ALVERNO COLLEGE
ESTABLISHED 1887

PROGRAM HANDBOOK

Masters and
Educational Specialist
in School Psychology

2021-2022

TABLE OF CONTENTS

INTRODUCTION TO THE PROGRAM HANDBOOK

This handbook is a supplement to the *Alverno College Student Handbook, Building a Community of Learners: A Community Guide and Student Handbook.* The college handbook includes the policies that apply to all undergraduate and graduate students. This Program Handbook provides additional information, policies, and procedures specific to the School Psychology program.

Welcome to the Ed.S. Program at Alverno College

The Ed.S. in School Psychology program at Alverno College is a part of the School of Professional Studies-Education Division. We are committed to supporting your efforts to become a highly skilled school psychologist. School psychology is a profession that offers opportunities to provide a wide range of services to schools and those they serve. You will learn skills to assist children and adolescents achieve their potential as well as to assist parents, families, teachers, administrators, and other school personnel in supporting students.

The Ed.S. in School Psychology program has been granted candidacy status for accreditation through the National Association for School Psychologists (NASP). Candidacy status is awarded to new programs going through the accreditation process for the first time. This will allow for feedback and technical assistance prior to submitting candidate data for an official NASP accreditation site review.

The Educational Specialist (Ed.S.) degree in School Psychology is a 3 year, 60-credit graduate program. While students apply and are admitted to the Ed.S. program, students will first need to successfully complete a Master of Science (M.S.) in Educational Psychology degree (30 credits). After attainment of the Master's degree in Educational Psychology, students will be admitted to the Educational Specialist program and complete advanced level coursework in school psychology, as well as a 600 hour practicum and a 1200 hour internship in a school setting. Students will need to successfully pass (score of 147 or higher) the *Praxis School Psychologist* exam (5402) to complete the program and be eligible for licensure. The Ed.S. degree will allow students to be credentialed in Wisconsin as a school psychologist by the Department of Public Instruction (DPI).

Alverno College Mission Statement

Alverno College prepares students for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission by offering graduate and adult programs to women and men. Inspired by its Catholic, Franciscan and liberal arts heritage, the College intentionally creates an inclusive community that engages students in active and collaborative learning and fosters academic excellence.

Purposes and Mission of the Education Division

Purposes: The following major purposes that guide the institutional mission are tailored here to express the mission of the Education Division.

- Creating a Curriculum: The curriculum for programs in the Education Division is designed by faculty to be:
    - ability-based and focused on student outcomes
    - developmental, leading through more and more complex experiences, to full professional practice
    - integrative, consciously building connections across frameworks and areas of study
    - focused on fostering leadership in the learning communities of practice in both informal and formal roles

- Creating a Community of Learning: The development of school professionals and adult educators requires that the Education Division creates an environment that models the community of learning through:
    - respect for diverse backgrounds and perspectives
    - collaborative and supportive interaction
    - clear expectations
    - active and reflective practice of self in relation to community

- Creating Ties to the Community: In support of its mission, faculty and staff in the Education Division develop partnerships with districts, schools, businesses, and community-based organizations in order to:
    - develop appropriate field experience and internship sites
    - assist the Education Division to understand and respond to current needs in diverse work settings
    - assist partners in work settings to understand and value the contributions of the Education Division

- Creating Relationships with Higher Education: As colleagues with education professionals locally, regionally, and nationally, Alverno College faculty and staff hold themselves responsible to contribute to the development of education through:
    - actively contributing to professional organizations
    - engaging in Scholarship and the critique of scholarship
    - serving on task forces, planning groups etc., in formal and informal leadership roles
    - sharing and building upon one another's practice

The Education Division believes that the future of effective teaching, learning, and assessment depend upon educational professionals who are knowledgeable, committed to the success of each learner, and able and courageous enough to act on that commitment. Therefore, the Alverno College education programs are designed to prepare educational

professionals who will go forth with the knowledge, skills, and behaviors to meet the challenges of today and tomorrow, creating schools and other organizations that are flexible and responsive to the challenges of the times.

Mission and Values of the School Psychology Program

Consistent with the mission and purposes of the Education Division, the graduate program in School Psychology is committed to preparing school psychologists who will be culturally responsive scientist-practitioners who engage in thoughtful, analytic and collaborative service delivery, advocacy and leadership for systemic change in school and community settings.

One the central tenets of Alverno's school psychology training program is our respect for diversity. This value coincides with guiding principles espoused by NASP and the American Psychological Association's (APA). School psychologists provide services to members of social groups that have historically been and continue to be devalued or marginalized in the larger society.

Alverno's school psychology faculty work to ensure that classes, practicum placements, and internship sites exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds. Alverno staff members agree to work with students and field supervisors to create training environments characterized by respect, safety, and trust.

Alverno's school psychology program further recognizes that no individual is completely free from all forms of bias and prejudice. We expect that trainees, trainers, and faculty members associated with our program are committed to respecting diversity, inclusion, and equity. Further, we expect that all trainees, trainers, and faculty members are committed to critical thinking and the process of self-examination so that such prejudices and biases may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect.

The school psychology training program at Alverno will engage trainees in a manner that is respectful of their cultural identities. Faculty members must be committed to continued growth in their multicultural competence. Similarly, students will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal histories. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a school psychologist.

In summary, all members associated with the Alverno's school psychology training community are expected to commit to a training process that facilitates the development of professionally- relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. It is further understood that we agree to engage in a mutually-supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients.

Objectives of Ed.S. School Psychology Program

The School Psychology Ed.S. program understands that a 21st century training program must prepare its students for the complex challenges of today's schools and youth, as well as stimulate the intellectual curiosity and professional enthusiasm of students to meet the demands of the future. To achieve its mission and purposes, the objectives of the specialist program include the following:

1) Prepare students to view human development from a bioecological model and consider this model in all aspects of service delivery and advocacy;
2) Emphasize the important role of cultural factors such as race/ethnicity, socioeconomic status, religion, sexual orientation, and gender identity on development, mental/behavioral health, and learning;
3) Train students in all areas of service delivery including assessment, direct and indirect intervention, consultation, prevention, crisis intervention and advocacy;
4) Encourage students to view issues from multiple perspectives in order to engage in high quality collaboration and consultation practices;
5) Train students to consistently apply the scientific problem-solving model in school-based settings;
6) Guide students toward implementing ethical and responsible culturally competent practice;
7) Teach in a way that inspires students to remain open, curious and active in the learning process;
8) Promote in students a respect for continuing professional development and a desire for life-long learning; and
9) Recruit and retain students from underrepresented backgrounds into the field of school psychology.

The goal of the program is to develop competencies in its graduates so that they can function as effective school psychologists in in any environment. In order to reach this goal, the program has designed its curriculum, practicum and internship experiences to be consistent with the NASP Standards for Graduate Preparation of School Psychologists as described below.

NASP Training Standards

The Alverno College School Psychology Program adheres to the ten NASP Standards for Training in School Psychology. The Wisconsin Department of Public Instruction also uses these standards to license school psychologists to practice in the state.

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools: Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Direct and Indirect Services for Children, Families, and Schools: Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

See the section on Course Descriptions for a list of required courses in the specialist program and the NASP Domains that are addressed in each course.

Advanced Education Abilities and Outcomes

In addition to the NASP standards specific to the practice of school psychology, the program also reflects the outcomes of the Alverno's graduate program in the Division of Education:

Ability	Program Outcomes
Conceptualization: Integrating disciplinary knowledge with educational frameworks and a broad understanding of human development in order to plan and implement learning processes	Interprets and synthesizes philosophical, historical and legal foundations of the role of school psychology in education. Applies knowledge of multiple aspects of development in building an understanding of students with disabilities and their peers without disabilities
Analysis: Relating observations of behavior and situations using frameworks in order to foster learning	Appropriately uses a variety of assessment techniques to enhance knowledge of learners, evaluate students 'progress and performances, and modify teaching and learning strategies Applies a diagnostic-prescriptive approach to developing and understanding instruction, designing curricular accommodations and modifications to meet the needs of learners.
Coordination: Managing resources effectively to support learning goals	Collaborates effectively across the school to create learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions and active engagement of individuals with disabilities. Effectively plans, implements, and evaluates group and individual behavior management strategies
Communication: Using oral, written, and media modes of communication to structure and reinforce learning processes	Understands effective curriculum materials and systematic instructional methods Effectively uses augmentative and assistive communication devices and strategies.
Integrative Interaction: Demonstrating professional responsibility in the learning environment	Accepts a commitment to fulfill the complex responsibilities of a school psychologist. Demonstrates an ongoing commitment to foster relationships with family members, peers, and the community.

APPLICATION AND ADMISSIONS PROCEDURES

Prospective students apply to the graduate school of Alverno College. While students are admitted to the Ed.S. program, they must first complete a Master of Science (M.S.) in Educational Psychology before formal admission into the Ed.S. program of studies occurs. Other requirements for the application include an official transcript from undergraduate education, 3 letters of recommendation, and a personal statement describing one's professional goals in school psychology.

Prerequisite coursework requirements include successful completion of at least 12 credits in undergraduate or graduate courses in psychology, education, social sciences or the equivalent. Students should have an undergraduate GPA of 3.0 or its equivalent. Applicants who do not meet this requirement may appeal for an exception based on factors such as relevant work experience, evidence of personal qualifications, or outstanding job performance.

Applicants with previously earned master's degrees who would like to apply to the Ed.S. program may do so in consultation with the Program Director. Additional coursework to address any educational gaps will be required.

CONTACT FOR PROGRAM:

Jeffrey Molter, Ph.D.
Program Director,
School Psychology,
Alverno College
3400 S. 43rd Street
Milwaukee, WI 53234
Telephone: 414-382-6251
jeffrey.molter@alverno.edu

Core School Psychology Faculty Members

Jeffrey Molter, Ph.D.
Dr. Molter is program director of the school psychology program and assistant professor of psychology at Alverno College. Jeff earned his Ph.D. at the University of Wisconsin-Milwaukee in Educational Psychology with a specialization in School Psychology. He also is a licensed psychologist in the state of WI with 20 years of private practice experience in the Milwaukee area. Dr. Molter recently retired from the Milwaukee Public Schools, where he worked in a variety of roles, including Manager of Psychological Services and Allied Health.

Contact information: Phone Number: 414-382-6251; Office: Corona 418; Email: jeffrey.molter@alverno.edu

Dr. Jessica Willenbrink
Dr. Willenbrink is an Assistant Professor in the School Psychology program at Alverno College. She earned her Ph.D. from the University of Wisconsin - Milwaukee in Educational Psychology with a specialization in school psychology. Dr. Willenbrink was a special education teacher in Milwaukee Public Schools prior to becoming a school psychologist. Dr. Willenbrink has experience working as a practitioner in both the community and schools. Prior to joining Alverno, she worked as a school psychologist in a local school district and was a postdoctoral research associate in the University of Wisconsin - Madison's school psychology program.
Email: jessica.willenbrink@alverno.edu

Monica Garcia Warnke, Ph.D.
Dr. Warnke received her undergraduate degree from Alverno College, and later earned a Ph.D. from the University of Wisconsin-Milwaukee in Urban Education, with a specialization in School Psychology. She practiced as a school psychologist from 1996-2011, in both urban and suburban school districts. Dr. Warnke has been a special education administrator since 2011 and is currently the Director of Student Services in the School District of Greenfield. She specializes in psychological theory, human development, assessment, and special education. She has taught at the undergraduate and graduate levels at Alverno College since 2006. Dr. Warnke is a certified trainer for Non-violent Crisis Intervention, Question Persuade Refer ("QPR"), and Restorative Practices.
Email: monica.warnke@alverno.edu

Melannie Litscher, Ed.S.
Melannie is an instructor in the school psychology program at Alverno College, teaching courses in crisis prevention and intervention, special education, and advanced assessment. In addition to her role at Alverno, Melannie is a supervisor of over 160 school psychologists in Milwaukee Public Schools. Previous to her role in administration, Melannie worked in a variety of K-12 schools in the district. She co-leads district work groups regarding school-based suicide prevention and risk assessment, assessment and

management of non-suicidal self-injury, school-based mental health service delivery, and culturally responsive and anti-racist school psychological services. She is a trainer for Question, Persuade, Refer (QPR) and Youth Mental Health First Aid (YMHFA). She earned Bachelor (2011), Master (2012), and Educational Specialist (2014) degrees from UW – La Crosse and Director of Special Education and Pupil Services (2018) certification from UW – Eau Claire.
Contact information: Email: melannie.litscher@alverno.edu

Myah Herro, Ed.S.
Myah is an instructor in the school psychology program at Alverno College. She earned her Bachelor's degree in Psychology and Family Studies at Marquette University in 2011, along with Master's and Educational Specialist degrees in School Psychology from University of Wisconsin – La Crosse in 2014. Myah has been a school psychologist with Milwaukee Public Schools since 2013. In addition to her school-based duties, she supports and trains school psychologists in the identification of students with Specific Learning Disabilities, academic interventions and progress monitoring methods. She serves on district committees tasked to identify academic interventions and progress monitoring tools for district-wide implementation.
Email: myah.herro@alverno.edu

Arthur Anderson, Ph.D.
Dr. Anderson earned his Ph.D at the University of Wisconsin-Milwaukee in Educational Psychology with a specialization in School Psychology. He recently retired from the Shorewood School District, where he served in a variety of roles, including School Psychologist, Coordinator of Special Education, and Director of Special Education and Pupil Services.
Email: arthur.anderson@alverno.edu

Kara Felsman, Ed. S.
Kara is an instructor in the school psychology program at Alverno College and teaches courses in multi-tiered systems of support, special education, and leadership. Kara has been an educator with Milwaukee Public Schools for 13 years; serving 7 years as a school psychologist and the last 6 years as an Assistant Principal. She earned her Bachelor's degree (2006) from UW-Madison, Master's (2008) and Educational Specialist degrees (2010) from UW-Milwaukee, the Director of Special Education and Pupil Services licensure (2015) from Cardinal Stritch University, and the School Principal and Director of Instructor license (2016) from UW-Milwaukee.
Email: kara.felsman@alverno.edu

ALVERNO COLLEGE'S ABILITY-BASED ASSESSMENT

Alverno College's learning and teaching is grounded in a philosophy of ability-based assessment for student learning. Instead of students earning grades, Alverno faculty focus on assessment that is grounded in developing abilities or competencies to foster students'

development. This unique philosophy integrates performance-based assessments, regular and comprehensive faculty feedback to students, and student self-assessment into each student's program of studies.

The reason this unique education works is simple – it's a model of the real world. A world in which there are no letter grades and where learning comes from completing a task, rather than simply reading about it. Students demonstrate what they have learned until they master the content. It's an effective and relevant learning experience that is valued by students, graduate programs, and the professional world.

Evaluation of Student Learning

Alverno's method of assessment is integral to learning in the Alverno graduate programs. This model is grounded in a philosophy that evaluation should not just assess what students know, but how well they can apply what they know.

The system of student assessment at Alverno College does not include reference to letter grades. In fact, one tenet of the College's educational philosophy is that the faculty do not evaluate students comparatively using letter grades. Instead, faculty establish criteria for effective performance in each course. In the graduate programs, these criteria reflect standards for achievement within the discipline and professional areas, which guide all courses in the specific program. As part of professional programs, graduate course assessments are designed to engage students within their disciplinary and professional contexts. Faculty then provide students with significant narrative feedback describing the quality of their performances relative to those standards. A student who does not meet these standards at the level defined in each course does not pass the course. As a continuous process in which the students themselves play an active role, assessment helps both the student and the faculty member judge the student's progress toward meeting criteria for a given course.

Due to the rigor of the curriculum, faculty can confirm that a student who has successfully completed a course is held in "good standing." Any student in good standing at the College has demonstrated the requisite understanding and practice of the disciplines for the courses s/he has completed. Faculty distinguish quality of performance by providing a written evaluation of the student's work that documents the specific way the student met or exceeded those standards.

The detailed profile of the student's strengths and course accomplishments become part of each student's permanent record. Because this method provides more information than a grade and fosters continuous learning, it is approved by accrediting bodies and accepted by graduate schools and employers. In fact, educators from across the country and around the world regularly visit Alverno to learn about this innovative and effective approach to helping students learn.

Student Progress Reports

A student's progress report is available on Interactive Online (IOL) approximately one week after the close of the semester. Progress in courses is reported as Satisfactory (S) when all requirements of the course have been met. An Unsatisfactory (U) indicates insufficient evidence for meeting the standards of the course. An Incomplete (I) is reported when only a minimal amount of work remains to be completed. An Incomplete must be removed by the date stipulated by faculty. An Incomplete in a prerequisite course must be satisfactorily removed and reported to the Registrar's Office before the student can begin the subsequent course(s). If the Incomplete is not removed, an Unsatisfactory is awarded.

As the final report of demonstrated achievement that defines the College's graduate level degrees (i.e., Educational Specialist in School Psychology, Master of Arts in Educational Psychology), the academic transcript reflects the importance the College attaches to the mastery of content and the ability to use knowledge effectively in professional settings.

Grade Point Equivalency

In response to external demand for traditional grade point averages, the faculty at Alverno College keep record of a grade point equivalency (GPE) for each student within each course on IOL. Alverno College maintains a commitment to narrative feedback, outcome-based education, and self-assessment while providing this service to students when needed.

In each course, students receive both a Satisfactory or Unsatisfactory progress code and a Grade Point Equivalency (GPE) on a scale of 4.0, 3.5, or 3.0. Students must receive a 3.0 or "B" or better in order to receive a "Satisfactory" progress code. A GPE does not reflect an "average of performance", nor does it reflect student behaviors unless stipulated in course outcomes. To calculate the overall GPE for a student, the GPE value for each course is multiplied by the number of credits for the course. The product is divided by the total number of credits to create the overall GPE.

GPE scores are summative and quantitatively represent the extent to which students have met course outcomes. Students in the school psychology program are required to maintain a GPE of 3.0 or higher. GPE will not be communicated to students on a regular basis, but they can be assured they have a 3.0 or higher GPE if they are consistently successful in coursework.

ED.S. PROGRAM CURRICULUM

A fundamental tenet of the specialist program in School Psychology is that students will acquire the scientific knowledge and applied skills to become leaders, innovators, and positive change agents in the service of children and families. Therefore, the specialist program curriculum incorporates courses in psychological and educational foundations,

and the development of skills in culturally sensitive assessment, intervention, mental health services, collaborative consultation, and research.

Coursework is integrated with at least 1800 hours of relevant experiences during the three-year program, which includes at least 600 hours of practicum and a 1200 hour internship in a K-12 setting. Practicum and internship experiences are essential components of professional training and provide critical opportunities for students to apply acquired knowledge and skills in field-based settings.

Course Descriptions

Over the course of three years, students in the Alverno College School Psychology program will attain a Master of Science in Educational Psychology (30 credits) and an Educational Specialist degree in School Psychology. The required courses are listed below, along with the NASP Standards fulfilled through each course. All courses are 3 credits. See Appendix A for the current course sequence.

Master of Science in Educational Psychology (30 credits):

School Psychology 600 (Professional Issues and Ethics in School Psychology)
NASP Standards 2, 10

This course will introduce students to the history and systems of school psychology, ethical and legal issues in school psychology, and different models of school psychology practice over time and across settings.

School Psychology 630 (Culturally Responsive Intellectual Assessment)
NASP Standards 1, 8, 9

Students will learn to administer intellectual assessment tools such as the WISC-5, SB-V, and WJ-Cognitive, interpret results, and write psychoeducational reports. Students will understand how to assess children in a culturally sensitive manner.

School Psychology 648 (Academic Assessment and Progress Monitoring)
NASP Standards 1, 3, 5, 9

This course will teach students to administer standardized academic or achievement and developmental tests including the WJ-IV, WIAT-III, and BDI-2 and connect assessment to inform academic-based interventions. Students will be introduced to progress monitoring tools and methods to engage in data-based decision making.

Community Psychology 651 (Research Methods and Statistics)
NASP Standards 9, 10

This course focuses on the acquisition and practice of essential skills involved in

psychological research and evaluation. Students will learn introductory statistics as well as develop skills in systematic inquiry.

Teaching and Learning 611 (Understanding the Learner)
NASP Standards 3, 4, 8

Students explore a wide variety of developmental approaches to learning, including the development of cognition, emotion, and motivation as they apply to diverse learners. Using an integrative approach to development, student apply key theoretical perspectives in creating a multidimensional model of the learner. The course also uses developmental and learning theory to identify learning approaches appropriate to their target learning groups.

Special Education 615 (Characteristics, Assessment, Diagnosis and Evaluation of Students with Disabilities)
NASP Standards 1, 3, 7, 10

Students learn about the characteristics of specific disabilities, with a particular emphasis on learning disabilities, cognitive disabilities, and emotional/behavioral disabilities. Students look at the causes and etiologies of various disabilities and the impact of cultural and environmental milieu on the student and family. Students are exposed to a variety of intervention strategies to accommodate learning, behavioral, social, and emotional strengths and needs.

School Psychology 690 (Consultation and Collaboration with Teachers and Families)
NASP Standards 1, 2, 7

Students learn different models of consultation and collaboration to effectively manage professional interactions between families, schools, individuals, and the community in meeting the academic and mental health needs of a diverse student population.

Community Psychology 620 (Helping Relationships: Prevention, Intervention and Systems)
NASP Standards 1, 4, 6, 8

This course provides students with a broad understanding of the philosophic bases of helping relationships, counseling theories and their applications. Basic and advanced helping skills will be explored in the context of developing effective empathic listening skills. Students will frequently engage in interactive exercises to develop and practice effective listening skills and intervention techniques. Multiple opportunities for self-reflection through new learning, writing, contemplation and group discussion will enhance each student's ability to understand and apply the processes for change that are integral to the helping relationship.

School Psychology 645 (Behavioral, Social and Emotional Assessment and Intervention)
NASP Standards 1, 4, 6

Students will learn multi-method, multi-modal assessment for behavioral, social and emotional issues for children, youth and families, including interpreting results and report writing to inform intervention and classroom strategies.

School Psychology 647 (Prevention and Crisis Intervention in Schools)
NASP Standards 1, 4, 6

Students will examine the prevention and intervention models considered most effective and useful in the school setting and gain an in-depth understanding of crisis prevention and response models. The course uses a prevention and crisis application to child-centered issues such as abuse, divorce, family violence, loss, school-based violence, and suicide. The course also examines the impact of trauma and the value of trauma-informed treatment models in schools.

Educational Specialist in School Psychology (30 credits)

School Psychology 660 (Applying Multi-tiered System of Support to Address Academic and Behavioral Issues in Schools)
NASP Standards 1, 3, 4, 5

This course will introduce students to the model, theory and research for the multi-tiered system of support (MTSS) model including response to intervention (RtI) and positive behavioral intervention and supports (PBIS). Students will learn to analyze and select tools and methods for assessment and intervention to inform data-based decision making practices.

Special Education 635 (Teaching adaptively: Students with intellectual disabilities, specific learning disabilities and emotional/behavioral disabilities)
NASP Standards 2, 3, 4, 5, 7

Through learning experiences in the course, students build their knowledge base related to typical developmental patterns to explore the etiology and characteristics of learning disabilities, emotional/behavioral disabilities, and cognitive disabilities. They learn to plan and implement academic learning experiences that are appropriate to meet the individualized needs of students with disabilities. Concepts and techniques related to universal design, adaptive/assistive technology, and effective instructional practices for both regular and special education are infused into the design of learning experiences.

School Psychology 698 (Practicum 1: School Psychology)
NASP Standards: all domains

Under supervision by a school psychologist, students will complete at least 300 hours in a school psychology setting where they will apply skills and knowledge they have acquired in the program. Applied skills include data-based decision making, assessment, intervention, consultation, and counseling.

Special Education 614 (Foundations of Special Education)
NASP Standards: 2, 8, 10

Students gain an understanding of the historical, philosophical and legal background of special education, thorough analysis of case studies that illustrate theory and practice related to the needs of exceptional learners. They consider special education issues related to diversity, equity, professionalism, public access, and political control, and explore the effects of state and federal laws, regulations, and litigation on students with disabilities. They also build skills necessary for working with paraprofessionals, parents, and other community members to support special needs learners in the least restrictive environment.

School Psychology 699 (Practicum 2: School Psychology)
NASP Standards: all domains

Under supervision by a school psychologist, students will complete at least 300 hours in a school psychology setting where they will apply skills and knowledge they have acquired in the program. Applied skills include data-based decision making, assessment, intervention, consultation, and counseling.

School Psychology 655 (Clinical Mental Health Counseling with Children and Adolescents)
NASP Standards 1, 4, 6, 8

This course focuses on the origin, evaluation, interpretation and application of the major theories within cultural, global, historic, and contemporary contexts. Emphasis will be given to the application of theories to an array of settings designed to promote prevention and treatment of psychological and social disorders on K-12 students. School psychology trainees study and evaluate a variety of evidence-based therapeutic approaches and clinical settings through their own system of values. Students develop critical thinking abilities about complex issues in mental health.

Administrative Leadership 666 (Leadership for School and Community Engagement)
NASP Standards: 2, 5, 9

In this multidisciplinary course, students will learn about multiple leadership roles in schools and deepen their perspectives of the purposes and roles of schools in the local community. Emphasis is placed on engaging families and communities in schools and schooling practices.

Community Psychology 627 Culturally Engaged Counseling
NASP Standards 1, 4, 6, 8

In this course, students learn major theoretical perspectives and concepts of multicultural and cross-cultural counseling. This is a discussion-based course that includes some didactic and experiential activities. Students in this course are expected to: actively participate in class activities, projects and discussions; review literature on the major concepts and issues regarding multicultural counseling; research and review issues relevant to mental health practice with a specific diverse group; and, examine potential ethical and legal issues related to multicultural counseling.

School Psychology 700 (Internship 1: School Psychology)
NASP Standards: advanced practice in all domains

Under supervision from a licensed school psychologist and Alverno faculty member, students complete 600 hours of applicable school psychology activities in which they apply skills and knowledge as a practicing school psychologist.

School Psychology 720 (Internship 2: School Psychology)
NASP Standards: advanced practice in all domains

Under supervision from a licensed school psychologist and Alverno faculty member, students complete 600 hours of applicable school psychology activities in which they apply skills and knowledge as a practicing school psychologist.

Developing a Professional Identity

Establishing and maintaining a professional identity as a school psychologist is important across the graduate training and professional career for school psychologists. Students are encouraged to become student members of professional organizations such as Wisconsin School Psychology Association (WSPA) and National Association for School Psychologists (NASP) and to regularly attend conferences. Students are required to present their research from the Capstone Integrated Research Project at a professional conference or in another professional capacity. Students are also encouraged to become familiar with faculty scholarship, leadership and service and get involved in opportunities of interest that become available at the college or in other professional settings.

Practicum and Internship

Successful completion of the school psychology Ed.S. includes a practicum of 600 hours

and a year-long internship of 1200 hours. Both clinical experiences require regular supervision by a practicing school psychologist in the school(s) and supervision by an Alverno staff member. In consultation with their supervisors, students will complete assessments (student and supervisor) as evidence of their learning and performance during their practicum and internship.

For the duration of practicum, students enroll in SPY-698 and SPY-699: Practicum I & II in School Psychology, meeting biweekly with Alverno supervisors and peers. For the duration of internship, students enroll in SPY 700 and SPY 720 internship seminars, meeting monthly with supervisors and peers. For more information on the practicum and internship experience, view the Alverno College Internship Handbook.

As a part of their internship seminar courses (SPY 700 and SPY 720), students are required to demonstrate their progression by completing a Capstone project that culminates with a formal dissemination of learning (e.g., a poster presentation or workshop at NASP, WSPA, and/or a college, university, school, community setting or its equivalent).

Students have the choice to complete their practicum hours in the district of their choice, provided that adequate supervision and sufficiently broad experiences are available. Students will need to (1) share the expectations of practicum with the district and supervisor, (2) complete an Agreement Form through Alverno College or its equivalent in circumstances where the school district has their own documentation. For students who do not have a preference or connection to a district, Alverno will play an active role in arranging for an appropriate practicum placement.

Appeals or Grievances in Internship or Practicum

Should a student need to complete practicum in longer than two semesters or internship in longer than a school-year, the student needs to make this request known to the Program Director and Practicum/Internship Coordinator. The student should describe the following: (1) requested length of extension (e.g., 1-2 semesters); (2) reason for extension; and (3) evidence of written approval from the district and/or on-site supervisor for this arrangement. For practicum, students need to enroll in SPY 699: Practicum II in School Psychology until the required number of hours are complete. For internship, students need to enroll in SPY 720: Internship II in School Psychology until the required number of hours are complete.

If a student is not performing appropriately during practicum or internship, or there are concerns with the Site Supervisor that cannot be remedied, the Practicum/Internship Coordinator, in consultation with the Program Director and Site Supervisor, may remove the student from the practicum or internship site. If removed from the internship site, the student must meet with the Practicum/Internship Coordinator and the Program Director before securing another placement. The challenges from the fieldwork experience will be

identified and addressed in a Practicum/Internship Student Improvement Plan. If a student is unable to successfully complete the practicum or internship experience, the student may be required to exit the program. The School Psychology Program Director is available to help the student with this process.

Assessment of Student Progress in Ed.S. Program

Students are assessed in several ways throughout their program of studies. All coursework align with NASP standards and criteria for each course assessment will connect to course outcomes and larger program outcomes.

Beyond coursework, there are several ways that students will be assessed during their progression through the program, including course grades, a professional rubrics form for each class, successful passage of the Praxis exam, and a Capstone Integrated Research Project to be completed during internship. See Appendix B for the Professionalism Rubrics that instructors will submit for each student in each course. Students will also have access to their Grade Point Equivalency and this quantitative data will be submitted by the college to the accrediting body. Each year, students also complete a Self- Assessment form (Appendix F).

School psychology faculty members meet to discuss the progress of each student based on the student's academic and professional performance in the program. Strengths and weaknesses based on criteria for academic and professional behavior will be identified and feedback is given to each student. If necessary, students will be provided a remediation plan to focus on any areas that are of larger concern to the faculty.

PROGRAM POLICIES AND PROCEDURES
A Design That Addresses the Needs of Many

Some students may decide to enter this program immediately after graduation from college. Others may come to this program as a working professional, ready to take the next step in their education. For either type of individual, this curriculum is designed to meet their needs.

For fall and spring semesters, classes are scheduled on Friday evenings and Saturdays every other weekend. In the summer, courses are typically offered one evening a week or on Saturdays for an eight-week period beginning in early June and ending in July.

Advising
When a student is admitted to the school psychology program, the program director is assigned as their academic advisor. The program director serves as a resource to each student during their first semester regarding academic matters, policies, procedures and with registration. In the second semester, students may be assigned other faculty

advisors/mentors.

Accessibility

Alverno College makes every effort to provide accessible facilities and programs for individuals with documented disabilities. Our goal in working with students, faculty, and staff is to provide academic and physical accessibility, promote student independence and maximize academic potential. If you have any questions about student accessibility, contact Instructional Services, FO 408 or call 414-382-6026.

Absences from Courses

Students are expected to attend all classes and participate in all learning activities. If, due to illness or unavoidable personal/professional commitments, you must miss a class, you should consult with the faculty member involved and/or the School Psychology Program Director, as early as possible, to develop an alternative plan to meet the objectives of the missed class. Absence from more than one session of a 3- credit required course may require the student to repeat the course. Consistent lateness may be considered an absence. Depending on the situation, your instructor or the School Psychology Program Director may advise you to drop a course or may decide that you are ineligible to continue attending a course. In all instances, if you choose to drop a course, it is your responsibility to officially withdraw from the course by contacting the Registrar's Office. You are always encouraged to communicate with your advisor if you are considering dropping a course.

E-Mail Expectations

Your Alverno e-mail is the official means of communication used by the College. This includes all instructor communication. You should read your Alverno email regularly.

Academic Honesty

Throughout your studies at Alverno College, you will be exposed to a variety of learning styles and experiences. In some classes, faculty require students to complete assignments in small-groups while others may require students to complete work on an independent basis. Both experiences can be stimulating and rewarding. Each academic experience at Alverno requires that you as the student take responsibility for your own work in accordance with the instructions of their professor and with sound academic principles. Each student is expected to conduct their work, both inside of the classroom and in their independent research in ways that are academically honest. Academic honesty is a basic requirement of the school psychology program. Failure to comply with this requirement should be considered grounds for failing a class, being dismissed from the program, or being dismissed from the college. All students are required to comply with these expectations.

©Copyright And Fair Use: Read Me

As a graduate student using Alverno College's technology resources, you are required to comply with copyright laws. Illegal downloading of movies and music is just that: illegal and traceable back to the user. It is also illegal to take texts, images, webpages, and computer programs from the Internet or other sources without getting permission from the

creator. College students have been successfully prosecuted for copyright violations. However, much of the material in the Library and on the Internet can be used for educational purposes by following Fair Use Guidelines. You may use approximately 10% of a written text, of images out of a book, or information from a web-page for a course project. You can also play excerpts from movies and music. Of course, when you do use materials that you have not personally created, you must give full credit to the originator. Additionally, there are resources available at Alverno College that have been paid for and are yours to use. These include databases that offer free music streaming, webpages that encourage student use (such as OWL at Purdue), ARTstor, which offers millions of images, and much more. Visit your Library and your Library Web-Page often for resources and updates. For more information on copyright laws and fair use, follow the link below: http://depts.alverno.edu/library/copyright.html

Transferring Graduate Credit

Students may transfer graduate credits from another institution that is accredited by the appropriate regional association, for use in meeting the requirements for their degree in school psychology. The transferred credit must be for courses taught at the graduate level and students must have received a grade of "B" or better. Students who want to transfer credits to Alverno College should meet with an Admissions counselor. Decisions will be made by Admissions in consultation with the Director of the School Psychology program.

Extension of Program Completion

Coursework is to be completed within seven years of entry into the School Psychology program. If a student is not able to complete the program within this timeframe, the student must submit a letter to the School Psychology Program Director requesting an extension. The letter should explain why an extension is required and describe a plan and timeline for program completion. The Program Director will review the request and respond in writing. The deadline for submitting a request to extend a program completion is the beginning of the student's sixth year in the program.

Independent Study

Students may want to register for an Independent Study because a required course may not be offered in a particular semester, or a student may want to pursue a specialized area of interest that is related to, but not part of, a student's regular studies. Registration for Independent Study implies that the student is able to assume a major share of the responsibility for shaping a course and doing much of the work for the course in an independent manner with minimal aid from the instructor. If a student thinks s/he wants to register for an Independent Study, the student must receive permission from the School Psychology Program Director and the instructor who agrees to work with the student in the study. Permission is recorded on an Independent Study Permit Form, which is available on the Registrar's Office webpage under Online Forms.

Financial Aid

Alverno College is dedicated to providing all qualified students the opportunity to attend.

Students are encouraged to apply for financial aid by filing a Free Application for Federal Student Aid (FAFSA). Financial aid is available through federal and private student loans. Employer tuition reimbursement may also be an option.

Students should apply for financial aid every year before the March 1 priority deadline to qualify for the maximum amount of aid. Be sure to keep copies of all forms for your records. To apply for financial aid:
1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov (http://www.fafsa.ed.gov). Be sure to list the Alverno College federal school code 003832 in the Selection section of FAFSA on the web.
2. Review the Student Aid Report (SAR), which students receive via email from the federal processor within a few days of filing online. Students should review the electronic SAR for accuracy and, if necessary, make corrections online.
3. Complete Entrance Counseling and the Federal Direct Loan Master Promissory Note. Instructions are available online at http://www.alverno.edu/financialaid/studentloans/loanapplicationinformation/ The link is listed in the section under "Loans." See Sections 1 and 2 under Federal Direct Loans.

International students are not eligible for financial aid, other than on-campus student employment.

Student Employment
While most students in the graduate programs are employed elsewhere, international students and other students may work on campus for up to 20 hours per week. Information regarding available on-campus employment opportunities is located at alverno.edu/campusjobs.

Loans
Most student loans do not require repayment until after graduation. Graduate students must apply for financial aid and be enrolled at least half-time in their respective program to be eligible for loan funding. Repayment begins six months after degree completion or when enrollment is less than half-time.

Federal Unsubsidized Direct Stafford Loan
This loan is available to graduate students regardless of financial need. The combined amount of subsidized and unsubsidized loans may not exceed $20,500 or cost of education per academic year, whichever is lower. Interest is charged on the borrowed amount and may be capitalized until repayment begins.

Alternative (Private) Education Loan
This type of loan is available through local and national lending institutions. Interest rates and repayment terms vary but are often competitive with Federal Direct Loans. These loans may be used to supplement Federal Direct Loans. To apply, students can work directly with their lender of choice or research a variety of lenders on the Alverno website.

Employer Tuition Reimbursement
Funding is provided by many employers to assist employees in furthering their education. Since reimbursement is generally made at the end of the semester, many students use the first disbursement of their Federal Direct Stafford Loan to obtain some of the funds they need to begin their first semester. They then use reimbursement funds to help pay for subsequent semesters. Upon graduation, they apply the final reimbursement toward repayment of their direct loans.

ACADEMIC STATUS
The Committee on the Status of Students is responsible for reviewing the academic progress of each Alverno College undergraduate and graduate student. During the semester and at the end of each semester, this committee reviews students who are demonstrating academic difficulty including not successfully completing courses, external assessments, and/or not demonstrating the abilities offered in courses or assessments. Descriptions of the four academic status decisions follow. Note: In general, the academic progress of students who do not successfully complete a course/ability level/external assessment is reviewed each semester until the student demonstrates satisfactory progress.

Good Standing - Students who successfully complete their courses and external assessments and demonstrate the abilities offered in these courses and assessments are in Good Standing.

Probation - In general, students who (a) are unsuccessful in one or more courses or 5-6 credits of coursework and/or (b) are unsuccessful in a core course for the major and/or (c) continue to be unable to successfully demonstrate successful progress are on academic probation. Instructors of a student on probation are requested to complete a Mid-Semester Progress Report on the student's performance. These reports are emailed to the student and her/his Advisor.

Probation with Warning - When students continue to be unsuccessful in courses and/or continue to be unable to demonstrate successful progress, the college is concerned that the student may not be able to progress to graduation. The student is placed on probation with the warning that an unsuccessful next term may result in academic dismissal. Instructors of a student on probation with warning are requested to complete a Mid-Semester Progress Report on the student's performance. These reports are e-mailed to the student and her/his advisor.

Academic Dismissal - If, in the judgment of the Committee on the Status of Students, a student has been or continues to have unsuccessful courses/external assessments/ability levels, she/he may be dismissed from the college. Students in the Alverno Success Program, on Good Standing, Probation, or Probation with Warning may be dismissed.

The seriousness of a student's academic status is indicated by the specific status. For example, probation with warning is more serious than probation.

Student on Leave
If you wish to temporarily withdraw from Alverno, you may become a "Student on Leave". To complete a transition interview and Student on Leave form, contact an Advisor in the Advising Office or your Graduate Advisor. You are eligible to be on leave for up to four semesters. If you do not choose to enroll at the expiration of your leave, your status is considered the same as a withdrawal. If you later decide to return to Alverno, you must request to re-admit to the College through the Advising Office. As a Student on Leave, you may enroll at Alverno without applying for re-admission. To register, contact the Advising Office or your Faculty Advisor.

Withdrawal from the College
If you leave Alverno and do not intend to return, you are expected to officially withdraw. You should contact an Advisor in the Advising Office or graduate advisor to complete an Official Withdrawal Form. If you are academically dismissed or do not return from a Student Leave within four semesters, you are considered officially withdrawn from the College.

ED.S. PROGRAM EVALUATION

Alverno College faculty and staff engage in several methods of program assessment to regularly improve the professional program. Faculty review student scores on the Praxis exams as well as course progress codes/GPEs to assess the strength and integrity of the coursework as it connects to student learning outcomes. In addition, faculty view the supervisor evaluations from practicum and internship to see if there are any patterns that can inform programmatic improvements to strengthen student performance. Annual focus groups with current and former students will be formed to gain feedback on all aspects of the program. Every three years, a survey is sent out through the Division of Education to all graduates and their current administrators to inquire about their training and preparation for the roles and responsibilities of school psychologists. The data acquired through focus groups and surveys will be analyzed by faculty and staff to determine how the program could be improved. Finally, in the Division of Education's annual visits with the Wisconsin Department of Public Instruction liaison, all licensure programs engage in review of data aligned with the Continuous Review Process.

APPENDIX A: COURSE SEQUENCE

Master of Science in Educational Psychology Sequence:
- **Semester One (Fall 1)**
  - SPY 600: Professional Issues and Ethics in School Psychology
  - SPY 648: Academic Assessment and Progress Monitoring
  - SPY 630: Culturally Responsive Intellectual Assessment
- **Winterim**
  - MCP 651: Research Methods and Statistics
- **Semester Two (Spring 1)**
  - SPY 690: Consultation and collaboration with teachers and families
  - SPE 615: Characteristics, Assessment, Diagnosis and Evaluation of Students with Disabilities
  - TLA 611: Understanding the Learner
- **Semester Three (Summer 1)**
  - SPY 647: Prevention and Crisis Intervention in Schools
  - MCP 620: Helping Relationships: Prevention and In
  - SPY 645: Behavioral, Social and Emotional Assessment and Intervention

Ed.S. Course of Studies:
- **Semester Four (Fall 2)**
  - SPY 660: Applying Multi-tiered System of Support to Address Academic and Behavioral Issues in Schools
  - SPE 635: Teaching adaptively: Students with intellectual disabilities, specific learning disabilities and emotional/behavioral disabilities
  - SPY 698: Practicum 1: School Psychology
- **Semester Five (Spring 2)**
  - SPE 614: Foundations of Special Education
  - SPY 699: Practicum II: School Psychology
  - SPY-655 Mental Health Counseling with Children and Adolescents
- **Semester Six (Summer 2)**
  - MCP 627 (Multicultural Counseling)
  - AL 666 (Leadership for School and Community Engagement)
- **Semester Seven (Fall 3)**
  - SPY 700 (Internship 1)
- **Semester Eight (Spring 3)**
  - SPY 720 (Internship 2)

APPENDIX B: STUDENT PROFESSIONALISM RUBRIC

SPY Course Name:

Instructor Name:

Name of Student:

Please complete the following professionalism rubric for the student.

Professionalism Requirement	Exceptional	Effective	Emerging	Not Evident
Student effectively demonstrates discipline and responsibility for attending all class sessions and being present at the start of each class				
Comment:				
Student finishes and turns in on the dates requested assignments that are complete and have been proofread				
Comment:				
Student takes the initiative to communicate with faculty if there are attendance or assignment concerns.				
Comment:				
Student consistently uses appropriate language, interacts in a professional manner and shows respect for others.				
Comment:				
Student accepts equal responsibility for group assignments and supports others in doing so.				
Comment:				
Student honors professional ethics including appropriate use of quotations, recognition/citation of sources, respect for confidentiality and privacy.				
Comment:				

APPENDIX C: WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION PUPIL SERVICES STANDARDS

PI 34.04 Pupil Services Standards

To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. The pupil services professional understands the teacher standards under s. PI 34.02.

2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.

7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

APPENDIX D: PRACTICUM LEARNING GOALS

PRACTICUM LEARNING GOALS
Learning Goals should be created with student and supervisor and tied to the NASP standards.

Student Intern: _____   **Site:** _____

Site Supervisor: _____   **Date:** _____

Student Goals:

Goal #	What do I want to learn from this practicum experience (general)?	What tasks will help me achieve this goal?	NASP Standard(s)
1			
2			
3			
4			
5			

APPENDIX E: FACULTY SUPERVISOR ASSESSMENT FORM

School Psychology Faculty Supervisor Assessment Form Practicum
Performance-Based Rubric

Student Name and Practicum Site:
Description of activity observed: Observer name and date:

Category	4	3	2	1	Level	Evidence to support level rating
Interpersonal skills and communication	Routinely demonstrated effective interpersonal skills (e.g., strong listening, patience, and respect). Communicated information very clearly and enthusiastically. . Showed dedicated interest in audience understanding	Usually demonstrated effective interpersonal skills (e.g., strong listening, patience, and respect). Information usually explained and followed up upon effectively.	Sometimes demonstrated effective interpersonal skills (e.g., listening, patience, and respect). Was able to communicate information adequately, but at a basic level.	Rarely demonstrated effective interpersonal skills (e.g., strong listening, patience, and respect). Struggled to communicate information effectively.		
General problem-solving collaboration	Routinely solicited and helped synthesize information from others. Interjected own ideas assertively without being domineering. Demonstrated clear preference for win-win strategies and positive approaches to problem solving.	Routinely solicited and helped synthesize information from others. Interjected own ideas assertively without being domineering. Demonstrated clear preference for win-win strategies and positive approaches to problem solving.	Sometimes used information provided by others in team. Was sometimes able to collaborate effectively, but sometimes too passive or aggressive with own ideas.	Rarely utilized information from other group members during decision making. Was excessively passive or aggressive with own ideas.		
Intervention enhancement	A clear leader in helping develop appropriate goals and interventions. Excellent awareness of varied interventions/ instructional methodologies	Demonstrated helpful awareness and effort in assisting development of goals and interventions.	Provided some help in developing goals and interventions. Ideas were somewhat helpful, but viewed as basic.	Rarely or did not help develop goals or interventions. Did not recognize the need to link data to interventions or modifications		

Category	4	3	2	1	Level	
Diversity values and disposition	Routinely was respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Adapted practice effectively and appropriately as necessary to meet the needs of others.	Often was respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Adapted practice adequately as necessary to meet the needs of others.	Sometimes was respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Showed some effort to adapt practice to meet the needs of others	Did not present as being respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Did not adapt practice to meet the needs of others.		
Data-based decision-making	Collected valuable data for understanding problems. Utilized multiple tools and techniques (as needed) in gathering the data. Recognized as a clear leader in data collection, interpretation, and data based decision making	Collected acceptable data for understanding problems. Chosen tools and techniques were sufficient, and data provided to team was valuable in decision making.	Collected adequate data for understanding problems, with room for improved variability. Showed some effort to connect data to interventions.	Collected data were incomplete or inappropriate for the presenting problem. Did not effectively connect data to interventions or goals.		
Professional, legal, and ethical responsibility	Clear and effective adherence to due process guidelines in all decisions affecting students. Maintained high ethical standards.	Adhered to due process guidelines in most decisions affecting students. Maintained acceptable ethical standards.	Adhered to due process guidelines in most decisions affecting students. Ethical standards were adequate.	Neglected or failed to recognize some due process guidelines. And/or did not address ethical issues appropriately		
DPI PUPIL SERVICES STANDARDS			*Total*			
Understands the teacher standards	Proficient 4	Developed 3	Adequate 2	Emerging 1		

Understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.	Proficient 4	Developed 3	Adequate 2	Emerging 1		
Uses research, research methods and knowledge about issues and trends to improve practice in schools and classrooms	Proficient 4	Developed 3	Adequate 2	Emerging 1		
Understands and represents professional ethics and social behaviors appropriate for school and community	Proficient 4	Developed 3	Adequate 2	Emerging 1		
Understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings	Proficient 4	Developed 3	Adequate 2	Emerging 1		
Comprehensively addresses the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.	Proficient 4	Developed 3	Adequate 2	Emerging 1		

The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.	Proficient 4	Developed 3	Adequate 2	Emerging 1		

Additional Observation Notes:

Strengths:

Areas for Growth:

The completed rubric was reviewed and discussed with me and I had an opportunity to have my questions answered about the evaluation of my performance through this observation.

Practicum candidate signature: Date:

Supervisor signature: Date:

Rubric Total Guide:

22 – 24 Excellent skill, knowledge, and effort observed. The candidate is emerging as an independent, well-respected, and highly-motivated school psychologist.

18 – 21 Effective skill, knowledge, and effort observed. Strong foundational skills in place. The candidate is moving in the direction of becoming an effective and independent practicum-level school psychologist.

15 – 17 Emerging skill, knowledge, and/or effort observed. Some strengths noted. Some areas will require significant development to ensure the candidate develops as an effective school psychologist.

Below 15: Underdeveloped skill knowledge, and/or effort observed. Most areas will require development and potential remediation to ensure the candidate develops as an effective school psychologist.

Appendix F
Alverno School Psychology Program
Annual Self-Appraisal Rubric

Candidate Name:_____Year completed**: 1 2 3**

      Reviewer:_____Date:

The Alverno School Psychology Program is committed to maintaining a curriculum grounded in graduate education domains for school psychologists (**NASP**), state pupil services standards (**Wisconsin DPI**), and Alverno College's philosophy of ability-based assessment for student learning. In order to measure student learning outcomes accurately, data are collected through multiple performance-based indicators, collected at multiple points in the program. These data are used to provide candidates with feedback and to make program changes, as needed, to help ensure a quality educational experience. Candidate progress data are gathered annually throughout the three-year program.

APPRAISAL RUBRIC CYCLE:
Each student will be evaluated at the completion of the 1st year, 2^{nd,} and 3rd year. The appraisals must meet expected passing levels each time. Passing levels vary by year in program, as follows:

	Passing Level	*TOTAL passing level*
End of M.S., Year 1	**50% (2+)**	**50%**
End of Practicum, Year 2	**75% (3+)**	**75%**
End of Ed.S., Year 3	**100% (4)**	**100%**

RATING INSTRUCTIONS:
While passing levels will vary by year in the program, all ratings should be assigned with the expectations of the final intern portfolio in mind. Feedback should then be provided about the development of the current candidate portfolio relative to final portfolio expectations. Each NASP domain and DPI standard includes four total points.

EVIDENCE OF EMERGING KNOWLEDGE AND SKILLS:
A standard set of required artifacts must be included in the programmatic portfolio. This set of artifacts reflects evidence of the candidate's *competency* in one or more of the NASP education domains or DPI pupil services standards. The artifacts will be used by reviewers to evaluate knowledge and emerging skills, using the rating scale described below.

RATING SCALE:

Rate the strength of the candidate's knowledge and emerging skills on the following scales.
1: Knowledge and emerging skills are below expectations at this time
2: Adequate knowledge and emerging skill at this time
3: Developed knowledge and emerging skills; nearing final expected levels for a program graduate
4: Proficient knowledge and emerging skills; at expected levels for a program graduate

NASP School Psychology Training Domains and DPI Pupil Services Standards	*Domain/Standard Knowledge and Emerging Skills*
(NASP #1) Data-based Decision-Making & Accountability	**1 2 3 4**
(NASP #2) Consultation and Collaboration	**1 2 3 4**
(NASP #3) Interventions & Instructional Support to Develop Academic Skills	**1 2 3 4**
(NASP #4) Interventions & Mental Health Services to Develop Social and Life Skills	**1 2 3 4**
(NASP #5) School-Wide Practices to Promote Learning	**1 2 3 4**
(NASP #6) Preventive & Responsive Services	**1 2 3 4**
(NASP #7) Family-School Collaboration Services	**1 2 3 4**
(NASP #8) Diversity & Development in Learning	**1 2 3 4**
(NASP #9) Research and Program Evaluation	**1 2 3 4**
(NASP #10) Legal, Ethical, & Professional Practice	**1 2 3 4**
(DPI #1) Understands the teacher standards	**1 2 3 4**
(DPI #2) Understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.	**1 2 3 4**
(DPI #3) Uses research, research methods and knowledge about issues and trends to improve practice in schools and classrooms	**1 2 3 4**

(DPI #4) Understands and represents professional ethics and social behaviors appropriate for school and community	**1 2 3 4**
(DPI #5) Understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings	**1 2 3 4**
(DPI #6) Comprehensively addresses the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.	**1 2 3 4**
(DPI #7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.	**1 2 3 4**

REVIEWER COMMENTS:

Reviewer Signature   Date

Appendix G
Practicum Supervisor Assessment of Student

Student Name:
District/School:

Supervisor Name:

☐ Beginning of year practicum supervisor ratings

☐ Beginning of semester 2 practicum supervisor ratings

☑ Mid semester 1 practicum supervisor ratings

☐ End of semester 2 practicum supervisor ratings

Fill out assessment form for student(s) regarding each item, using the following rating system:

● Exceptional (Skillfully works through complex cases, has remarkable insight into one's performance,requires less supervision than one would expect for the stage of training);

● Effective (Possesses knowledge, skills, and dispositions that meet minimal training standards, requires supervision commensurate with stage of training);

● Emerging (Possesses only basic knowledge or skills, requires somewhat more supervision on tasksthan one would expect for stage of training, needs some improvement to meet expectations);

● Not Evident (Simplistic understanding, dependent on others, skill acquisition is required, requires much more supervision with a great deal of structure, needs substantial improvement); or

● No Opportunity (the student has not had an opportunity to complete a task).

Domains and Skills	Exceptional	Effective	Emerging	Not Evident	No Opportunity
DOMAIN 1 - Data Based Decision Making and Accountability: The competent school psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.					
Collects assessment results and other environmental data to identify student needs.	○	○	○	○	○
Uses measures of cognition and achievement effectively.	○	○	○	○	○
Charts student performance on measures sensitive to incremental change (CBM, DIBELS, etc.)	○	○	○	○	○
Uses data to evaluate outcomes of services and to facilitate accountability.	○	○	○	○	○
Analyzes group performance to design interventions that meet learners' needs.	○	○	○	○	○
Prepares clearly written reports that address referral questions appropriately.	○	○	○	○	○
Articulates assessment findings in a manner that is understandable for the intended audience.	○	○	○	○	○

Additional comments:

Domains and Skills	Exceptional	Effective	Emerging	Not Evident	No Opportunity
DOMAIN 2 - Consultation and Collaboration: The competent school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and their applications to particular situations. The competent school psychologist collaborates effectively with others in planning and decision-making processes at the individual, group and system level.					
Uses knowledge and skills in consultation/collaboration to promote change at the individual, classroom, building, district, or other agency levels.	○	○	○	○	○
Participates in collaborative decision-making and problem-solving with other professionals to achieve student success.	○	○	○	○	○
Routinely follows up with implementers to ensure treatment integrity.	○	○	○	○	○
Demonstrates positive interpersonal skills and shows patience in difficult situations through the use of active listening, conflict resolution, and group facilitation skills.	○	○	○	○	○
Communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).	○	○	○	○	○
Additional comments:					

Domains and Skills	Exceptional	Effective	Emerging	Not Evident	No Opportunity
DOMAIN 3 - Interventions and Instructional Support to Develop Academic Skills: The competentschool psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process; and evidence-based curricula and instructional strategies.					
Assists school personnel in developing and monitoring academic goals for all students.	◯	◯	◯	◯	◯
Uses data to identify factors that influence learning and behavior at the individual, classroom, or building levels.	◯	◯	◯	◯	◯
Participates in the development and implementation of instructional strategies for students at different stages of developments (such as differentiated small group strategies), including those for students who do not meet academic expectations.	◯	◯	◯	◯	◯
Assists school personnel and other agency administrators with the interpretation of data to evaluate individual, classroom and/or building level programs.	◯	◯	◯	◯	◯
Demonstrates knowledge and assists school personnel in selection and implementation of evidence-based curricula (e.g., reading, math).	◯	◯	◯	◯	◯
Additional comments:					

Domains and Skills	Exceptional	Effective	Emerging	Not Evident	No Opportunity
DOMAIN 4 - Interventions and Mental Health Services to Develop Social and Life Skills: The competent school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.					
Applies the principles of behavior change to enhance student behavior/performance at the individual/classroom level.	○	○	○	○	○
Develops methods to assist teachers and families in teaching prosocial behaviors to students.	○	○	○	○	○
Applies the principles of generalization and transfer of training to the development of interventions.	○	○	○	○	○
Assist parents and other caregivers with the development and implementation of behavior change programs in the home.	○	○	○	○	○
Has knowledge, and promotes the use of evidence-based strategies.	○	○	○	○	○
Has knowledge, and promotes the use of evidence-based social-emotional learning strategies to improve student performance.	○	○	○	○	○
Additional comments:					

Domains and Skills	Exceptional	Effective	Emerging	Not Evident	No Opportunity
DOMAIN 5 - School-Wide Practices to Promote Learning: The competent school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.					
Demonstrates knowledge of and skills involved in systems-change process.	○	○	○	○	○
Effectively leads problem-solving teams with attention to positive tone, time-management, and accountability.	○	○	○	○	○
Demonstrates knowledge of current public policy issues impacting educational and mental health service delivery systems.	○	○	○	○	○
Uses technology to communicate information efficiently (e.g., power point, projectors, fax, printer, copier).	○	○	○	○	○
Uses current technology resources when designing, implementing, and evaluation programs or interventions for children.	○	○	○	○	○
Practices ethical, legal, and socially responsible behavior when using technology and computer software.	○	○	○	○	○
Utilizes standardized measures of social-emotional functioning effectively.	○	○	○	○	○
Additional comments:					

Domains and Skills	Exceptional	Effective	Emerging	Not Evident	No Opportunity
DOMAIN 6 - Preventive and Responsive Services: The competent school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.					
Identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, and drug and alcohol abuse).	○	○	○	○	○
Demonstrates ability to establish rapport and maintain appropriate boundaries.	○	○	○	○	○
Evaluates individuals' risk of harm to self and others and engages in appropriate safety planning and follow-up.	○	○	○	○	○
Conceptualizes cases using various theoretical orientations.	○	○	○	○	○
Employs empirically supported interventions to individuals/groups, addressing social-emotional factors.	○	○	○	○	○
Empower students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.	○	○	○	○	○
Additional comments:					

Domains and Skills	Exceptional	Effective	Emerging	Not Evident	No Opportunity
DOMAIN 7 - Family-School Collaboration Services:The competent school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.					
Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance outcomes for students.	○	○	○	○	○
Facilitates collaboration with parents/guardians when designing interventions.	○	○	○	○	○
With properly signed releases, communicates and coordinates with other professionals in mental health, legal, medical, social service, and recreational programs involving the identified student.	○	○	○	○	○
Additional comments:					

Domains and Skills	Exceptional	Effective	Emerging	Not Evident	No Opportunity
DOMAIN 8 - Diversity in Development and Learning: The competent school psychologist has knowledge of individual differences, abilities, and other diverse student characteristics; principles andresearch related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference;and evidence-based strategies to enhance services and address potential influences related to diversity.					
Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.	○	○	○	○	○
Demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.	○	○	○	○	○
Uses nondiscriminatory evaluation procedures.	○	○	○	○	○
Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.	○	○	○	○	○
Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.	○	○	○	○	○
Additional comments:					

Domains and Skills	Exceptional	Effective	Emerging	Not Evident	No Opportunity
DOMAIN 9 - Research and Program Evaluation: The competent school psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.					
Applies research design and data analysis techniques when conducting and evaluating research/program evaluation.	○	○	○	○	○
Evaluates psychometric properties when selecting assessment methods.	○	○	○	○	○
Applies knowledge of professional literature and research findings to all aspects of professional practice.	○	○	○	○	○
Accesses and critically evaluates current research.	○	○	○	○	○
Provides information about relevant research findings to school personnel, parents, and the public.	○	○	○	○	○
Additional comments:					

Domains and Skills	Exceptional	Effective	Emerging	Not Evident	No Opportunity
DOMAIN 10 - Legal, Ethical, and Professional Practice: The competent school psychologist has knowledge of the history and foundations of the profession; multiple services models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.					
Practices in full accordance with APA and NASP Principles for Professional Ethics.	○	○	○	○	○
Participates in personal continuing professional developments.	○	○	○	○	○
Takes initiative in learning strategies/techniques under supervision.	○	○	○	○	○
Develops one's identity as a specialist-level school professional psychologist including learning about various job-settings and responsibilities of education/counseling services.	○	○	○	○	○
Contributes to the professional development of others by providing supervision of educational/counseling services.	○	○	○	○	○
Maintains useful and accurate records of services provided.	○	○	○	○	○
Follows legal, regulatory, and ethical parameters in record keeping and communicates information responsibly to others in compliance with FERPA and HIPAA requirements.	○	○	○	○	○
Additional comments:					