken from *RIC Handbook of Policies, Practices, and Regulations* (RIC, 2010)

3.11 Academic Grievance Procedure

The filing of an academic grievance does not stay any action under College policy. If a student's grievance pertains to grading which has resulted in probationary status or dismissal from the College, the probation or dismissal will become effective. The student may, however, appeal the probation or dismissal to the Academic Standing Committee or the Graduate Committee as appropriate; these are the entities empowered to permit a waiver of academic policy. Assistance regarding grievances or appeals may be obtained through the Office of Student Life.

3.11.1 Purpose

The primary purpose of this procedure is to secure, at the lowest level possible, an equitable solution to the problems of those students who have disputes with either an academic unit or the classroom or grading conduct of faculty members.

3.11.2 Definitions

- (a) A *complaint* may be any point at issue between a faculty member and a student in which a student feels that an abridgement of personal rights or benefits has occurred. A complaint may, but need not, constitute a grievance.
- (b) A *grievance* means a difference, presented in writing, that may arise between a faculty member and a student with respect to, but not necessarily limited to:
 - i. violation of established academic policies and regulations (e.g., examination policies, advisement policies, registration procedures);
 - ii. arbitrary and capricious grading practices;
 - iii. violation of the student's academic freedom, defined in the *Student Handbook* as "...the freedom to inquire, to discuss, to seek evidence, to speak, and to exchange ideas";
 - iv. failure to meet obligations to students (adherence to regular class hours, taking timely action, or correcting errors).
- (c) A *grievant* shall mean either:
 - i. an individual student or
 - ii. a group of students having the same grievance.

- (d) A *working day* means any day on which the College is open for the transaction of business. For the purpose of handling grievances, working days during the semester break, the spring recess, and those days between the end of the summer session and the first day of classes of the next semester shall not be used to compute the time limitations contained in this procedure unless mutually agreeable to the parties involved.

3.11.3 Procedure for Handling Complaints

Student complaints should first be discussed with the faculty member involved and such presentation and discussion shall be entirely informal. Any settlement, withdrawal, or disposition of a complaint at this informal stage shall not constitute a binding precedent in the settlement of similar complaints.

3.11.4 Procedure for Handling Student Grievances

- (a) Step 1. Faculty Level

The grievance should be presented in person to the faculty member involved as soon as possible after the grievant feels that an abridgement of that grievant's rights has occurred, but in no case shall it be later than ten working days following the grievant's knowledge of the act, event, or commencement of the condition which is the basis for the grievance except in the case of final grades and then no later than the tenth working day of the next full semester. This time limit shall not apply if a purely clerical error is discovered.

The grievance statement must include a summary of not more than one typewritten page stating the specific policy or policies violated or the exact nature of the grievance, the specific actions upon which it is based, and the remedy being sought. Supplementary materials may be presented to support the grievance.

The grievant shall discuss the grievance with the faculty member involved, who shall attempt to resolve the grievance and shall render a written decision to the grievant with copies to the appropriate department chair within five working days of the faculty member's receipt of the grievance.

- (b) Step 2. Department Chair Level

If the grievance is not resolved through Step 1, the grievant may submit the grievance in writing to the appropriate department chair within ten working days of the grievant's receipt of the decision of the faculty member. Within five working days of the receipt of the grievance, the department chair shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance and may discuss the grievance with the departmental advisory committee. The department chair shall issue a decision, setting forth the reasons therefor in writing to the grievant and the faculty member involved within

seven working days of the chair's receipt of the grievance. In the case of grades, the decision of the department chair shall be final, unless upon appeal the person at the next higher level of appeal determines that the cause of the grievance is other than disagreement with academic judgment.

(c) Step 3. Dean's Level

If the grievance is not resolved through Step 2, the grievant may follow step 3a or step 3b depending on the nature of the grievance.

Step 3a. If the grievance is of a nature described in Section 3.10.2 but is not an alleged violation of established academic policies and/or regulations, the grievant may submit the grievance in writing within five working days of the grievant's receipt of the decision of the department chair to the appropriate dean. Within five working days of the receipt of the grievance, the dean shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance. Within seven working days of the receipt of the grievance, the dean shall issue a decision, setting forth the reasons therefor in writing to the grievant, the faculty member involved, and the department chair.

(d) Step 4. Graduate Committee or Vice Presidential Level

If the grievance is not resolved through Step 3, the grievant may follow Step 4a or Step 4b depending on the nature of the grievance.

Step 4a. The grievant may submit the grievance within five working days of the grievant's receipt of the decision of the appropriate dean to the Vice President for Academic Affairs. Within five working days of the receipt of the grievance, the Vice President shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance. Within seven working days of the receipt of the grievance, the Vice President shall issue a decision, setting forth the reasons therefor in writing to the grievant, the faculty member involved, and the appropriate dean.

Step 4b. If the grievance involves a graduate course, the grievant may submit the grievance within five working days of the grievant's receipt of the decision of the appropriate dean for presentation at the next regular meeting of the Graduate Committee. The grievant and the faculty member will be invited to meet (either jointly or separately) with the Graduate Committee to discuss the grievance. Within seven working days of this meeting the Graduate Committee shall notify the grievant, the faculty member, the department chair, and the dean of the decision of the Graduate Committee, setting forth the reasons therefore in writing.

(e) Step 5. President's Level

If the grievance is not resolved through Step 4, the grievant may submit the grievance in writing within five working days of the grievant's receipt of the decision of the Vice President for Academic Affairs or the Graduate Committee to the President. Within five working days of the receipt of the grievance, the President shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance. Within seven working days of the receipt of the grievance the President shall issue a decision, setting forth the reasons therefor in writing to the grievant, the faculty member involved, the appropriate dean, the Vice President for Academic Affairs, and the Chair of the Council of Rhode Island College.

3.11.5 General Provisions

- (a) Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered maximum and every effort should be made by any party to the grievance procedure to expedite the process. Time limits may be extended only by mutual consent and only when the limits are so specified in writing, or for extenuating circumstances as determined by the next higher level of appeal.
- (b) Failure at any step of the procedure to communicate the decision on a grievance within the specified time limits shall permit the grievant or faculty member to lodge an appeal at the next step of the procedure.
- (c) If a grievance is brought against a faculty member who serves as department chair the procedures outlined in Step 2 will be omitted. However, in cases of grievances concerning grades, the appropriate dean shall appoint a committee of three faculty members of that department to hear the matter. The decisions of that committee shall be final, unless upon appeal the person at the next higher level of appeal determines that the cause of the grievance is other than disagreement with academic judgment.
- (d) A faculty member may appeal any decision which is favorable to the grievant to the next highest level within the time limits specified in that step for the grievant.
- (e) Decisions of the President shall be final and binding upon all parties except that no decision shall be in conflict with the collective bargaining agreement between the collective bargaining agent for the faculty and the Board of Governors.
- (f) Appeals under this procedure shall not stay any action resulting from the appealed action or grade.

**APPENDIX G
Practicum Student Evaluation Form**

CEP 605: Field Supervisor’s Evaluation

Student: _____

Evaluation Date: _____

Field Supervisor: _____

Directions: The rating of this practicum student should be based upon actual observation and/or reports from teachers, students, parents, and staff. Circle the number on the scale that best describes the practicum student’s functioning relative to knowledge, skill, and disposition you expect of a future school psychologist at the *preinternship* level. A description of the scale points is provided below.

RATINGS

<p>0 - No data, or insufficient information to make a rating at this time.</p> <p>1 - Competence for practice is considered to be in need of further formal training. Student seems to lack basic professional maturation in this area. Skill development without academics seems doubtful.</p> <p>2 - Competence for practice is currently developing, but supervision and experience are expected for further skill attainment. Close supervision is required.</p> <p>3 - Competence is at a satisfactory level for a preinternship, future school psychologist with moderate supervision.</p> <p>4 - Competence is assessed to be above average and appropriate for a preinternship, future school psychologist, needing only developmentally appropriate supervision.</p>

A. Personal Work-related Characteristics	Rating
1. Demonstrates respect for culturally-diverse students, parents, and staff	0 1 2 3 4
2. Communicates and listens effectively	0 1 2 3 4
3. Develops and maintains effective interpersonal relationships	0 1 2 3 4

- | | | | | | |
|------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 4. Demonstrates knowledge of ethical standards and guidelines and provides services in an ethically responsible manner | 0 | 1 | 2 | 3 | 4 |
| 5. Is able to adapt to change appropriately | 0 | 1 | 2 | 3 | 4 |
| 6. Displays initiative and resourcefulness | 0 | 1 | 2 | 3 | 4 |
| 7. Is dependable | 0 | 1 | 2 | 3 | 4 |
| 8. Demonstrates tolerance for others' values and viewpoints | 0 | 1 | 2 | 3 | 4 |
| 9. Interacts comfortably with culturally-diverse students, parents, and staff | 0 | 1 | 2 | 3 | 4 |
| 10. Shows concern, respect, and sensitivity for the needs of students, parents, and staff | 0 | 1 | 2 | 3 | 4 |
| 11. Manifests good judgment and common sense | 0 | 1 | 2 | 3 | 4 |
| 12. Accepts constructive criticism | 0 | 1 | 2 | 3 | 4 |
| 13. Meets difficult situations with self-control | 0 | 1 | 2 | 3 | 4 |
| 14. Self-evaluates performance regularly | 0 | 1 | 2 | 3 | 4 |
| 15. Relates well with children | 0 | 1 | 2 | 3 | 4 |

- | B. Domains of School Psychology Training and Practice | Rating | | | | |
|------------------------------------------------------------------------------------------------------------------------|---------------|---|---|---|---|
| 1. Selects appropriate assessment instruments/procedures validated for problem area under consideration | 0 | 1 | 2 | 3 | 4 |
| 2. Systematically collects, analyses and interprets assessment data in a meaningful and thorough fashion | 0 | 1 | 2 | 3 | 4 |
| 3. Links assessment results with intervention | 0 | 1 | 2 | 3 | 4 |
| 4. Evaluates the effectiveness of intervention in terms of measurable positive impact on students, parents or families | | | | | |
| 5. Works collaboratively with teachers and other school personnel | 0 | 1 | 2 | 3 | 4 |
| 6. Conducts effective parent consultation and serves effectively as a liaison for school and parents | 0 | 1 | 2 | 3 | 4 |

7. Demonstrates knowledge of human learning processes techniques to assess these processes, and instructional strategies to promote learning	0	1	2	3	4
8. Demonstrates skill in developing instructional interventions for students with diverse strengths and needs	0	1	2	3	4
9. Demonstrates knowledge of human development and techniques to assess these processes	0	1	2	3	4
10. Develops consultation, counseling, and behavioral strategies that enhance life and social skills	0	1	2	3	4
11. Develops academic and social/behavioral interventions that reflect understanding of learning differences, developmental differences, and social/cultural differences	0	1	2	3	4
12. Attends to biological, social, economic and cultural factors that can bias decision-making and instruction	0	1	2	3	4
13. Demonstrates knowledge of standards and procedures related to general education and special education	0	1	2	3	4
14. Assists schools in developing procedures and practices that promote learning, prevent problems, and create safe schools	0	1	2	3	4
15. Demonstrates skill in developing and implementing crisis prevention and intervention services	0	1	2	3	4
16. Assists school programs that promote mental health and physical well-being of students	0	1	2	3	4
17. Demonstrates knowledge of family systems	0	1	2	3	4
18. Works collaboratively with families to support student academic and behavioral success	0	1	2	3	4
19. Demonstrates knowledge of community services that support comprehensive services to children and their families	0	1	2	3	4
20. Demonstrates knowledge of psychometric standards and applies it in selecting and using assessment instruments	0	1	2	3	4
21. Applies knowledge in research and statistics when evaluating interventions and programs	0	1	2	3	4

- | | | | | | |
|--------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 22. Employs a problem-solving model which emphasizes critical thinking in delivering school psychological services | 0 | 1 | 2 | 3 | 4 |
| 23. Delivers services consistent with NASP standards and state-mandated regulations | 0 | 1 | 2 | 3 | 4 |
| 24. Recognizes own limitations/biases and practices within area of professional competence | 0 | 1 | 2 | 3 | 4 |
| 25. Accesses and utilizes information resources and technology to enhance service delivery | 0 | 1 | 2 | 3 | 4 |

C. Professional Responsibilities

Rating

- | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Observes scheduled hours and appointments at assigned school(s) in a punctual manner | 0 | 1 | 2 | 3 | 4 |
| 2. Meets deadlines in responding to referrals and in submitting written reports | 0 | 1 | 2 | 3 | 4 |
| 3. Writes reports in a logical and coherent style that is easily understood by teachers and parents | 0 | 1 | 2 | 3 | 4 |
| 4. Maintains confidentiality when handling information and in keeping records | 0 | 1 | 2 | 3 | 4 |
| 5. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s) | 0 | 1 | 2 | 3 | 4 |
| 6. Consistently follows through when additional action is needed | 0 | 1 | 2 | 3 | 4 |
| 7. Delivers psychological services indicative of a reflective practitioner | 0 | 1 | 2 | 3 | 4 |

Overall Rating of Practicum Student	0	1	2	3	4
--------------------------------------------	----------	----------	----------	----------	----------

Comments:

Suggested Goals for Internship Year:

Field Supervisor's Signature _____

Date _____

Student's Signature _____

Date _____

(Note: The student's signature indicates *only* that the evaluation has been discussed with him or her.)

College Supervisor's Signature _____

Date _____

APPENDIX H
Training Portfolio Assignment and Rubric

Artifact 1: Assessment Case and Report	1	2	3	4
Selected multi-faceted, comprehensive and culturally valid assessment tools (2.1 & 2.8)	Incorporated only one culturally valid assessment measure assessing either individual <i>or</i> environmental variables	Incorporated at least 2 culturally valid assessment measures assessing either individual <i>or</i> environmental variables	Incorporated at least 3 culturally valid assessment measures assessing individual <i>and</i> environmental variables	Incorporated at least 4 culturally valid assessment measures assessing individual <i>and</i> environmental variables
Incorporated non-traditional or progress monitoring assessment measures (2.1)	Did not use any non-traditional assessment/progress monitoring tools			Used at least one non-traditional assessment including CBM, DIBELS ect.; or progress monitoring observations (i.e., behavioral)
Accurate interpretation of assessment results (2.1 & 2.8)	Misinterpreted assessment results or did not identify key strengths or weaknesses (e.g., did not identify something as a weakness in interpretation when needed)	Accurately identified weaknesses based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues	Accurately identified at least one strength and weakness based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues	Accurately identified <i>multiple strengths and weaknesses</i> based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues
Formulated several recommendations directly linked to assessment results and based in best practice (2.3 & 2.7)	In conjunction with team and family, identified at least 1 recommendation related to assessment results and based in best practice	In conjunction with team and family, identified at least 2 recommendations related to assessment results and based in best practice	In conjunction with team and family, identified at least 3 recommendations that were directly linked to assessment results and based in best practice	In conjunction with team and family, identified at least 4 recommendations that were directly linked to the assessment results and based in best practice
Report Writing	Multiple grammatical errors; overly technical language, and/or focused on weaknesses.	Language was jargon free and strength focused. Several grammatical errors.	Language was jargon free and strength focused. Only a few minor grammatical errors.	Language was jargon free and strength focused. Report flowed well and was “easy to read.”

Score = ___ / 2 = ___ (out of 10 possible pts)				
Artifact 2: Consultation	1	2	3	4
Operational Definition of presenting issue (2.2)	Did not identify or define a presenting issue	Collaboratively identified presenting issue but is not defined in behavioral or measurable terms and is not stated positively (e.g., interrupt)	Collaboratively identified presenting issue defined either in measurable terms or stated as positive (e.g., improve reading)	Collaboratively identified/operationally defined the presenting issue in clear, measurable and observable terms. Issue is stated as a positive (e.g., raise hand to speak)
Conducted FBA (2.2)	Did not conduct a FBA	Conducted a FBA via direct <i>or</i> indirect measures that evaluated either individual <i>or</i> environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA	Conducted a FBA via direct <i>or</i> indirect measures that evaluated individual <i>and</i> environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA	Conducted a thorough FBA via direct <i>and</i> indirect measures that evaluated individual <i>and</i> environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA
Implemented an evidence-based intervention prior to referral (preventative) (2.2, 2.6)	Did not implement an intervention.	Implemented an intervention (pre-referral) that is not directly linked to FBA and does not have empirical support. No fidelity data was collected.	Implemented an intervention (pre-referral) that is either directly linked to FBA <i>or</i> has empirical support. Treatment fidelity data was collected	Implemented an intervention (pre-referral) that is both directly linked to FBA <i>and</i> has empirical support. Treatment fidelity data was collected.
Evaluated the effectiveness of the intervention (2.1, 2.9)	Evaluated the effectiveness of the intervention via one outcome measure (e.g., visual inspection, effect sizes, GAS, BIRS).	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measure (e.g. visual inspection, effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via three outcome measures (e.g. visual inspection, effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via all four outcome measures (e.g., visual inspection, effect sizes, GAS, and BIRS).
Summary Report	Summary report included 1 component	Summary report included 2 of the 4 key components (e.g.,	Summary report included 3 of the 4 key components	Summary report included TB, FBA, TX and graph/table)

	(TB, FBA, TX, graph)	TB, FBA, TX, Graph)	(TB, FBA, TX, Graph)	
Counseling Case	1	2	3	4
Operational Definition of presenting issue (2.4)	Treatment plan did not identify, define, or frame a presenting issue in behavioral terms.	Treatment plan did one of the following (1) Identified presenting issue (2) operationally defined it (3) framed in behavioral and measurable terms.	Treatment plan did two of the following (1) Identified presenting issue (2) operationally defined it (3) framed in behavioral and measurable terms.	Treatment plan identified presenting issue, operationally defined it, and framed it in behavioral and measurable terms.
Identified goals/objectives (2.4)	Treatment plan did not identify any goals, objectives or desirable outcomes.	Treatment plan identified at least 1 long term goal <i>or</i> 1 short term objectives indicating a desirable outcome.	Treatment plan identified at least one long term goal <i>and</i> 2 short term objectives indicating a desirable outcome.	Treatment plan identified at least one long-term goal and 3 short-term objectives indicating a desirable outcome.
Evidence-based Intervention (2.4)	Did not implement an intervention	Implemented an EBI for at least 1 of the short term objectives on the treatment plan. No treatment fidelity data.	Implemented an EBI for at least 2 of the short term objectives on the treatment plan. TX fidelity data was collected.	Implemented an evidence-based intervention for 3 short term objective indicated on the treatment plan. Treatment fidelity data was collected.
Evaluated the effectiveness of the intervention (2.1, 2.9)	Evaluated the effectiveness of the intervention via one outcome measure (e.g., visual inspection, effect sizes, GAS, BIRS).	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measure (e.g. visual inspection, effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via three outcome measures (e.g. visual inspection, effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via all four outcome measures (e.g., visual inspection, effect sizes, GAS, and BIRS).
Treatment Plan and Progress Summary	Summary report included 1 of the 5 key components (e.g., presenting issue, goals/objectives, intervention description, progress, effectiveness of	Summary report included 2 of the 5 key components (e.g., presenting issue, goals/objectives, intervention description, progress, effectiveness of	Treatment plan included 3 of the 5 key components (e.g., presenting issue, goals/objectives, intervention description, and effectiveness of TX.)	Treatment plan / Summary included presenting issues, goals/objectives, brief description of intervention or curriculum used to meet objectives, progress, and analysis of the effectiveness of

	TX.)	TX.)		the intervention (e.g., graph/table)
	Score = <u> </u> / 2 = <u> </u> (out of a possible 10 pts)			
RTI: Academic and/or Instructional Case	1	2	3	4
Operational Definition of presenting issue (2.3)	Did not identify or define a presenting issue related to academic functioning or instruction	Identified presenting issue but is not defined in behavioral or measurable terms and is not stated positively (e.g., interrupt)	Identified presenting issue defined either in measurable terms or stated as positive (e.g., improve reading)	Identified/operationally defined the presenting issue in clear, measurable and observable terms. Issue is stated as a positive (e.g., raise hand to speak)
Assessment (2.3)	Did not conduct any assessment	Conducted an assessment via direct <i>or</i> indirect measures that evaluated either individual <i>or</i> environmental / curricular / instructional variables.	Conducted an assessment via direct <i>or</i> indirect measures that evaluated individual <i>and</i> environmental / curricular / instructional variables.	Conducted a thorough assessment via direct <i>and</i> indirect measures that evaluated individual <i>and</i> environmental / curricular / instructional variables (e.g., universal screening, strategic monitoring with CBM).
Evidence-based Intervention (2.3)	Did not implement an intervention to address the academic/instructional needs of the student(s).	Implemented a TX that is not directly linked to assessment findings <i>and</i> lacks empirical support. No fidelity data collected.	Implemented a TX that is either directly linked to assessment findings <i>or</i> has empirical support. TX fidelity data collected.	Implemented an intervention that is both directly linked to assessment findings <i>and</i> has empirical support. Treatment fidelity data was collected.
Evaluated the effectiveness of the intervention (2.1, 2.9)	Evaluated the effectiveness of the intervention via one outcome measure (e.g., visual inspection, effect sizes, GAS, BIRS).	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measure (e.g. visual inspection, effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via three outcome measures (e.g. visual inspection, effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via all four outcome measures (e.g., visual inspection, effect sizes, GAS, and BIRS).
Summary Report	Summary report included of the 4 key components (e.g., TB, assessment, TX, Graph)	Summary report included 2 of the 4 key components (e.g., TB, assessment, TX, Graph)	Summary report included 3 of the 4 key components (e.g., TB, assessment, TX, Graph)	Summary report included target behavior, results of assessment, description of intervention and analysis of the effectiveness of the intervention (e.g., graph/table)

Score = ___ / 2 = ____ (out of a possible 10 pts)				
Program Policy & Professional Practice	1	2	3	4
Description of program or policy (2.5)	Limited or no description of program/policy	Thorough description of the program/policy. No description of intern role is discussed.	Thorough description of the program/policy and discussion of a <i>passive role</i> the intern played in the development, implementation, or evaluation.	Thorough description of the program/policy and discussion of the <i>active role</i> the intern played in the development, implementation, or evaluation.
Legal/Ethical/Professional (2.10)	No discussion of an ethical, legal, or professional issue			Thorough discussion of a legal, ethical or professional issue related to either the development, implementation, or evaluation of the program/policy
Strategies for facilitating system's level change (2.10)	No discussion of strategies he/she would use to influence system's level change	Identified at least 1 strategy used/would use to facilitate or influence change related to the ethical, legal, or professional issue.	Identified at least 2 strategies used/would use to facilitate or influence change related to the ethical, legal, or professional issue.	Identified at least 3 strategies used/would use (e.g., reciprocity) to facilitate or influence change related to the ethical, legal, or professional issue.
Program/policy evaluation (2.9)	No discussion of program/policy evaluation	Discussed 1 evaluation procedure that can be/was used to evaluate the effectiveness of the program at the initial, intermediate, or long-term level	Discussed 2 evaluation procedures that can be/were used to evaluate the effectiveness of the program at the initial, intermediate, or long-term level	Discussed 3 evaluation procedures that can be/were used to evaluate the effectiveness of the program at the initial, intermediate, and long-term level
Summary Report	Summary included 1 of the components (e.g., description, ethical/legal issue, strategies, and	Summary included 2 of the components (e.g., description, ethical/legal issue, strategies, and	Summary included 3 of the components (e.g., description, ethical/legal issue, strategies, and	Summary report included description of program/policy, ethical/legal issue, strategies to influence change, and evaluation

evaluation procedures).	evaluation procedures).	evaluation procedures).	procedures.
Score = <u> </u> / 2 = <u> </u> (out of a possible 10 pts)			

On at least one of the artifacts (2: consultation; 3: counseling, or 4: RTI for an academic/instructional issue) the intern will present a reflection of H-S collaboration. On the selected artifact, the below rubric criteria will replace the rubric item related to summary report.

Home-School Collaboration Reflection (2.7)	1	2	3	4
Discussion of home-school collaboration	Limited or no discussion of family strengths or involvement in intervention	Thorough discussion of family strengths and influences on student development. No discussion of how the family was involved in the intervention.	Thorough discussion of family strengths <i>and</i> the <i>passive</i> role the family played in the development, implementation or evaluation of the intervention.	Thorough discussion of family strengths and influences on student development <i>and</i> the <i>active</i> and meaningful role the family played in the development, implementation or evaluation of the intervention.

One at least one of the artifacts (2: consultation; 3: counseling, or 4: RTI for an academic/instructional issue) the intern will create and present a poster at a conference (e.g, RIC, NASP). On the selected artifact, the below rubric criteria will replace the rubric item related to summary report.

Information Technology: Poster Presentation	1	2	3	4
	Intern did not use technology and information sources to create a poster highlighting the development, evaluation, and delivery of a case. No poster presentation.			Intern will use technology and information sources to create a poster highlighting the development, evaluation, and delivery of a case. Posters will be presented at a conference (e.g., RIC, NASP ect).

APPENDIX I
RIC School Psychology Internship Consortium Contract

RHODE ISLAND COLLEGE
COUNSELING, EDUCATIONAL LEADERSHIP AND SCHOOL PSYCHOLOGY
DEPARTMENT
SCHOOL PSYCHOLOGY TRAINING PROGRAM

SCHOOL PSYCHOLOGIST INTERN: _____

INTERNSHIP PLACEMENT: _____

SCHOOL PSYCHOLOGY INTERNSHIP PLACEMENT AGREEMENT

A. Field Setting Responsibilities:

1. Provide a one-year, 1200-hour, PreK-12 experience in the comprehensive delivery of school psychological services. There should be balanced exposure to regular and special education programs.
2. Provide a full and varied training experience in assessment, intervention, and consultation, as well as in working with a team of qualified school personnel and parents.
3. Provide adequate assessment materials and supplies (e.g., psychological tests, test manuals, test protocols) sufficient for the intern to be able to administer, score, and interpret such tests without undue inconvenience caused by sharing materials.
4. Provide office facilities and services to the intern in the same manner as accorded school psychologist in the school system.
5. On-site internship supervisor shall hold a valid credential as a school psychologist, and shall have a minimum of three years experience.
6. On-site internship supervisor shall be responsible for no more than two interns at a given time.
7. On-site internship supervisor shall be provided release time to supervise the intern at least two hours per week.
8. Provide opportunities for intern to participate in continuing professional development activities (e.g., release time for conferences and workshops, in-service meetings).
9. Provide a budgeted position for a school psychologist intern with a stipend of ten thousand dollars (\$10,000) for ten (10) months.

B. College Responsibilities:

1. Prepare the intern through formal training in school psychology.
2. Make a minimum of two site contacts each semester by the college supervisor for purposes of supervision and evaluation.
3. Provide a weekly seminar for school psychologist interns.
4. Maintain close communication with the field-based supervisor and appropriate administrators.
5. Evaluate, in cooperation with the field-based supervisor, intern's experience and competence.

C. Intern Responsibilities:

1. Familiarize one's self with the role and functions of a school psychologist in the assigned school system, as well as the school system's policies, standards, and student population.
2. Completion of assessment procedures and reports, intervention plans, case summaries, and other written reports required by the school system during the internship experience in a timely manner.
3. Participate in all regularly scheduled meetings and supervision sessions.
4. Follow schedule of appointments consistent with that of school psychology staff (e.g., office hours, referrals, follow-up appointments, etc.).

Signed:

School Administrator: _____ Date: _____

Program Director: _____ Date: _____

Intern: _____ Date: _____

APPENDIX J**Intern Evaluation Form****Field Supervisor's Summative Evaluation (CEP 629)****Intern:** _____**Evaluation Date:** _____**Field Supervisor:** _____

Directions: The rating of the intern should be based upon actual observation and/or reports from teachers, students, parents, and staff. Circle the number on the scale that best describes the intern's competence. A description of the scale points is provided below.

RATINGS

<p>0 - No data, or insufficient information to make a rating at this time.</p> <p>1 - Competence for practice is considered to be in need of further formal training. Intern seems to lack basic professional maturation in this area. Skill development without academics seems doubtful.</p> <p>2 - Competence for practice is currently considered below average, but supervision and experience are expected to develop the skill. Close supervision is required.</p> <p>3 - Competence is at a satisfactory level for functioning as an interning school psychologist with moderate supervision.</p> <p>4 - Competence is assessed to be above average and appropriate for an entry-level school psychologist needing only minimal supervision.</p>

A. Personal Work-related Characteristics**Rating**

1. Demonstrates tolerance for others' values and viewpoints	0	1	2	3	4
2. Interacts comfortably with culturally-diverse students, parents, and staff	0	1	2	3	4
3. Communicates and listens effectively	0	1	2	3	4
4. Relates well with children	0	1	2	3	4

5. Shows concern, respect, and sensitivity for the needs of students, parents, and staff	0	1	2	3	4
6. Manifests good judgment and common sense	0	1	2	3	4
7. Demonstrates knowledge of ethical standards and guidelines and provides services in an ethical manner	0	1	2	3	4
8. Accepts constructive criticism	0	1	2	3	4
9. Meets difficult situations with self-control	0	1	2	3	4
10. Displays initiative and resourcefulness	0	1	2	3	4
11. Demonstrates dependability	0	1	2	3	4
12. Self-evaluates performance regularly	0	1	2	3	4

D. Domains of School Psychology Training and Practice

1. Selects appropriate assessment instruments/procedures validated for problem area under consideration	0	1	2	3	4
2. Systematically collects, analyses and interprets assessment data in a meaningful and thorough fashion	0	1	2	3	4
3. Links assessment results with intervention	0	1	2	3	4
4. Evaluates the effectiveness of intervention in terms of measurable positive impact on students, parents or families	0	1	2	3	4
5. Works collaboratively with teachers and other school personnel	0	1	2	3	4
6. Conducts effective parent consultation and serves effectively as a liaison for school and parents	0	1	2	3	4

7. Demonstrates knowledge of human learning processes techniques to assess these processes, and instructional strategies to promote learning	0	1	2	3	4
8. Demonstrates skill in developing instructional interventions for students with diverse strengths and needs	0	1	2	3	4
9. Demonstrates knowledge of human development and techniques to assess these processes	0	1	2	3	4
10. Develops consultation, counseling, and behavioral strategies that enhance life and social skills	0	1	2	3	4
11. Develops academic and social/behavioral interventions that reflect understanding of learning differences, developmental differences, and social/cultural differences	0	1	2	3	4
12. Attends to biological, social, economic and cultural factors that can bias decision-making and instruction	0	1	2	3	4
13. Demonstrates knowledge of standards and procedures related to general education and special education	0	1	2	3	4
14. Assists schools in developing procedures and practices that promote learning, prevent problems, and create safe schools	0	1	2	3	4
15. Demonstrates skill in developing and implementing crisis prevention and intervention services	0	1	2	3	4
16. Assists school programs that promote mental health and physical well-being of students	0	1	2	3	4
17. Demonstrates knowledge of family systems	0	1	2	3	4
18. Works collaboratively with families to support student academic and behavioral success	0	1	2	3	4

19. Demonstrates knowledge of community services that support comprehensive services to children and their families	0	1	2	3	4
20. Demonstrates knowledge of psychometric standards and applies it in selecting and using assessment instruments	0	1	2	3	4
21. Applies knowledge in research and statistics when evaluating interventions and programs	0	1	2	3	4
22. Employs a problem-solving model which emphasizes critical thinking in delivering school psychological services	0	1	2	3	4
23. Delivers services consistent with NASP standards and state-mandated regulations	0	1	2	3	4
24. Recognizes own limitations/biases and practices within area of professional competence	0	1	2	3	4
25. Accesses and utilizes information resources and technology to enhance service delivery	0	1	2	3	4

E. Professional Responsibilities

1. Observes scheduled hours and appointments at assigned school(s) in a punctual manner	0	1	2	3	4
2. Meets deadlines in responding to referrals and in submitting written reports	0	1	2	3	4
3. Writes reports in a logical and coherent style that is easily understood by teachers and parents	0	1	2	3	4
4. Maintains confidentiality when handling information and in keeping records	0	1	2	3	4
5. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s)	0	1	2	3	4

- | | | | | | |
|----------------------------------------------------------------------------|---|---|---|---|---|
| 6. Consistently follows through when additional action is needed | 0 | 1 | 2 | 3 | 4 |
| 7. Delivers psychological services indicative of a reflective practitioner | 0 | 1 | 2 | 3 | 4 |

Overall Rating of Intern	0	1	2	3	4
---------------------------------	----------	----------	----------	----------	----------

Comments:

Field supervisor's signature _____ **Date** _____

Intern's signature _____ **Date** _____

(Note: The intern's signature indicates *only* that the evaluation has been discussed with intern.)

APPENDIX K Performance Portfolio Requirements & Rubric

Practicum Portfolio Scoring Guide

Program artifact	NASP Standard Met	Primary Domain	Score
School system analysis	V, VII, VIII	2.5	
Crisis intervention policy and procedures	V, VII, VIII	2.6	
Behavioral Intervention	III, VII, VIII	2.2	
School based group	IV, VII, VIII	2.4	
Individual case	I VII, VIII V,	2.4	
Home school collaboration	VI, VII, VIII	2.7	
RTI/Academic Intervention Design	IV, VII, VIII	2.3	
Assessment linked to intervention	II, VII, VIII	2.1	

Overall Score (average of all artifacts) on Portfolio

3.7-4.0 Competence is above average and shows exceptional skill development for pre internship training.

3.0-3.7 Competence is at a satisfactory level for a pre internship, future school psychologist with appropriate supervision.

2.0-2.9 Competence for practice is currently developing, but additional close supervision and experience needed in this domain.

Below 2 Competence for practice is considered in need of further formal training. Students seems to lack overall basic professional maturity. Further skill development through academics is needed in this domain. Do not recommend to internship at this time.

OVERALL TRAINING PORTFOLIO:

High pass _____ (3.7 or above)

Pass _____ (3.0-3.6)

Pass with training plan conditions _____ (2.0-2.9)

Revise/resubmit after the following conditions met. (below 2.0)

APPENDIX L**RIC School Psychology Internship Consortium Site Evaluation****RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN
DEVELOPMENT****School Psychology Internship
Consortium Site Evaluation**

We are asking for your help in assessing the quality of your experiences at your internship site. This will help us evaluate the appropriateness of Consortium Site placements and make placement decisions for future interns.

Please complete this and return it in the enclosed addressed and stamped envelope or by email. Results will be kept confidential.

I had a total of _____ field supervisors and _____ primary supervisor.

Consortium Site: _____

Using the rating scale below, rate each statement according to your experience. When rating the items, consider the effectiveness of the entire site (i.e., experiences in all schools, and with all site supervisors).

A	B	C	D
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

A. At my school sites, I was provided the necessary and sufficient experiences to consolidate my knowledge and skills in the following domains of school psychological practice:

- | | |
|---------|-------------------------------------------------------------------------------------------------|
| _____1. | data-based decision-making and accountability. |
| _____2. | collaboration and consultation. |
| _____3. | cognitive and academic skill enhancement through effective instruction. |
| _____4. | development of adaptive and social skills. |
| _____5. | awareness, understanding, and sensitivity toward student diversity in development and learning. |

- _____6. understanding school climate, school functioning, and policy development.
- _____7. prevention, crisis intervention, and mental health promotion.
- _____8. home, school, and community collaboration.
- _____9. research and program evaluation.
- _____10. ethical, professional, and legal standards.
- _____11. information technology relevant to school psychology.

A **B** **C** **D**
STRONGLY AGREE **AGREE** **DISAGREE** **STRONGLY DISAGREE**

B. Collectively, my field supervisors modeled skill in:

- _____1. appropriate selection of assessment instruments validated for problem area under consideration.
- _____2. systematic collection, analysis and interpretation of data.
- _____3. linking assessment results with interventions.
- _____4. evaluating intervention effectiveness in terms of positive, measurable impact on students, parents or families.
- _____5. working collaboratively with teachers and other school staff.
- _____6. conducting effective parent consultation and serving effectively as a liaison between the school and parents.
- _____7. knowledge of and techniques to evaluate human learning processes.
- _____8. developing instructional interventions for diverse students needs.
- _____9. consultation, counseling, and behavioral strategies that enhance social skills.
- _____10. development of academic and social/behavioral interventions that reflect understanding of learner, developmental, and social/cultural differences.

- ____11. awareness of biological, social, economic and cultural factors that can bias decision-making and instruction.
- ____12. standards and procedures related to general education and special education.
- ____13. assisting schools with development of procedures and practices that promote learning, prevent problems, and create a safe school climate.
- ____14. effective development and implementation of crisis prevention and intervention services.
- ____15. school programs that promote mental health and physical well-being of students.
- ____16. family systems issues.
- ____17. working collaboratively with families to support student academic and behavioral success.
- ____18. community services that complement school-based services for children and their families.
- ____19. psychometric test standards and applies them when selecting assessment instruments.
- ____20. application of research and statistical findings when evaluating interventions and programs.
- ____21. use of a problem-solving model that emphasizes critical thinking in delivery of school psychological services.
- ____22. delivering services consistent with NASP standards and state-mandated regulations.
- ____23. recognizing own limitations and biases.
- ____24. practicing only within area of professional competence.
- ____25. utilizing information resources and technology to enhance service delivery.
- ____26. maintaining current through involvement with continuing education experiences.

- | | | | | |
|--|-----------------------|--------------|-----------------|--------------------------|
| | A | B | C | D |
| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
- C. My primary field supervisor
- _____1. _____ was available to me for supervision weekly.
- _____2. _____ demonstrated good NASP professional work characteristics. These include (rank each one):
- | | | | |
|---------|---------------------------------------|---------|------------------------|
| _____a. | respect for diversity | _____d. | adaptability |
| _____b. | effective communication | _____e. | initiative |
| _____c. | effective interpersonal relationships | _____f. | ethical responsibility |
- _____3. _____ gave me feedback about my professional work characteristics.
- D. Site administrators
(e.g., directors of special education, superintendents, principals)
- _____1. _____ **were supportive of my supervisors' work with me.**
- _____2. _____ appeared to value my involvement in their schools.
- _____3. _____ provided appropriate space for me to work with students.
- _____4. _____ provided necessary resources for addressing student needs.
- E. Closing Reflections
1. Please feel free to qualify or elaborate any of your ratings here.
2. Would you recommend this site to a friend? **YES NO**
Please elaborate.

**Thank you VERY MUCH for your time.
It is appreciated.**

APPENDIX M
Alumni Survey

RIC School Psychology Program Alumni Survey

1. Indicate the year you graduated from the RIC School Psychology Program?

- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013

2. Gender:

- Male
- Female

3. Race/Ethnicity:

- African American/Black
- Caucasian/White
- Hispanic/Latino(a)
- Asian American/Pacific Islander
- Native American/Alaskan Native
- Multiethnic

4. Are you a National Certified School Psychologist?

- Yes
- No

5. Are you willing to be contacted to serve as a supervisor?

- Yes
- No

6. Would you be willing for us to use deidentified information to evaluate and present data on program trends?

- Yes
- No

7. What is the best current email for contacting you?

Please respond to the following questions about your professional activities since graduation:

8. Provide your current job title:

9. Are you currently employed in a public school setting?

_____ Yes

_____ No

10. What district are you working in?

11. What state are you working in?

12. How many schools are you serving?

13. What levels of schools are you working at?

_____ Pre-K

_____ Elementary

_____ Middle

_____ High School

14. If you are working in additional settings, please specify:

15. Are you enrolled in another Advanced Graduate Program?

16. Please indicate your starting salary after you completed the School Psychology Program:

_____ \$30,000-34,999

_____ \$35,000-39,999

_____ \$40,000-44,999

_____ \$45,000-49,999

_____ \$50,000-54,999

_____ \$55,000-59,999

_____ \$60,000-64,999

_____ \$65,000-69,999

_____ \$70,000-74,999

_____ \$75,000-79,999

_____ \$80,000-84,999

17. What month did you receive a job offer in?

18. Are you a NASP member?

19. Are you a RISPA member?

Quality of Training

The following questions ask about your overall level of satisfaction with the RIC School Psychology training:

21/22. Please rate you're the amount of time you spend on a particular professional activity and how well you feel the program prepared you for that particular professional activity (1=Low; 5=High)

#	Time spent on activity	Activity	Preparedness by program
	1 2 3 4 5	Cognitive Assessment	1 2 3 4 5
	1 2 3 4 5	Academic Assessment	1 2 3 4 5
	1 2 3 4 5	Academic Interventions	1 2 3 4 5
	1 2 3 4 5	Soc/Emotional Assessment	1 2 3 4 5
	1 2 3 4 5	Soc/Emotional Interventions	1 2 3 4 5
	1 2 3 4 5	Behavioral Assessment	1 2 3 4 5
	1 2 3 4 5	Behavioral Interventions	1 2 3 4 5
	1 2 3 4 5	Counseling	1 2 3 4 5
	1 2 3 4 5	Consultation	1 2 3 4 5
	1 2 3 4 5	Systems Change	1 2 3 4 5
	1 2 3 4 5	Special Educ. Regulations	1 2 3 4 5
	1 2 3 4 5	Administrative/Leadership Roles	1 2 3 4 5
	1 2 3 4 5	Response to Intervention	1 2 3 4 5
	1 2 3 4 5	PBIS	1 2 3 4 5
	1 2 3 4 5	Crisis Intervention	1 2 3 4 5

23/24. Please rate you're the amount of time you spend on each NASP Professional Standard and how well you feel the program prepared you for that particular professional standard (1=Low; 5=High)

#	Time spent on activity	Activity	Preparedness by program
	1 2 3 4 5	Data-Based Decision Making and Accountability	1 2 3 4 5
	1 2 3 4 5	Consultation and Collaboration	1 2 3 4 5
	1 2 3 4 5	Interventions and Instructional Support to Develop Academic Skills	1 2 3 4 5
	1 2 3 4 5	Interventions and Mental Health Services to Develop Social and Life Skills	1 2 3 4 5
	1 2 3 4 5	School-Wide Practices to Promote Learning	1 2 3 4 5

	1	2	3	4	5	Preventive and Responsive Services	1	2	3	4	5
	1	2	3	4	5	Family–School Collaboration Services	1	2	3	4	5
	1	2	3	4	5	Diversity in Development and Learning	1	2	3	4	5
	1	2	3	4	5	Research and Program Evaluation	1	2	3	4	5
	1	2	3	4	5	Legal, Ethical, and Professional Practice	1	2	3	4	5

25. Overall, how satisfied are you with your graduate training at RIC:

- _____ Extremely Satisfied
- _____ Mostly Satisfied
- _____ Somewhat Satisfied
- _____ Somewhat Dissatisfied
- _____ Mostly Dissatisfied
- _____ Extremely Dissatisfied

26. Overall, how satisfied are you with the degree to which the program prepared you for your career?

- _____ Extremely Satisfied
- _____ Mostly Satisfied
- _____ Somewhat Satisfied
- _____ Somewhat Dissatisfied
- _____ Mostly Dissatisfied
- _____ Extremely Dissatisfied

Overall Perception

Please summarize the strongest and weakest elements of your graduate training at RIC in preparing you for your current position (e.g., the coursework, practica, supervision, research, etc.):

27. The most helpful aspects of the program were:

28. What are your suggestions for how the RIC School Psychology program could have better prepared you for your career?