Rhode Island College
Graduate Study in School Psychology

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

Approved by the National Association of School Psychologists (NASP)

Program Handbook
2019-2020

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 (RIC) 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 2022. 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 direct, indirect, 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 Interventions and 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 10-14 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:
www.ric.edu/schoolpsychology

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PROGRAM DESCRIPTION

RIC's School Psychology Program is a 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 Council for the Accreditation of Educator Preparation (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. An overview of courses and program requirements for students entering the program with a bachelor's degree is provided in Table 1.

Table 1. Program Content by Year

Year 1 Foundational Knowledge	Year 2 Practicum	Year 3 Internship
Admissions Portfolio Fall semester: CEP 532 CEP 534 CEP 601 CEP 603 Spring semester: CEP 533 CEP 551 CEP 604 TESL 539 Summer semester: CEP 531 CEP 536 CEP 537 CEP 538	Fall semester: CEP 651 CEP 675 CEP 605: Part I *M.A. Comprehensive Examination* Spring semester CEP 554 CEP 602 CEP 605: Part II SPED 534 *Formative Assessment (Training Portfolio)*	Fall semester: CEP 629: Part I Spring semester CEP 629: Part II *Praxis Series Test #5402* (min. score = 147) *Summative Assessment (Performance Portfolio)*

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 is based on a *reflective-practitioner* model (see Figure 1 and Appendix A). 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.*"
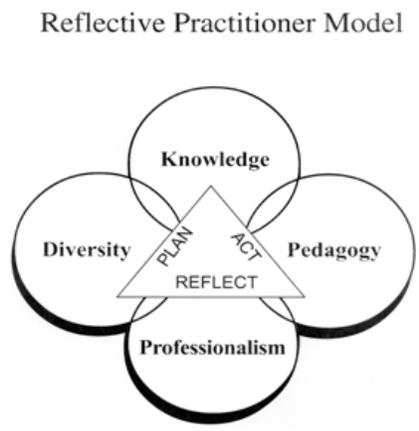
Figure 1. FSEHD Reflective Practitioner Model

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 NASP Standards).

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 within10 domains of school psychology training and practice (NASP, 2010) and professional work characteristics (See Appendix B for programmatic links).

NASP Standards of School Psychology Training and Practice

Standard II Practices that Permeate All Aspects of Service Delivery

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

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 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 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 School-wide practices to promote learning

Program graduates will have knowledge of the school as a system, along with its organization and structure. In additional 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 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

Family-school collaboration services

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

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 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 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.

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. Professional Work Characteristics (PWC) Assessment System

Admissions Phase Data	Coursework & Practica Phase Data	Internship Phase Data
♦ Admissions portfolio rating forms completed by the applicant's references. ♦ Rated as part of interview process by School Psychology Program's Admissions Committee.	♦ Evaluated by course instructors as part of course grade. ♦ Evaluated by field-based supervisor on evaluation forms; score becomes part of course grade. ♦ Self-evaluation in *Training Portfolio.*	♦ Rated by field-and college-based supervisors; score becomes part of course grade. ♦ Self-evaluation in *Performance Portfolio.*

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 13 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 five Departments within the FSEHD: (a) Counseling, Educational Leadership, and School Psychology, (b) Educational Studies, (c) Elementary Education, (d) Health and Physical 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

Phase 1. Application Materials

To be considered for admission, all applicants *must* provide the following prior to the admission deadline:

- A completed application form with a $50 nonrefundable application fee,
- Official transcripts of all undergraduate and graduate records,
- An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT),
- A resume or curriculum vitae (CV),
- A professional goals essay,
- Three letters of recommendation accompanied by candidate rating forms, and
- A performance-based evaluation.

   Additional admissions criteria (strongly recommended):

- A minimum of three undergraduate or graduate courses in psychology (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/or a minimum GPA of 3.25 in previous graduate work. Applicants with undergraduate GPAs less than 3.00 will be considered upon submission of other evidence of academic potential.

Phase 2. Interview

- Selected applicants will be invited to an in-person interview on campus.

Phase 3. Plan of Study

- Accepted applicants will complete 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 CAGS-only Students

Students interested in school psychology certification who apply to the program with a master's degree in counseling or a related field undergo a transcript review to determine any additional course requirements to be consistent with the Master of Arts in Counseling with a concentration in Educational Psychology. Application procedures and admission requirements are the same as above, plus:

- A master's degree in counseling, educational psychology, or related field, and
- A minimum grade point average of 3.00 (B) in previous graduate work.
- The GRE or MAT requirement is waived for applicants with an advanced degree. Applicant must submit transcripts documenting the completion of an advanced degree by February 1st.

Transfer Credits

As stated in *Rhode Island College Graduate Studies Manual* (p. 8):

A candidate may request credit for work taken at other regionally accredited institutions of higher learning; the transfer credit cannot exceed one-fifth of the total credits in the program for the RIC degree. In considering a request for transfer credit, the student's adviser will review the program of study, carefully evaluate the relevance of the proposed courses to the Plan of Study, and consider the availability of courses to fulfill credit requirements. Transfer credit is granted only when approved by the student's adviser, the Program Director and Academic Dean. In order to qualify for transfer credit, the following conditions must be satisfied:

a) The student must have earned a grade of B or better for graduate-level coursework.

b) Transfer credit for courses taken more than six years prior to awarding of the Master's degree need to be approved by the Program Director and Academic Dean.

c) The work must have clear and unquestioned relevance to the student's Plan of Study.

d) A student enrolled at Rhode Island College may receive transfer credit for work subsequently taken at another institution under the provisions cited above only if approval is obtained in writing from the appropriate Academic Dean before the student enrolls for the course.

e) Any credits transferred from another institution of higher learning will be indicated on the student's transcript. However, the grade earned at that institution would not be recorded or used in computing the student's GPA.

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, select coursework may be completed prior to that entry date (e.g., during Summer I and Summer II sessions). The program typically enrolls a cohort of 10-14 students per year. Part-time students are considered on a case-by-case basis.

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 Table 4 for a sample 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.

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. Practica and Internship 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.

M.A./C.A.G.S. Program – Students Entering with a Bachelor's Degree

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 minimum score of 147 on the National School Psychology Examination (Praxis Series Test #5402) in order to earn the C.A.G.S. Table 4 provides a sample 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: Entering with a Bachelor's Degree

First Year
Fall Semester: 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.)
Spring Semester: 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.) TESL 539 – Language Acquisition and Learning (3 hrs.)
Summer Semester: 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.)
Second Year
Fall Semester: 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.) *(M.A. in Counseling - Comprehensive Examination)*
Spring Semester: 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.) SPED 534 – Involvement of Parents and Families Who Have Children with Disabilities (3 hrs.) *(Submission of Training Portfolio)*
Third Year
Fall Semester: CEP 629 –Internship in School Psychology (6 hrs.) *(National School Psychology Examination - PRAXIS)*
Spring Semester: CEP 629 –Internship in School Psychology (6 hrs.) *(Submission of Performance Portfolio)*

* - Indicates taking only of the two course options

C.A.G.S. Plan of Study – Students entering the program with a M.A.

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. C.A.G.S. Sample Plan of Study: Entering with M.A. Degree

First Year
Fall Semester: CEP 601 – Cognitive Assessment (3 hrs.)   CEP 603 – Professional School Psychology (3 hrs.)
Spring Semester: 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.)   TESL 539 – Language Acquisition and Learning (3 hrs.)
Second Year
Fall Semester: 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.)
Spring Semester: CEP 602 – Social Emotional Assessment and Intervention (3 hrs.)   CEP 605 – School Psychology Practicum (3 hrs.)   SPED 534 – Involvement of Parents and Families Who Have Children with Disabilities (3 hrs.)   *(Submission of Training Portfolio)*
Third Year
Fall Semester: CEP 629 –Internship in School Psychology (6 hrs.)   *(National School Psychology Examination)*
Spring Semester: CEP 629 –Internship in School Psychology (6 hrs.)   *(Submission of Performance Portfolio)*

DEGREE REQUIREMENTS

Master 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, CEP 532, CEP 533, CEP 534, CEP 536, CEP 537, CEP 538, CEP 551, CEP 554 and CEP 602) and satisfactorily passed a written Comprehensive Examination prepared by the Department of Counseling, Educational Leadership, and School 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.*

Certificate of Advanced Graduate Study in School Psychology (C.A.G.S.)

The following additional 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 (minimum score of 147) 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.

ACADEMIC STANDING
Students are expected to maintain a GPA of 3.00 (B) or higher in this program for continuation in degree, for candidate status and for graduation. As stated in the *Rhode Island College Graduate Studies Manual* (p. 11):

- Grades below B (3.00) are not indicative of graduate quality work. Students who earn a grade below B (3.00) in any course will have their status reviewed by the appropriate Academic Dean in consultation with the department. Such review may result in the student being placed on probation or dismissed and may result in revocation of graduate assistantship. Students on probation must achieve grades of B (3.00) or better in graduate-level coursework for the next 9 earned credits.

Probation may also require the retaking of courses and the suspension of progress in the 12 program until satisfactory performance is achieved. Students on probation will continue to be monitored until satisfactory performance in their graduate program is achieved. Failure to meet the conditions of probation will result in dismissal. Students on probation are not eligible to apply for assistantships and students on probation may not retain assistantships.

- For a repeated course, the most recent grade will be included in calculating the grade point average. (The first grade will remain on the student's transcript.)

INCOMPLETE GRADE

For all graduate students a report of Incomplete shall be given in place of a grade when substantial work of the semester has been completed satisfactorily but all work has not been completed because of illness or some other reason that, in the opinion of the instructor, justifies such a report. Graduate students who do not make up an Incomplete within three academic semesters must make a request in writing to their graduate program for permission to complete the course (see *Rhode Island College Graduate Studies Manual*, p. 12).

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 3.00 each semester. Grades below B are not considered of graduate quality and are of limited application to degree work (see *Rhode Island College Graduate Studies Manual*, p. 11).

- 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 (see *Rhode Island College Graduate Studies Manual*, pp. 11-12).

ACADEMIC HONESTY

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 *Rhode Island College Student Handbook* (2017, p. 24).

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 *Rhode Island College Student Handbook* (2017, p. 23) outlines the procedure for handling a grievance, which must be presented in writing.

LEAVE OF ABSENCE

The *Rhode Island College Graduate Studies Manual* (p. 10) states that:
> Graduate students who must leave the college for a period of one semester or more, due to military service, prolonged illness or other unusual circumstances, may apply for a Leave of Absence. The request should be made in writing to the appropriate Academic Dean, include an endorsement from the adviser or Program Director, and should be sufficiently specific to enable the Academic Dean to determine whether the leave is warranted. A leave of absence, granted under such unusual circumstances, has the effect of suspending time limitations such as those for completion of the degree or for the removal of incomplete grades. Accordingly, a leave will be granted only for sufficient reason and only if it is to be for one year or less. Students may apply in writing for a maximum of one additional year if circumstances warrant.

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 from the time of registration following acceptance to degree or certificate candidacy (see *Rhode Island College Graduate Studies Manual*, p. 8).

CEP STUDENT PROFESSIONAL CODE OF CONDUCT

Ethical Codes

Students matriculating at the CEP department are preparing for entry into the professions of counseling, school counseling, school psychology, and educational leadership. Students are expected to act in accord with their respective professional codes throughout their period of matriculation, including but not limited to both field and classroom related learning. (Professional codes are as follows: Mental Health and Advanced Counseling-NBCC and ACA, School Psychology- NASP, School Counseling- ASCA, Educational Leadership- ELCC).

Failure to behave in accord with the student's respective *Code of Ethics* or the *CEP Department Professional Code of Conduct* described below may result in review and action by the program and/or department.

Confidentiality

The CEP faculty recognizes the value and importance of free and open classroom discussion. Students are encouraged to express opinions and offer observations relevant to course content. In sharing information about others (e.g., clients in their practice, students in their districts), CEP students are expected to protect the confidentiality of those individuals. Other students in the classroom are expected to treat classmates' comments with respect and courtesy, and to protect the confidentiality of comments and observations offered in the classroom, to the extent possible under law and college/school policy. Students are expected to refrain from divulging content of classroom discussion to others outside of the classroom. The confidentiality of classroom discussion cannot be guaranteed because of "duty to protect" and "mandatory reporting" laws and/or other policies that may require disclosure.

In writing papers and in class discussions it is important for students to disguise any potentially identifying information about clients.

Professional Conduct

The following framework guides the policy on professional conduct. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) may be the basis for nonacademic termination.

Professional Behavior

Professional behavior expectations are defined as the following:

1. Behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
2. Appearance and personal demeanor reflect a professional manner.
3. Sound judgment in decision making.
4. Potential for responsible and accountable behavior by knowing and practicing within the scope of competence, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and critique in a positive manner.
5. Work and communication with others that is intended to resolve issues in a manner that is direct, professional, and geared toward problem resolution while avoiding triangulation.
6. Advocacy for him/herself undertaken in an appropriate and responsible manner using proper channels for conflict resolution.
7. Willingness to receive and accept classroom feedback and field supervision in a positive manner to enhance professional development.
8. Professional and respectful interpersonal behavior with colleagues, faculty, and staff in class and field.

Personal Behavior: Stress Management and Emotional Difficulties

Appropriate management of stress and emotional difficulties are defined as the following:

1. Ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with scholastic and professional performance.
2. Use of appropriate self-care and supportive relationships with colleagues, peers, and others when stress affects scholastic and professional performance.
3. Use of help for problems that interfere with scholastic and professional performance.
4. Recognition of need to engage in counseling or seek support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
   a) compromising scholastic and other performance;
   b) interfering with professional judgment and behavior;
   c) jeopardizing the best interests of those to whom the student has a professional responsibility (as outlined in the student's *Code of Ethics).*

Online and Digital Communications

Students' online and digital communications and postings must comply with ethical standards in the profession and Rhode Island College and FSEHD policies.

The FSEHD has the following social media statement, which is applicable to FSEHD majors in all field experiences, including volunteering: "Be professional on Facebook, Twitter, Instagram, and other social media sites. Do not post anything you don't want your potential employer to see. Do not "friend" any students or clients. Do not post any pictures or videos of students or clients, unless explicitly authorized and encouraged by agency, host district, or school. Do not disclose any clients', children's, families' and teachers' names or describe them on social media."

Students should recognize that digital and Internet-based social networks and communications are not necessarily private and may cause boundary confusion and inappropriate dual relationships. CEP students who choose to participate in online and other digital forums should assume that anything posted can be viewed and read by people who have not been invited to do so. Any online or digital communications that are posted, linked to, commented on, uploaded, or subscribed to might be accessed and archived, posing potential harm to clients, professional colleagues, professional reputations, and careers.

CEP students who use online and digital tools (such as Facebook, Linkedln, Twitter, email, text messages, and blogs) should be aware of how their communications, messages, and postings may be perceived by clients, colleagues, Rhode Island College faculty and administrators, and members of the general public. CEP students should take steps to prevent any online or digital communications or postings that are unethical for a professional-in-training in her/his discipline.

CEP students should take steps to install and monitor strict online and digital security and encryption and should not post any unethical information or photos. Students should carefully consider the potential implications of posting personal information online or through other digital means. Students should take steps to prevent client or student access to students' online social networks (for example, Facebook, Linkedln, Twitter) and should maintain clear boundaries when their professional duties include communicating with clients using email or mobile telephone technology.

CEP students should take steps to prevent any unauthorized or otherwise unethical disclosure of confidential information about clients or other parties when using online or other digital technology. Further, students should ensure that any comments they post online or using other digital technology about professional colleagues, field placement agencies, or members of the School of Social Work community adhere to standards in their respective *Code of Ethics* and Rhode Island College policies.

CEP students recognize that communication with faculty via certain social media forums (e.g., dating websites) is inappropriate and will not be tolerated.

Harassment

The CEP department will not tolerate any form of harassment, which includes the following:

1. Conduct that intimidates, threatens, or endangers the health or safety of any person.
2. Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
3. Behaviors such as prank phone calls or abuse/harassment of others through electronic means.

Student Acknowledgement of Expectations for Professional Conduct

I _____ acknowledge that I have been provided information regarding the CEP Student Professional Code of Conduct.

_____   _____

Signature   Date

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 with the NASP Model for Comprehensive and Integrated School Psychological Services. 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 in-service 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.

YEAR 1: FOUNDATIONS IN ASSESSMENT AND OBSERVATION

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.*

YEAR 2: 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 MTTS 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.

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).

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 Standards 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 C for Practicum Training Portfolio Alignment to NASP Standards).

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.

YEAR 3: 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 a full-time training experience. 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 Internship Handbook). 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).

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 2010-2017 Consortium Districts).

Table 6. 2010-2018 Participating *Consortium* Internship Sites

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

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.

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.

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.

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.

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 Internship Handbook 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 Internship Handbook for *Performance Portfolio* Requirements and Rubric).

Evaluation of Internship Sites

Program candidates are also asked to evaluate the strengths and weaknesses of their sites and supervisors (see Internship Handbook 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

The Rhode Island College *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

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. A summary of all Candidate Performance-Based Assessments System is provided in Table 7, and assessments are described in the next section.

Table 7. Candidate Performance-Based Assessment System

	Admissions Data	Year 1 Data	Year 2 Data	Year 3 Data	Post-Grad Data
Quantitative	Part I: Application Packet: o GPA o MAT/GRE score o Personal statement o Resume o Reference letters o Performance-based evaluation o Disposition ratings Part II: Application Interview: o Admissions interview score	o Faculty evaluation of knowledge, skills, & PWCs o GPA	o *Training Portfolio Score* o Faculty & field supervisor evaluation of knowledge, skills, & PWCs o GPA o Comprehensive Examination for M.A. in Counseling	o *Performance Portfolio Score* o Faculty & field supervisor evaluation of knowledge, skills, & PWCs o Praxis Series Test #5402 Score o GPA	o Alumni survey o Job placement information
Qualitative	o *School Psychology Admission Committee* observations of PWCs during <u>Admissions Interview.</u>	o Faculty observations of students' PWCs o Advisor feedback	o Faculty & Field Supervisor observations of students' PWCs o Advisor feedback	o Faculty & Field Supervisor observations of students' PWCs o Advisor feedback	

Note: PWCs = Professional Work Characteristics

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.

Application Packet. 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.

Application Interview. 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.

Year 1 Data

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 courses.

Year 2 Data

Comprehensive Examination. Described in the Degree Requirements section, students must receive a passing score on this examination before being allowed to begin Internship.

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 C for Training Portfolio Alignment to NASP Standards).

Year 3 Data

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.

Performance Portfolio (Summative Assessment). Interns are required to create this to provide evidence of their mastery in delivering 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 D for an Alignment of Internship Performance Portfolio with NASP Standards).

PROGRAM ACCOUNTABILITY

The *School Psychology Program* also uses qualitative and quantitative data to monitor program efficacy. 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. Table 8 provides a summary of program accountability data sources, which are discussed in the next sections.

Table 8. Program Accountability Checkpoints

	Faculty & Instructor Data	Field Supervisor Data	Site Data	Program Data
Quantitative	• Course evaluations	• *Consortium Site Evaluation*	• *Consortium Site Evaluation*	• *Consortium Site Evaluation* • *Alumni Survey*
Qualitative	• Student feedback shared at *School Psychology Program Town Hall Meetings* or during meetings with advisor.	• Student feedback shared at *School Psychology Program Town Hall Meetings* or during meetings with advisor.	• Student feedback shared at *School Psychology Program Town Hall Meetings* or during meetings with advisor.	• External reviews (i.e., NASP and RIDE) • Student Representatives/Liaisons • *School Psychology Program Advisory Council* feedback

External Program Reviews

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

Consortium Site Evaluations

At the end of Year 3, students are asked to evaluate the efficacy of their Consortium site experiences (see Internship Handbook 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.

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 annually.

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 the *School Psychology Program* from their perspective as practicing school psychologists (see Appendix E for the *Alumni Survey*). Results are aggregated and shared with faculty to determine areas of program strength and weakness.

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.

V. PROGRAM RESOURCES

SCHOOL PSYCHOLOGY FACULTY

Elizabeth Gibbons Holtzman

Ph.D., 2000, University of Texas-Austin. Major: School Psychology
Specialty Areas: Role of leadership in systems change: focus on RTI and
Professional Learning Communities, Anxiety in the schools, Teen dating
violence

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 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.
3. 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.** & Synder, 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.

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.

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. (2009). 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. Springer Publications.

Eagle, J. W., & Dowd-Eagle, S. E. (2009). Family functioning. In S. Lopez (Ed.), Encyclopedia of positive psychology. Oxford, UK: Blackwell Publishing.

Eagle, J. W., Dowd-Eagle, S. E., & Sheridan, S. M. (2008). Best practices in school-community partnerships. In A. Thomas and J. Grimes (Eds.), Best practices in school psychology V. Silver Spring, MD: National Association of School Psychologists.

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.

Jenlyn Furey

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

Dr. Furey is an Assistant Professor and Program Director. She is a member of the Rhode Island School Psychologists Association (RISPA) and the National Association of School Psychologists (NASP). She teaches or has taught the following courses in the School Psychology Program: CEP601: Cognitive Assessment, CEP604: Psychoeducational Assessment and Response to Intervention, CEP651: Academic Instruction, Interventions, and Supports, CEP554 Research Methods in Applied Settings, CEP534 Quantitative Measurement and Test Interpretation, and CEP629: Internship in School Psychology.

Link to faculty webpage

Dr. Furey's recent projects include:

2017-Pres. Project Technology-based Early Vocabulary Intervention (TEVI)
            Collaboration with Susan Loftus-Rattan, Ph.D., University of Rhode Island,
            Kseniya Dmitrieva, and MaryKate Stimpson (RIC School Psychology
            Graduate Students)

2017-Pres. Teacher Preparation to Support English Language Learners in Tier 1
            Faculty-Student Collaboration with Carla Sanchez, M.A., and Yanilda Goris,
            M.A. (RIC School Psychology Alumni)

2014-Pres. Multi-Tiered System of Supports Needs Assessment Excel Tool for School
            Leadership Teams: https://sites.google.com/site/mtssneedsassessment
            Collaboration with Gary Stoner, Ph.D., University of Rhode Island

2013-17   Rhode Island State Personnel Development Grant (SPDG) Technical
            Assistance Provider, Multi-Tiered System of Supports Project, Rhode Island
            College Paul V. Sherlock Center

Select Publications and Presentations

Furey, J., Sanchez, C.V., Goris, Y.S. (2018). Teacher preparation to support English
    language learners in tier 1. Paper presented at the National Association of School
    Psychologists Convention. Chicago, IL. February, 2018.

Furey, J., Goris, Y.S., Sanchez, C.V. (2018). Supporting the social-emotional needs of
    English language learners. Practitioner conversation session presented at the
    National Association of School Psychologists Convention. Chicago, IL. February,
    2018.

Furey, J., & Stoner, G. (2017). Using a multi-tiered systems of support needs assessment to guide building level decision making. Poster presented at the New England Educational Research Organization (NEERO) Conference, April, 2017.

Furey, J., & Stoner G. (2017). MTSS needs assessment: An efficient tool for school-wide decision making. Ignite presentation session presented at the Northeast PBIS Leadership Forum, May, 2017.

Furey, J., Loftus-Rattan, S.M., Hardy, S.E., & Tucker, C.A. (2015). Early vocabulary assessment within a response to intervention framework. Paper presented at the National Association of School Psychologists Convention, Orlando, FL, February, 2015.

Mitchell, A.M., O'Bryon, E.C., & **Furey, J.** (2015). Methods to promote language and literacy development in English learners. Participant Conversation presented 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 presented at National Association of School Psychologists Convention, Washington, D.C. February 20, 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 presented at National Association of School Psychologists Convention, Washington, D.C. February 19, 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.

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., 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.

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
Achenbach System of Empirically-Based Assessment (ASEBA)
Adaptive Behavior Assessment System 2nd Edition (ABAS)
Behavioral Assessment System for Children, Third Edition (BASC-3)
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)
Brown ADD Scales
The Childhood Autism Rating Scale (CARS)
Children's Depression Inventory (CDI)
Cognitive Abilities Test
Comprehensive Test of Phonological Processing-2nd Edition (CTOPP-2)
Conners' Behavior Rating Scales
Dean-Woodcock Sensory Motor Battery
DIBELS Next
Draw a Person: Screening Procedure for Emotional Disturbance
Gilliam Autism Rating Scale - 2nd Edition (GARS-2)
Minnesota Multiphasic Personality Inventory (MMPI)
Mullen Scales of Early Learning
Multidimensional Anxiety Scale for Children (MASC)
Parenting Stress Index
Peabody Picture Vocabulary Test, Fourth Edition (PPVT-IV)
Piers-Harris 2
Revised Children's Manifest Anxiety Scale - 2nd Edition (RCMAS)
Social Skills Improvement System (SSIS)
Stanford-Binet Intelligence Scale, Fifth Edition (SB-V)
Vineland Adaptive Scales, Third Edition (Vineland-3)
Test of Nonverbal Intelligence, Third Edition (TONI-3)
Universal Nonverbal Intelligence Test, Second Edition (UNIT)-2
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)
Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)
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, Fourth Edition (WJ IV ACH)
Woodcock-Johnson Tests of Cognitive Ability, Fourth Edition (WJ IV COG)
Woodcock-Johnson Tests of Oral Language, Fourth Edition (WJ IV OL)
Woodcock-Munoz Language Survey
Technology & Materials
ASEBA scoring software
BDI Training Video
BVAT Training Video
DIBELS Implementation Video
WGBH & All Kinds of Minds Series
SB-V scoring software
Q Global Scoring Program (WISC-V, WIAT-IV, WPPSI-IV, BASC-3, Vineland-3)
WJ IV Scoring Program (WJ IV Cognitive, Achievement, and Oral Language)
WJ IV 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 Rhode Island School Psychologists Association or RISPA)
- 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:

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.

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.

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.

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.

Appendix A. 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.

Reflective Practitioner Model
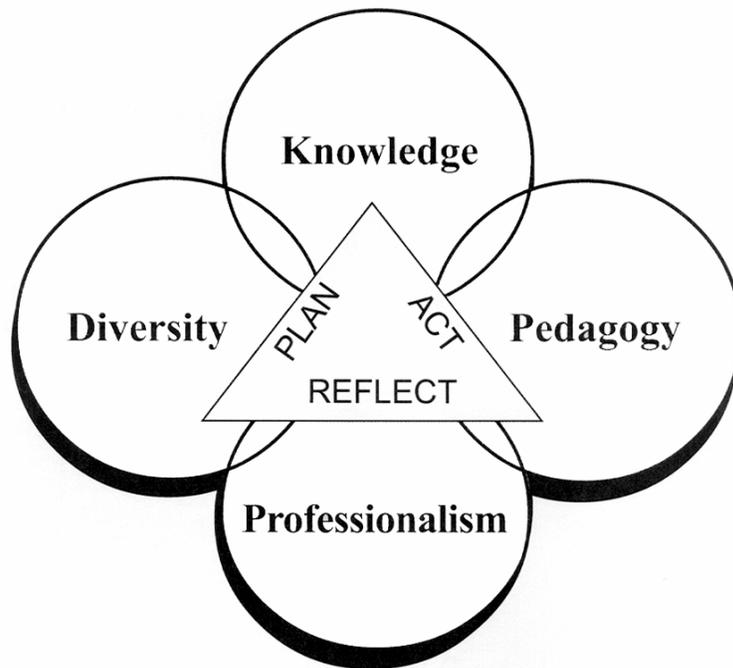
Appendix B. Programmatic Links to NASP Standards

Alignment of Course Content with NASP Standards

NASP Standard	II	III	IV		V		VI	VII	VIII	
NASP Element			E4.1	E4.2	E5.1	E5.2			E8.1	E8.2
CEP 531 Human Development Across Cultures				X			X	X		
CEP 532 Theories and Methods of Counseling				X				X		X
CEP 533 Psychology of Students with Exceptionalities				X		X		X		X
CEP 534 Quantitative Measurement and Test Interpretation	X								X	
CEP 536 Biological Perspectives in Mental Health	X			X		X		X		
CEP 537 Introduction to Group Counseling	X			X		X		X		X
CEP 538 Clinical Practicum I	X			X		X		X		X
CEP 551 Behavioral Assessment and Intervention	X	X		X	X	X		X	X	
CEP 651 Academic Instruction, Interventions, and Supports	X		X	X		X		X		
CEP 554 Research Methods in Applied Settings	X								X	
CEP 601 Cognitive Assessment	X		X					X		X
CEP 602 Social-emotional assessment	X	X		X	X	X		X		X
CEP 603 Professional School Psychology					X			X		X
CEP 604 RTI, Psychoeducational Assessment and academic interventions	X	X	X					X		X
CEP 605 Practicum in School Psychology	X	X	X	X	X	X	X	X	X	X
CEP 629 Internship in School Psychology	X	X	X	X	X	X	X	X	X	X
*CEP 651: Academic Instruction, Interventions, and Supports	X	X	X			X		X		X
CEP 675 Consultation and Collaboration in School and Community Settings	X	X			X		X			
SPED 534 Involvement of Parents and Families who have Children with Disabilities		X			X		X	X		X
*TESL 539 Language Acquisition and Learning			X	X		X		X		X

*CEP 651 replaced CEP552 beginning Fall 2015.
*CEP 544 was removed beginning Fall 2019
*SPED 531 was removed beginning Fall 2019
*TESL 539 was added beginning Fall 2019

Appendix C. Practicum Training Portfolio Alignment to NASP Standards

Semester	Program Requirements (Practice-based artifacts and Foundational Knowledge assignments)	Primary Standard/Element Assessment	Additional alignment with NASP Standards	FINAL SCORE
Fall	School System Analysis Artifact	Element 5.1	VII, E 8.2	
Fall	Prevention and Responsive Services Artifact	Element 5.2	II, III, E 4.2, V, VI, VII, E8.1, E8.2	
Fall	Individual counseling Artifact	Element 4.2	II, III, IV, E 4.2, VII, E 8.1, E8,2	
Fall	Psycho-educational Assessment Artifact	Standard II	III, E4,1, VII, E8.1, E8.2	
Fall	Systems Level Consultation Artifact (in conjunction with CEP 551)	Element 5.1	II, III, VII, VIII	
Fall	Self Study/Action Plan: Who I am and how it informs me as a culturally responsive school practitioner?	Standard VII	II, III	
Fall	**Field and College Supervisor Observation/Formative Evaluation**		II, III, IV, V, VI, VII, VIII	
Fall	**Hour log (200 needed) and Evidence of Competencies Self-Assessment**		II, III, IV, V, VI, VII, VIII	
FEEDBACK:				

Semester	Program Requirements (Practice-based artifacts and Foundational Knowledge assignments)	Primary Standard/Element Assessment	Additional alignment with NASP Standards	FINAL SCORE
Spring	Behavioral Consultation Artifact	Standard III	II, IV, E 4.2, E8.1, E8.2	
Spring	Home School Collaboration Artifact	Standard VI	II, III, VII, E8.1, E 8.2	
Spring	RTI/Academic Intervention Design Artifact	Element 4.1	II, III, VII, E8.1, E8.2	
Spring	School Based Group Artifact	Element 4.2	II, III, VII, E8.1. E8.2	
Spring	Research and Program Evaluation Proposal (in conjunction with CEP 554)	Element 8.1		
Spring	Self Study/Action Plan: *Who am I as a future school psychologist and how does it inform me as a professionally responsible and legally and ethically sound practitioner?*	Element 8.2	II, III	
Spring	**SUMMATIVE SUPERVISOR EVALUATION (Overall Mean Score)**		II, III, IV, V, VI, VII, VIII	
Spring	**Hour log (400 needed) and Evidence of Competencies Self-Assessment**		II, III, IV, V, VI, VII, VIII	

FINAL RECOMMENDATION:
   180-200 points   High Pass
   160-180 points   Pass
   160 or above with concerns documented by   Pass with training plan condition
   field or program supervisor (below mean 2.0
   on any standard or element)
   Under 160 points   Revise/resubmit after the
   following

                                         conditions met:

Appendix D. Alignment of Internship Performance Portfolio with NASP Standards

Intern Performance Portfolio	Conceptual Framework	NASP Standard	Course Objectives
Portfolio Artifacts Assessment Case/Report	Knowledge 1-4 Practice 1-3	II, IV, VI, VII, VIII	1, 2, 9
Prevention / Response to Intervention (RTI) Case	Knowledge 1-4 Practice 1-3	II, III, IV, VI, VII, VIII	2,3,6,7,8,9
Psychological Intervention Case	Knowledge 1-4 Practice 1-3	II, IV, VI, VII, VIII	3,8,9
Academic Intervention Case	Knowledge 1-4 Practice 1-3	II, III, IV, V, VI, VII, VII	1,2,6,7,9,10
Systems Level Legal/Ethical Case	Knowledge 1-4 Practice 1- 3	V, VII, VIII	4,5,7,10,11
Systems Level Consultation Case		II, III, V, VII, VIII	3, 4, 6, 7, 9, 10

Appendix E. 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
   _____ 2014
   _____ 2015
   _____ 2016
   _____ 2017

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 de-identified 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?