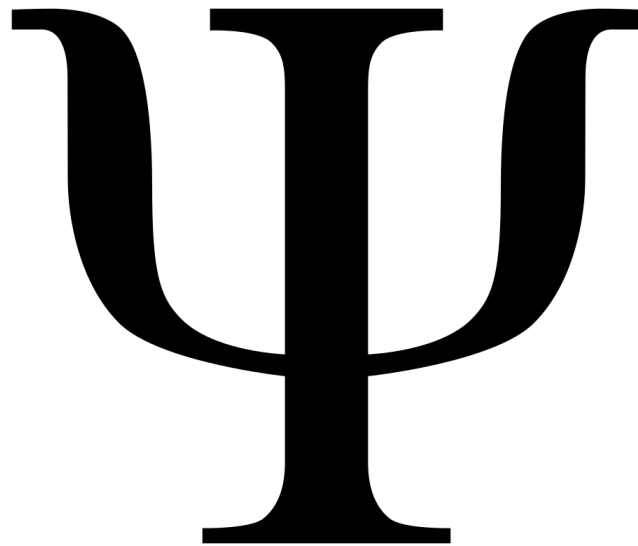# PROGRAM HANDBOOK

SCHOOL PSYCHOLOGY EdS PROGRAM

Ψ

Department of Educational Psychology
School of Education
The University of Wisconsin-Madison
Madison, WI 53706

(Effective Fall 2022)

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Revised 8/29/2022

INTRODUCTION

The purpose of this handbook is to provide school psychology students with information about the procedures, regulations, and requirements for completing the Educational Specialist program in the Department of Educational Psychology, School of Education at the University of Wisconsin-Madison. All requirements and procedures described in this handbook are current as of August 24, 2021. Changes in policies are announced via advisor, the SPSA List Serve, school psychology courses, and on our web site at https://edpsych.education.wisc.edu/academics/school-psychology/.

This handbook is designed to make your experience in the School Psychology Program organized and productive. Please read all sections of the handbook to become thoroughly familiar with the program and department. In addition to these publications, the School Psychology faculty has prepared several specific documents that are of special relevance to school psychology students, including the School Psychology Clinic Practicum Procedures and Guidelines, Field Practicum Guidelines, and Internship Guidelines. These latter three documents will be made available as you progress through the program.

New students are assigned an advisor. Frequent communication between you and your advisor facilitates a well-designed program of study and your professional development. If you have any questions regarding the program, department, or university, please contact your advisor or any of the School Psychology Program faculty and staff. We hope that your educational career at the University of Wisconsin-Madison is exciting, challenging, and educationally profitable.

The history of school psychology within Wisconsin and school psychology training at UW-Madison is described in Appendix A.

DISCLOSURE STATEMENT AND CRIMINAL BACKGROUND INVESTIGATION

Criminal background checks will be conducted for all students admitted to this program. Please see the instructions below for completing this background check.

- The background check must be completed through Castle Branch. Start by going to the Castle Branch website: https://www.castlebranch.com/ and click on "Place Order."

- Castle Branch currently charges $45 for the background check. Students have the option of either paying this fee themselves or, in cases of financial hardship, the School of Education can cover this fee. We trust students will choose the option that fits their financial circumstances. o If you are able to pay the background check fee, please enter UC30 as the "package code." Then follow all directions from Castle Branch to submit payment and complete your background check.

- If you are not able to pay the background check fee due to financial hardship, please enter IZ79 as the "package code." Then follow all directions from Castle Branch to complete your background check.

- As part of the background check process, Castle Branch requires a Background Information Disclosure (BID) form, which can be found on their website. You must download the BID form and complete it by typing in the built-in fillable fields. Please upload the completed file in .doc or .docx format. (**Do NOT convert the file to a PDF, as this will erase your data upon uploading to the CastleBranch site.**) The background check requirement is not considered complete until the form has been successfully uploaded. If you experience any difficulties uploading your BID form, please contact Student Services (soeacademicservices@education.wisc.edu).

- After you submit your background check request, you will receive an email from Castle Branch stating that the background check will be started.

- You will receive another email notifying you once the background check has been completed, which usually takes between 2 days and 1 week. At this time, you will also have an opportunity to view and print the results. It is highly recommended that you print your results, since Castle Branch will not send you a paper copy, nor will the School of Education. You do not need to provide the printed copy to the School of Education, but we recommend that you keep it with your important documents.

- If your background check reveals significant criminal history which could impact your ability to participate in the field placements required for your program, a meeting with Associate Dean for Student Services, Christina Klawitter, may be required to discuss the circumstances and its disposition. She will contact you as needed, following the School of Education's receipt of your background check.

PROFESSIONAL TRAINING MODEL

Statement of Program Philosophy

The School Psychology Program at the University of Wisconsin-Madison embraces a scientist-scholar-practitioner model of graduate education. Faculty endorse evidence-based practices (e.g., assessment, intervention, consultation, evaluation), and they have allegiance to a broad-based behavioral orientation in research and practice including, for example, applied behavior analysis, cognitive-behavior therapy, social-learning theory, and ecological-behavioral-systems theory. The program emphasizes a strengths-based, problem-solving approach to direct and indirect service delivery at the individual, family, and system levels. As a program we are committed to supporting Black, First Nation, Latinx, Asian, and other communities of color and engage in evidence-based practices through a social justice lens in order to support children and families from minoritized backgrounds. We strongly emphasize the preparation of health-service psychologists for clinical, academic, and scholarly careers; and as leaders in K-12 public education through research, scholarship, and practice.

Program Aims

The primary aim of the School Psychology Program at the University of Wisconsin-Madison is to develop school psychologists whose activities support the educational and psychological well-being of children and youth. To accomplish this, the Program has three specific aims:

1. To prepare school psychologists who are competent in the foundations of individual and cultural diversity; professional behaviors, interpersonal skills, communication, and reflective practice; and ethical, legal, and professional standards.

2. To prepare school psychologists who are competent in assessment, evidence-based prevention and intervention, indirect service delivery and collaboration, and supervision.

3. To prepare school psychologists who are competent in the science of psychology, including research, measurement, and evaluation; data collection and analysis techniques; progress monitoring; and scientific psychology in schools and schooling.

Overview of Training Model

The primary goal of the School Psychology Program at the University of Wisconsin-Madison is to develop professionals whose activities support the educational and psychological well-being of children and youth. These activities include research as it pertains to being a trained consumer and understanding and pursuit of research in applied settings, training, and practice, both separately and in combination. The school psychologist is expected to have competence in each of these roles. Within this context, the school psychology faculty embraces a scientist-scholar-practitioner model of training. The integration of scientist, scholar, and practitioner roles provides a basis for graduates to assume leadership responsibilities in the field of school psychology.

The Scientist-Researcher

The role of the scientist-researcher is important in the training of school psychologists. To understand and advance basic knowledge in the domains subsumed by school psychology, students must have a firm foundation in scientific methodology and the philosophy of science. Students are educated to be skilled consumers of research as well as researchers capable of

examining relevant problems of both applied and basic in nature. Training in research skills is applied across all domains of the training model. As practitioners, graduates must be able to interpret and judge published and unpublished research and writing. As consumers of educational and psychological assessment and intervention techniques, they must have a sound scientific background to judge the utility and efficacy of such procedures. This knowledge may come from evaluation of published reports or via their own empirical evaluation of these techniques. Students are taught scientific skills necessary to conduct and evaluate research. Through faculty mentoring and guidance, students are provided with models of divergent and scientific processes whereby knowledge is obtained. The role of the mentor in the program is typically assumed by the student's advisor.

The Scholar

The role of the scholar is reflected in the importance the program places on breadth and depth of basic and applied knowledge in educational psychology as well as related domains. School psychology is an amalgamation of multiple disciplines of scientific and clinical knowledge. No single perspective (e.g., psychometric, developmental, behavioral) is viewed as sufficient for the development of a scholar in school psychology. The scholar is able to draw from many different bases of knowledge and apply this information to the issues and problems with which he or she is presented. These domains include discipline-specific knowledge, profession-wide competencies, and other learning and curriculum elements required by the profession. *Discipline-specific knowledge* relates to history and systems of psychology, basic content areas in scientific psychology (i.e., affective, biological, cognitive, development, and social aspects of behavior), research and quantitative methods, and advanced integrative knowledge in scientific psychology. *Profession-wide competencies* include research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills. *Other learning and curriculum elements* required by the professional include knowledge regarding effective teaching methods, knowledge of effective classroom environments, knowledge of school psychological service delivery systems, and knowledge of strategies to engage students' families and other stakeholders.

The Practitioner

The practitioner is expected to manifest a high level of expertise in the practice of school psychology. This expectation is, in part, a function of the practitioner's competencies as a scientist and scholar and the interaction of these three domains. The practitioner component of the program encompasses over 2000 hours of field and clinic-based curriculum, fieldwork, and internship requirements, as well as clinical coursework in assessment, intervention, consultation, and related areas. This extensive commitment to applied training represents the core of the program and taps the expertise of all faculty members in the area. The applied orientation of the program is as varied as the faculty in the area. The orientations subsumed within training include (but are not limited to) applied behavior analysis, cognitive-behavioral, ecological, social learning, psychometric, and developmental. Training also occurs in individual differences in behavior, human development, psychopathology, and professional ethics. Hence, the practitioner is presented with a wide range of complementary service delivery approaches to clinical problems. This broad background allows for greater skills in hypothesis testing, monitoring of interventions, tailoring of treatments to individual problems, and examination of treatment efficacy.

Integration and Application of the Training Model

The School Psychology Program at the University of Wisconsin-Madison has evolved from the scientist-scholar-practitioner model. The three training components within the model – scientist, scholar, and practitioner – are complementary as well as overlapping areas of expertise and development. The program is dedicated to training graduates who are competent in each of these areas. The tripartite training model also stresses the importance of personal relationship skills (e.g., empathy and regard) as aspects of the professional school psychologist. These qualities are, to a significant extent, precursors to the successful training of the practitioner as well as desirable characteristics of the scientist and scholar in the field of school psychology. Our program acknowledges the importance of these characteristics and, where possible, strives to foster their development, especially in clinical training.

DIVERSITY FOCUS

As a program we are committed to supporting Black, First Nation, Latinx, Asian, and other communities of color. Racism is a fixture of U.S. society and its social and political institutions. We are dedicated to combatting racism and dismantling systemic and institutional racism. We are committed to preparing program graduates to use antiracist practices. Thus, we endorse and support the *School Psychology Unified Anti-Racism Statement and Call to Action* (Garcia-Vasquez et al., 2020). Furthermore, we have an obligation to be aware of, sensitive to, and responsive to all forms of diversity in our professional activities. To avoid an overly restrictive understanding of diversity, our definition of diversity is multidimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status. Importantly, while we consider issues of diversity, we strive to be guided by the uniqueness of each person with whom we work.

We work toward meeting this obligation by giving attention to diversity in every aspect of our training program. We appreciate the value of applying a scholar-scientist-practitioner framework to informing our work in this area. In addition, we acknowledge that our personal values, world views, and individual backgrounds influence our work with all individuals. Because this program values a diversity of perspectives, we recruit students with diverse backgrounds. Additionally, we demonstrate our commitment to this obligation by conducting research that generates new knowledge reflecting the society in which we live and by targeting the specific circumstances of diverse groups which may have been neglected in previous research as well as the potential generalizability of extant research, practice, and theory for diverse populations. Moreover, we infuse social justice into the curriculum because the individuals we serve (e.g., caregivers, children, teachers) represent diverse backgrounds. We give attention to equity, social justice, racial justice, and the underlying assumptions of our work to neutralize the potential deleterious effects of bias (e.g., ethnocentrism, sexism) toward diverse populations. We recognize that one of the most important facets of any school psychology training program is applied experience. Consequently, we encourage, support, and work toward enabling students to work competently with diverse populations in applied experiences involving assessment, consultation, intervention, and research in practicum and internship sites. In summary, the mission of the School Psychology Doctoral Program at the University of Wisconsin-Madison is to work actively toward combating racism, sexism, colonialism, and inculcating issues of diversity in every aspect of its training program. In this regard, considerations of diversity help us to understand only some, albeit important, aspects of each person's unique combination of personal characteristics.

Our training program promotes the skills that are necessary to be antiracist and work competently with individuals within diverse populations in schools across these many dimensions.

The quality and level of diversity training in the School Psychology Program is monitored regularly, at both the program and individual faculty/student level. The department's Diversity and Inclusion Association (DIA; formerly Diversity Committee) is a recognized student organization (RSO). Among its activities, DIA organizes colloquia and other activities related to diversity themes (e.g., book-discussion groups), and promotes awareness of diversity in professional activities. Within the department, the Diversity Steering Committee includes faculty and students. The DSC's charge includes addressing issues of equity, diversity, and inclusion. At the individual level, faculty and the school psychology community (e.g., adjunct instructors) integrate and document a diversity focus in their courses (e.g., readings, special topics), research (e.g., equity, social justice), and service. Faculty are committed to continual improvement and are dedicated to an antiracist and socially just community. Students document their development of multicultural competencies in courses, research, and practicum activities. This documentation is included in their progress reports for the annual review of student progress and professional portfolios.

ADVISING

The advisor-advisee relationship is a cornerstone of graduate training. Students and advisors share responsibility for promoting a productive advisor-advisee relationship. Advisors are actively involved in students' program of study and decision making by sharing resources, making connections, and providing recommendations. Students are empowered to make decisions in collaboration with their advisor about issues that impact their graduate training and program of study. The student's advisor is a primary point of contact for program information and decisions about their program of study and future goals. The student's advisor is often also the student's primary mentor. Students may contact any faculty member with questions or to discuss program planning, but the student's advisor should be kept apprised.

Effective communication is a hallmark of a positive advisor-advisee relationship and can be a primary facilitator in maintaining satisfactory progress in the program. Advisors and students are respectful and professional with each other, and they communicate honestly and openly about program and related professional issues. Advisors and students meet at least twice each year to discuss program benchmarks and assess progress. Email communication is a common approach advisors and advisees can use to communicate. However, email may not be an appropriate form of communication in every instance. For example, email communication may be appropriate to schedule meetings, provide brief information, and clarify program requirements but would not be appropriate to discuss significant issues or changes to a program of study. Students and advisors use communication methods that align with the subject matter to discuss. Unless there are extenuating circumstances, faculty and students will respond to emails within 1 week (excluding weekends and times when faculty are not on contract).

Advisors and students collaborate to address several program benchmarks, as reviewed below and described in other sections of this handbook.
- Students discuss the comprehensive literature requirement with their advisor and work with their advisor to meet program deadlines (e.g., literature review)

- Students present their evolving portfolio to advisors in December of their first year, and in September of subsequent years until passing the preliminary exam. Advisors provide students with feedback about their submitted portfolio the following January of the first year, and by November of subsequent years.
- Students consult regularly with advisors as they finalize their portfolio.

SCHOOL PSYCHOLOGY COMPETENCIES AND ELEMENTS

The School Psychology Program is structured to provide course work and practicum experiences relevant to ten broad competencies of knowledge and skills consisting of 32 elements. Competencies 1-3 are classified as Foundation Competencies, 4-7 are classified as Practice Competencies, and 8-10 are classified as Science Competencies.

Foundation Competencies

Competency #1
Individual and Cultural Diversity[1]
Elements
1A: Demonstrate (a) awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own; and (c) awareness of equity and/or disparity within and between individuals and groups.
1B: Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.
1C: Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.

[1] Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, nor social economic status.

Competency #2
Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice
Elements
2A: Demonstrate awareness of professional values and attitudes of school psychology, including respect for human diversity and social justice.
2B: Demonstrate professional skills and characteristics needed for effective practice as school psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.
2C: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.
2D: Demonstrate self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.

Competency #3
Ethical, Legal, and Professional Standards
Elements
3A: Demonstrate awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.
3B: Demonstrate understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.
3C: Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

Practice Competencies

Competency #4
Assessment
Elements
4A: Explain basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.
4B: Apply methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity[1] characteristics.
4C: Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.

[1] Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.

Competency #5
Evidence-Based Prevention and Intervention
Elements
5A: Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.
5B: Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.
5C: Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.

Competency #6
Indirect Service Delivery and Collaboration
Elements
6A: Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.
6B: Conceptualize assessment, goal setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.
6C: Select and appropriately implement and monitor indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.

Competency #7
Supervision
Elements
7A: Demonstrate knowledge of supervision models and practices.
7B: Promote one's own professional practice through active participation and supervision as a trainee.
7C: Provide effective supervision to promote professional practices of others.

Science Competencies

Competency #8
Research, Measurement, and Evaluation
Elements
8A: Demonstrate knowledge and application[2] of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base and use in practice.
8B: Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.
8C: Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems[3] in applied settings.

[2] Application refers to both conducting and consuming research, measurement, and evaluation data.
[3] Examples include disproportionality determinations, state and district assessment programs, etc.

Competency #9
Basic Content Areas in Scientific Psychology
Elements
9A: Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.

9B: Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
9C: Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.

Competency #10
Scientific Psychology in Schools and Schooling
Elements
10A: Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.
10B: Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.
10C: Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.
10D: Demonstrate knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.

DEGREE REQUIREMENTS

Requirements for the Educational Specialist (EdS) in School Psychology

To obtain a EdS degree in School Psychology, students must complete the designated 66 credit program (including internship) as well as the capstone portfolio project. The typical course sequence for School Psychology students is shown in Table 1 of this handbook. Students earn a MS degree after the completion of Year 1, inclusive of the summer following the academic year, or 31 credits.

Graduate Credit and Course Distribution

Students are required to complete 66 credits of the designated program of study to be eligible for the EdS degree School Psychology. The Program has several rules governing the distribution of these credits:

1. All program courses must be completed with a grade of B or better.
2. Students may not deviate from the required coursework and sequence of courses, electives are not permissible, and students are not allowed to transfer credits from other institutions. Exceptions will be made in rare circumstances and require prior approval by School Psychology Program faculty.
3. All students will need to complete a capstone portfolio project that will serve as the culminating activity within the program. This project will need to be approved by all program faculty and clinical staff.
4. All students are required to successfully complete the Year 3 internship.

Required Coursework

Courses in the School Psychology Program are arranged so that the EdS degree can be completed in 3 years, which includes internship (6 academic semesters and 1 summer). The

following courses must be completed: EP 506, EP 540, EP 541, EP 723, EP 726, EP 740, EP 741, EP 742, EP 743, EP 761, EP 840, EP 943, EP 844, EP 880, EP 942, and EP 947. Table 1 outlines the typical sequence in which these courses are offered. This course sequence represents the ideal and is designed to be completed by a full-time student who is minimally involved in extra-curricular activities. With area faculty approval, students may take additional time to complete the program.

Comprehensive Literature Review

Students are required to write a comprehensive literature review in an area related to their own research and/or practice interests. Engagement in the literature review is designed to help students know how to appropriately identify, analyze, and synthesize data related to gaps in the literature or problems of practice they may encounter as a school psychologist. The literature review should be submitted to the student's advisor by April 30 of year 2. Completion and approval of the comprehensive literature review is a requirement for beginning the school psychology internship for EdS students in fall of year 3. The following guidance is provided to prepare your literature review.

Goals of the Comprehensive Literature Review

The comprehensive literature review should be 10-12 pages in APA formatting. It should accomplish the following goals:

- Articulate a clear and concise statement of the general focus of your research and/or practice interests.
- Provide a rationale for your area of focus by establishing the significance of the topic in terms of research, theory, and/or policy or practice.
- Specify 3-4 research questions or objectives to be addressed through the literature review.
- Integrate 10-15 key references throughout your paper and cite accordingly in a reference section.

Sections of the Comprehensive Literature Review

I.   ***Introduction and statement of broad research area or topic***
      The paper should include a clearly delineated introduction that clearly describes the focus or topic of your literature review. Define or operationalize specific terms and related variables. For example, if your research topic/focus is on "*Early identification of children with behavioral concerns*", you should clarify what is meant by "early identification" as well as identify variables to be addressed (e.g., types of behavioral concerns, specific age range, context for research).

II.   ***Rationale for research area***
      Clearly describe a rationale for conducting a review of the literature related to this area/topic. In other words, explain why this is a significant area of inquiry. The significance can be based on the potential contributions to school psychology research, theory, policy, and/or practice. Although one compelling rationale may be the lack of research in a specific area, this does not automatically mean that it warrants investigation. Consider more broadly the importance of the topic and its implication for policy and/or practice.

III. ***Review of the literature***
Engage in a thorough review of the literature to help structure your review of the literature. You may want to identify 3-4 objectives to guide your review of the research and to facilitate how you organize or group research when writing the literature review. Your literature review should draw primarily from academic sources (e.g., peer-reviewed research, book chapters) and should aim to integrate contemporary research on your topic of interest (e.g., research within the last 10-15 years).

IV. ***Brief Summary***
Provide a brief summary that synthesizes the current state of the research. This section should also include implications for policy, practice, and/or future research.

V. ***References***
Your references should include at least 10 peer-reviewed publications on your particular topic of interest.

Literature Review Steps during Year 2 of the Program
1. Prepare and submit an annotated outline of the literature review by the last day of classes of the fall semester.
2. Receive feedback on the literature review outline at the beginning of the spring semester, accompanied by a literature review plan.
3. Submit a literature review plan that outlines sections to be completed at designated timelines (bi-weekly, monthly) throughout the spring semester.
4. Submit drafts of your literature review and engage in ongoing feedback with advisor during the spring semester, according to timelines established in your literature review plan.
5. Submit a draft copy of your literature review to your advisor by April 1st.
6. Receive feedback on the literature review on or before April 15th.
7. Submit a final copy of your literature review by April 30th.

Upon submission of the final version of the literature review to the student's advisor, the advisor seeks approval of the comprehensive literature review from the school psychology faculty at the next scheduled area meeting (typically in May). The student should complete the Comprehensive Literature Review Approval Form (see Appendix D) with the final version of the literature review that is submitted to the student's advisor.

Capstone Portfolio Project Requirement

The capstone portfolio project is a significant milestone in a student's academic career. It is given to assess knowledge of areas within the academic discipline and is required prior to graduation. More details about the School Psychology Program capstone portfolio project requirement and process are provided later in this document (see page 16, **Procedures for Completing the Capstone Portfolio Project in School Psychology**).

Internship Requirement

The National Association of School Psychologists requires students to complete a comprehensive, supervised, and carefully evaluated 1,200-hour internship prior to graduation. At least 500 hours of the internship must be completed in a school setting. Students must

complete a full-time academic year internship that has been approved <u>in advance</u> of their beginning date by the Internship Committee. This committee will evaluate the proposed internship and consider such factors as relevance for training in school psychology, quality and appropriateness of supervision, breadth of experiences, and whether it aligns with National Association of School Psychologists requirements.

All program requirements, including completion of the internship experience (i.e., as evidenced by receipt of a final performance evaluation from the internship site, documentation of hours) must be completed successfully prior to the MS/EdS degree being awarded. Having completed the required 1200 internship hours prior to the official end of the internship does not fulfill UW–Madison School Psychology MS/EdS Program requirements for graduation.

Praxis School Psychology Examination (Test Code 5402 through August 31, 2023; Test Code 5403 beginning September 1, 2022) Requirement

All students are required to complete the NSCP exam that is administered by Praxis (https://www.ets.org/praxis/nasp/requirements and obtain a passing score (147 [5402] 155 [5403]) prior to submitting their portfolio. Evidence of successfully completing the Praxis School Psychology examination must be submitted to the Department Graduate Coordinator prior to graduation. Faculty suggest that students take 5403, but during the 2022-2023 school year we will accept scores for Test 5402 or 5403. Beginning with the 2023-2024 school year, you must submit scores for 5403.

<u>Appendix D</u> contains a list of the benchmarks and deadlines for completing the program requirements. This checklist should be used by both the student and their advisor to track the progress and completion of requirements.

Table 1

SCHOOL PSYCHOLOGY PROGRAM COURSE SEQUENCE

YR	FALL SEMESTER	SPRING SEMESTER	SUMMER

1	540 Intro to School Psych (2 cr)
	541 Applied Behavior Analysis (3 cr)
	740 Cognitive Assessment (3 cr)
	840-006 Beginning Practicum (1 cr)
	844 Psychopathology (3 cr)
		741 Social, Emotional, & Behavioral
		    Assessment (3 cr)
		742 Assess & Intervention
		    for Academic Skill Problems (3 cr)
		840-006 Beginning Practicum (1 cr)
		942 Consultation (3 cr)
		947 Psychotherapy (3 cr)
			723 Developmental Processes
			    Across the Lifespan (3 cr)
			840-001 Clinic Practicum (3 cr)

2	711 Diversity, Equity, and Inclusion (3 cr) 743 Single Case Design (3 cr) 840-002 Field Practicum (6 cr) 880 Prevention Science (3 cr)	506 School Safety and Crisis Response (3 cr) 761 Stat Methods II (3 cr) 840-002 Field Practicum (6 cr)	
3	943 School Psychology Internship (4 cr)	943 School Psychology Internship (4 cr)	

CAPSTONE PORTFOLIO PROJECT IN SCHOOL PSYCHOLOGY

Introductory Comments

The capstone portfolio project is an intellectually challenging activity that calls for the integration and application of knowledge and skills acquired over the course of one's graduate experiences and is submitted and presented in the final semester prior to graduation. A valid capstone portfolio in school psychology must focus on the program's outcome competencies and be sensitive to the knowledge and skills expected by external certification, authorities, and employers. The School Psychology Program's 10 competencies include (1) Individual and Cultural Diversity; (2) Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice; (3) Ethical, Legal, and Professional Standards; (4) Assessment; (5) Evidence-Based Prevention and Intervention; (6) Indirect Service Delivery and Collaboration; (7) Supervision; (8) Research, Measurement, and Evaluation; (9) Basic Content Areas in Scientific School Psychology; and (10) Scientific Psychology in Schools and Schooling.

The UW–Madison School Psychology EdS degree capstone portfolio project is comprised of the following required components:

- Table of Contents
- Introduction to the Student (personal biographical statement; 1-2 pages)
- Evidence Summary Tables (one for each domain)
- Transcript
- Curriculum Vita
- Praxis (#5402 or #5403) School Psychologist Exam Results
- Professional Practice Paper (10-12 pages)
- Best Sample of Work
- Best Practices Reading List
- Portfolio of Evidence Sources (e.g., work products)
- Behavior Case Study
- Academic Case Study

Description and Fundamental Assumptions

The portfolio capstone project in school psychology is similar to the production of a master's thesis where a student works over a significant time period to produce a product that they later defend orally before an Examining Committee. In the case of the portfolio capstone project, students are expected to produce a portfolio of their work developed over a 3-year period and to present it to the Committee as evidence of their accomplishment of the program's outcome competencies in the final academic semester during internship. After members of the committee have reviewed the portfolio, an oral examination is scheduled to follow up on aspects of the portfolio and to evaluate each student's ability to integrate and synthesize their knowledge and experiences.

Several critical assumptions concerning the portfolio capstone project process have guided the development of these procedures.

1. The portfolio capstone project is a collaborative process between faculty and students over the course of 3 years in the program. Specific components of the process may at various times be either student-directed (Portfolio Conference) or faculty-directed (Oral

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Exam). The overall process, however, is conceptualized as a continuous reciprocal interaction between faculty and students.

2. A major objective of the written portfolio is to enable students to achieve and demonstrate integration of knowledge and skills in ten broad competencies consisting of 32 different elements. Students play a major role in deciding how to document and demonstrate their competencies given there are many possible forms of evidence which attest to a specific competency.

3. The oral portfolio examination is a summative evaluation of an individual students' learning over multiple years of training (including course work and clinical experiences). As such, the oral portfolio examination represents the conventional "examination" component of the process.

4. The Examining Committee for the oral portfolio exam is chaired by the student's advisor; the remaining committee member(s) consist of School Psychology Program faculty/staff and are assigned by program faculty.

Timeline for Producing a Portfolio

Year 1

1. New students attend a meeting in the Fall semester during which the program's competencies and elements are discussed along with basic steps for documenting accomplishments and organizing evidence that will be presented in a portfolio. Students sign an attendance sheet to show they attended the meeting.

2. Students consult with their advisors to begin developing a portfolio.

3. Students present their evolving portfolios to their advisors in December/January as part of the Year 1 mid-year review.

Year 2

1. Students present their evolving portfolios to their advisors as part of the Annual Review of Student Progress (September/October). General feedback from the faculty to students is provided by advisors.

2. Students consult with their advisors to refine the format of the portfolio and to monitor accomplishments relevant to the program's outcome competencies.

Year 3

1. Students present their evolving portfolios to their advisors as part of the Annual Review of Student Progress (September/October). General feedback from the faculty to students is provided by advisors.

2. The School Psychology faculty finalize the spring (Year 3) Examining Committees by January 31st. To do so, faculty meet in closed session to determine Examining Committee members. The student's advisor (i.e., the committee chair) is one of the members. The other member(s) are determined (at random) taking into consideration faculty load. Students are notified (by their advisor) of their committee members following the January area meeting. Following the January area meeting, the area chair will notify the Educational Psychology Graduate Coordinator regarding the date and time of the preliminary exam meeting, and the Examining Committee members

of each participating student. The Graduate Coordinator will verify that each student has met all of the degree requirements to date.

3. Students submit their written portfolio materials to Examining Committee members two weeks prior to their oral examination.

4. Students participate in a portfolio oral examination in Spring of Year 3.

Major Steps in Producing a Capstone Portfolio Project

1. Students may complete their capstone portfolio project if they have (a) completed a comprehensive literature review, (b) have no incompletes on their transcripts, and (c) demonstrate satisfactory performance on all of their fieldwork evaluations. Students must pass their capstone portfolio written and oral project as part of their degree requirements.

2. The capstone portfolio project will be taken during the Spring semester of Year 3.

   Exam dates specify (a) when students make their portfolio available to committee members through sharing a UW Box folder, referred to as a Portfolio Conference, which occurs two weeks prior to the oral exam, and (b) an oral portfolio examination (60 minutes) with the Examining Committee.

   a. The Department Graduate Coordinator sends confirmation of the conference, including the oral examination times and location, to the student and Examining Committee.

   b. Students must complete the portfolio capstone activity registration procedures in conjunction with their advisor and the Educational Psychology Graduate Coordinator. Registration occurs 5 to 6 weeks prior to the initial capstone activity conference meeting date. On the registration form, students should indicate the composition of the committee communicated to them.

3. Two weeks prior to the oral examination, students present the written portfolio materials by sharing a link to a UW Box folder with the school psychology administrative assistant. The portfolio is a systematic and organized collection of evidence concerning a student's professional competencies and personal growth within the ten competencies. The portfolio of evidence can take several forms, and evidence may be organized and sequenced in different ways. Each evidence source should be accompanied by a brief description of the context for the work (e.g., when it was created, for what purpose, whether it was evaluated, etc.) and a rationale for including it as evidence (i.e., why the artifact demonstrates the student's competence in the specific domain or sub-domain). Students should also be able to articulate/communicate the process by which items were selected to include as well as exclude as items of evidenced.

This information is presented through the placement of all documents in an electronic UW Box folder, with all materials including each piece of evidence. Program faculty recommend that a maximum of 20-25 pieces of evidence across all competencies and elements are selected. To note, one piece of evidence can demonstrate competence in multiple areas. As the number of pieces of evidence can be specific to each student's experience, program faculty recommend that each student and advisor work together to determine a recommended number of pieces of evidence for the student's portfolio. The following items are included:

a. **Professional Practice Paper**. The Professional Practice Paper is a detailed, insightful account of the student's readiness for the field and goals and aspirations as a professional school psychologist. It is a written description of one's competencies, focusing on areas of expertise and boundaries or limits of practical skills. This statement must be based on course work, clinical experiences, and research (if relevant). The statement should represent a succinct, integrative summary of one's skills and interests with consideration of general service delivery parameters (e.g., age range of clients, service settings, types of problems/disorders). The statement should also include a section in which the student identifies clear goals and a vision for professional practice. This section should include a specific discussion about goals for work and professional development as an early career psychologist (e.g., first 3-5 years). <u>The paper must be written according to APA style and should not exceed 10-12 double-spaced pages (excluding references).</u>

b. **Best Sample of Work**. This is a student-selected work sample that is accompanied by a brief statement of rationale or explanation regarding why the student considers this to be their best work sample. Specifically, the rationale statement should explain why the work sample is reflective of the student's "best practices" performance.

c. **Best Practices Reading List**. This is a student's personal reference list organized according to the ten broad competencies. It should reflect the interests and orientation of the student and be limited to readings (i.e., books, chapters, articles) that represent the student's perception of best professional practices. The reading list should also include a section on theory, in which students list 3-5 key resources that have influenced their theoretical orientation to research and practice.

d. **Praxis School Psychology Examination**. Students are required to pass the Praxis (#5402 or #5403) School Psychology examination prior to submitting their portfolio. Results showing a successful outcome provide evidence of program competencies in ethics and other domains. Information about the examination is available at the Praxis website (http://www.ets.org/praxis/nasp/requirements).

e. **Academic and Behavior Case Study.** Interns submit two comprehensive case studies over the course of the academic year. One case study must address student academic concerns while the other must address social/emotional/behavior concerns as the primary reason for referral. Candidates identify a problem, conduct a problem analysis, design and implement an intervention, and evaluate student progress in response to the intervention. Either a single student or group of students may be used as a target of support. Students will submit both a concise case study report that documents work with the student(s) and demonstrate reflective practice through a separate paper that provides an analysis of their work and the clinical decisions made throughout the process. Interns may choose the order in which they complete each case study over the course of the year. Interns are required to "pass" the case study with an overall instructor rating of "effective." If interns fail to receive an "effective" rating on the first submission, they will be required to resubmit revisions to the case study by the end of the academic year.

4. Students will be evaluated on the written portfolio materials submitted to their Examining Committee by the noon deadline on the date communicated to the student via the formal electronic letter. Materials may not be edited, added to, or removed from portfolios once the written portfolio has been submitted. Students who do not complete their oral portfolio examination after submitting their written portfolio will be considered to have failed the portfolio capstone project in all ten competencies. Students may then have one retake in all ten competency areas (see below).

Major Steps in Oral Portfolio Examination

1. The oral portfolio examination is conducted with only the Examining Committee and student examinee present.

2. The oral portfolio examination generally lasts 60 minutes, with the following divisions of time:

    a. 5 minutes for student summary of portfolio (as needed)

    b. 30-40 minutes for student response to questions from the Examining Committee and comments or follow-up from Examining Committee members

    c. 5-10 minutes for a closed discussion among the Examining Committee to determine the student's evaluation (see below)

    d. 5-10 minutes for feedback to the student

It is important to provide some immediate feedback to the student following the Oral portfolio examination. Therefore, the student must leave the room for 5 minutes so the Examining Committee can coordinate reactions, vote on whether the written portfolio and associated oral examination were satisfactory, and discuss feedback and comments. The student returns, and a brief feedback session (led by the Examining Committee Chair) occurs. More descriptive written feedback is provided to the student (by the Chair) within two weeks of the conclusion of the oral portfolio examination.

Ratings and Outcomes

1. The overall portfolio document and associated defense are evaluated by each member of the Examining Committee using a 4-point rating scale. (See Appendix G for rating form.) The following ratings may be given:

    4 = outstanding performance: The evidence reflects performance that exceeds expectations and demonstrates exceptionally strong skills relative to this competency.

    3 = adequate or expected level of competence: The evidence reflects performance that meets expectations for mastery of this competency.

    2 = inconsistent or questionable competence: The evidence is inconsistent and reflects questionable mastery of this competency.

    1 = competence not achieved: The evidence reflects insufficient mastery of this competency.

2. Based on an analysis/review of the materials submitted during the Portfolio Conference and the student's defense at during the portfolio oral examination, each member of the

Examining Committee provides a rating and may also provide brief written feedback for the 32 elements and ten competency domains:

Competency 1: Individual and Cultural Diversity

Competency 2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice

Competency 3: Ethical, Legal, and Professional Standards

Competency 4: Assessment

Competency 5: Evidence-Based Prevention and Intervention

Competency 6: Indirect Service Delivery and Collaboration

Competency 7: Supervision

Competency 8: Research, Measurement, and Evaluation

Competency 9: Basic Content Areas in Scientific School Psychology

Competency 10: Scientific Psychology in Schools and Schooling.

3. A mean rating of 3.0 or higher in each competency is needed for a student to pass the capstone portfolio project. A mean rating of less than 3.0 but greater than or equal to 2.0 in any competency will require the student to elaborate on the portfolio materials in the specific competency(ies) of concern. The committee will set a time and date for continuation of the oral examination, and direct the student with respect to issues and concerns. A mean rating of less than 2.0 in any competency or case example scoring will result in a failure of that competency or case evaluation, and will require potential revisions to written submissions and an oral portfolio examination retake in the competency(ies) or case example that was/were not passed.

4. A student may have only one retake in any domain or case example. Retakes must be scheduled according to the same procedures as used for the first process. The student must achieve a mean rating of 3.0 or higher to successfully complete each competency or case example retake. Failure to pass the retake of any competency or case example will result in an overall failure of the capstone portfolio project and termination from the degree program.

5. At the conclusion of the Oral Exam, the Chair of each committee will communicate the outcome with the Educational Psychology Graduate Coordinator.

SUMMARY OF IMPORTANT PROGRAM REQUIREMENT TIMELINES

1. Students must complete their comprehensive literature review by April 30 of Year 2 (draft due April 1) prior to beginning Internship in the following Fall semester (Year 3).

2. Students must complete at least 825 hours of supervised practicum (315-840), with approximately 125 hours in Beginning Practicum, 100 hours in Clinic Practicum, and 600 hours in Field Practicum; 300 of these hours must be in direct service.

Exceptions to these requirements may be approved by the School Psychology Program faculty. **Students who want exceptions must prepare a written request which is, first, approved by their advisor and, then, submitted to the Program Director(s) for review and consideration for approval by the School Psychology area**. Requests must be submitted in time to be discussed during an area meeting (at least 1 week in advance of the scheduled meeting) before the deadline for meeting the requirement has passed.

*Note that the School Psychology Program faculty members are on 9-month contracts and, therefore, it is the policy of the faculty that **there will be no student committee meetings (oral portfolio exams) when faculty are not on contract. The faculty contract year is available at https://secfac.wisc.edu/academic-calendar/ (typically mid-August to mid-May).** If a student experiences or anticipates any extenuating circumstances (e.g., extended illness or injury) that may require a meeting when faculty are not on contract, **they must submit a request to their advisor by April 1 of that academic year. The request will be considered by the faculty at the April faculty meeting**. If a student experiences a personal crisis (e.g., death of a family member) that may require a defense when faculty are not on contract that is unknown by April 1, the student should notify their advisor as soon as possible after the crisis with a request for a new meeting date. The advisor will bring the request to the area faculty for consideration. Extenuating circumstances (for the April 1 deadline) and personal crises do not include delays in the writing schedule, a position start date, and other similar circumstances. Students and advisors must work together to develop mutually agreeable timelines to meet program deadlines.*

Similarly, faculty may have limited availability to provide feedback on the comprehensive literature review and other documents during the summer months. Please remain in touch with your advisor regarding their availability during this period.

SATISFACTORY PROGRESS AND STUDENT EVALUATION

Department Criteria for Maintaining Satisfactory Progress

All students pursuing an MS or PhD degree in the Department of Educational Psychology are expected to maintain satisfactory progress toward their degree. Criteria for assessing satisfactory progress for students in the MS and PhD degree programs are listed below:

1. Full-time students are expected to complete their MS/EdS degree within six semesters (i.e., 3 years) of matriculation (excluding summer sessions). Part-time students are expected to complete their MS/EdS degree within 8 semesters (i.e., four years) of matriculation.

2. Students are expected to maintain a cumulative grade-point average of at least 3.0 in all courses taken at the University of Wisconsin-Madison.

3. If students incur a grade of Incomplete in a course, they will be expected to complete all work necessary to remove the Incomplete by the end of the following semester, discounting the summer session. Incompletes incurred in the summer session are expected to be removed by the end of the following Fall semester.

4. A total of three or more un-removed Incompletes on a student's record, or a pattern of incurring Incompletes (e.g., one or more for each of three consecutive semesters), will be considered evidence of unsatisfactory progress.

5. Students are expected to refrain from exhibiting or engaging in unprofessional, unethical, and/or unlawful behavior in course work and degree-related activities.

NOTE: Students determined to not be making satisfactory progress will participate in the development of a **Student Support Plan** designed to bring the student back into compliance with Department and Program requirements.

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*Exceptions to this policy may occur as in situations where the student completes the study early in the program.

Assessment of Satisfactory Progress within Department of Educational Psychology

The School Psychology Program faculty conduct an annual review of students' progress in September/October of each year; for new students, a Year 1 mid-year review occurs in January. For students who do not meet one or more of the Department criteria listed in the previous section, the faculty will deem that the student is making unsatisfactory progress. Additionally, students' progress toward meeting Department learning goals are evaluated. First, students provide a self-assessment of their progress in achieving the learning goals; concurrently, each student's faculty advisor evaluates the student's progress toward achieving the learning goals. The student and advisor then compare the two ratings, discuss the student's progress, and set goals for the upcoming year. The Department's learning goals and corresponding assessment rubric are provided in Appendix G.

Students are notified in writing of the faculty's annual assessment of their progress. The faculty also make an annual report to a regularly scheduled department meeting on the number of students who are and are not making satisfactory progress in their area. This report does not detail the situation of any specific student.

Annual Review of Student Progress within School Psychology Area

Shortly after the start of the Fall semester begins, the School Psychology area faculty and staff meet as a group to review the progress (Department criteria and School Psychology Area) of school psychology students in Year 2 and above. This evaluation covers students' progress within the time period from the Fall Semester of the previous academic year through August 31 of the current year. Students are notified beforehand of the date and time of this evaluation meeting. Students are required to have written input into this evaluation process by completing a "Student Review of Progress" form and submitting it to their advisors in August/September. Also, students present their evolving portfolios to their advisors as part of the annual review process. Typically, students meet with their advisors during the Fall semester, and faculty complete the annual review of student progress in September/October.

The progress of each student is reviewed in four general areas: academic, clinical, other coursework/requirements, and professional behavior and development. These areas are subsumed under our program competencies. Progress in each area is evaluated on the basis of four criteria:

1. Grades in relevant academic, clinical, or research courses.
2. Feedback/input from advisors, course instructors, and clinical supervisors.
3. Accruing evidence of competency mastery (that is, progress towards developing a portfolio to address the program competencies; see Appendix G for evidence log).
4. Extent to which program and/or individual benchmarks (specified in the student's letter regarding progress from the previous year) have been met.

Within each general area, progress is classified as "unsatisfactory" or "satisfactory," and general comments or recommendations are provided on a student feedback form for each student (see Appendix G for criteria and forms related to student progress).

Two to three weeks following the faculty/staff evaluation meeting, advisors meet with their advisees individually to provide feedback and discuss their progress. Subsequent to these individual feedback meetings, the evaluation forms (signed by students) are placed in the students' files in the Department of Educational Psychology office. Students may request a re-consideration of their progress after meeting with their advisors. Re-consideration requests are

made in writing and submitted directly to the Director of the School Psychology Program (within 30 days following the feedback session). Requests are acted on accordingly. Students also receive an official letter from the Department Chair that (a) summarizes their progress, and (b) details benchmarks either for maintaining satisfactory progress or for remediation of progress that is deemed unsatisfactory. Students determined to not be making satisfactory progress will participate in the development of a remedial plan (see Student Support Plans) designed to bring the student back into compliance with Department and Program requirements.

Year 1 Mid-Year Review of Progress

Faculty review progress for first-year students in January as part of a mid-year review. The mid-year review includes three steps. First, students present their evolving portfolio to their advisors. Second, the program area chair contacts affiliate and other contributing faculty (e.g., adjunct faculty who teach a course in which first-year students enroll) to inquire about student progress with a request for feedback. Third, first-year student advisors review student course progress through the MyUW portal and progress in their evolving portfolio. Fourth, during the January program area meeting, the program area chair leads a discussion about progress for each student which includes (a) any information provided from affiliate and other contributing faculty, (b) advisor feedback, and (c) faculty discussion. If concerns arise that are consistent with developing a Student Support Plan, advisors take the lead in developing a plan with the student.

Student Support Plans

A Student Support Plan may be developed for a student should there be (a) areas of concern in a student's skills or performance within any of the UW–Madison School Psychology Program's competencies and elements, (b) areas of concern relating to the student becoming an effective health-service psychologist or provider of services to children and youth, (c) reasons associated with not making satisfactory progress (e.g., course grade of C or lower, incomplete in a course, not obtaining the necessary number of practica hours, not adhering to program benchmarks), or (d) academic or nonacademic misconduct. The Student Support Plan may include input from the student's academic advisor, the program director, the Department of Educational Psychology's Chair, other faculty, and/or field supervisors. The student's academic advisor has primary responsibility for designing, implementing, and monitoring the Student Support Plan. The plan specifies a series of remediation objectives, actions, and responsibilities related to those objectives, how objectives will be assessed, and a timeline for completion.

The decision about whether a student is placed on a Student Support Plan, and ultimately probation, is made in collaboration with School Psychology Program faculty, who will also approve the final plan. Failure to make timely and adequate progress on a Student Support Plan could lead to termination of enrollment. Instances of academic and nonacademic misconduct may include a Student Support Plan, and are governed by procedures described in University of Wisconsin System Chapter 14 and Chapter 17, respectively. Disciplinary procedures for academic and nonacademic misconduct include a range of possible outcomes from a written reprimand to expulsion.

Chapter 14: https://docs.legis.wisconsin.gov/code/admin_code/uws/14
Chapter 17: https://docs.legis.wisconsin.gov/code/admin_code/uws/17

Development and Enactment of the Student Support Plan

1. Placement on probation and development of a Student Support Plan is the result of a serious concern about a student's performance. Students are placed on probation (as opposed to termination of enrollment) when the faculty determines that the student likely

will be able to address the difficulty that led to the probation if appropriate remediation is provided. If the School Psychology Program faculty adopts a recommendation for probation and remediation, the student and advisor work with related faculty and/or field supervisors to formulate a Student Support Plan including explicit goals and deadlines for evaluation of their attainment. In the procedures described below, the student's academic advisor will collaborate with other relevant faculty, field supervisors, and the student to implement and evaluate the plan.

2. The student's academic advisor informs the student in writing of the identified problem area(s) and schedules a meeting with the student as soon as possible to discuss next steps.

3. The advisor meets with the student to discuss the identified problem area(s) and to formulate a Student Support Plan. This plan will:

    a. Define the identified problem areas(s).

    b. Identify the expected behavior and/or goals.

    c. Specify methods to be used to reach these goals. This may include repeating a course, repeating clinic or fieldwork, self-structured behavior change, additional academic course work or practica, additional supervision, or other solutions, as appropriate. (Please note: these steps can have a substantial impact on time to degree, given the structured sequence of courses and fieldwork.)

    d. Specify how goal attainment and competence in the problem area(s) will be demonstrated.

    e. Set a date for reevaluation of the student's progress and competence.

4. The plan will be submitted to the School Psychology Program faculty for review, possible modification, and approval.

5. If the plan has been modified, the student's academic advisor and the student will meet to review the modified plan.

6. The plan will be signed and dated by the student, the advisor, the Program Director, and the relevant faculty/supervisors. A copy of the approved plan will be provided to the student and the original will be retained in the student's file.

7. A decision to initiate a Student Support plan is made only after careful consideration and is done so with the best interests of the student in mind. The initiation of a Student Support Plan will hopefully be viewed as a way to help the student continue to make progress in the program, but if a student disagrees with the need for a Student Support plan, the student has recourse to grievance procedures.

    a. Grievance procedures include first addressing concerns directly with the individual(s) involved. If the student is uncomfortable making direct contact with the individual(s) or if the concern is not resolved satisfactorily through direct contact, the student should contact the Program Director. If the student is uncomfortable bringing the issue to the attention of the Program Director or if it relates to the Program Director, the student should contact the Chair of the Department of Educational Psychology. In addition to procedures in the department, there are also administrative offices at the University level that have

procedures for addressing concerns. University grievance procedures are described at https://grad.wisc.edu/documents/grievances-and-appeals/.

8. Three weeks prior to the reevaluation date the student will present to the advisor available documentation of progress in the identified problem area(s) and completion of the Student Support Plan.

9. One week prior to the reevaluation date the student's progress will be reviewed by the School Psychology Program faculty, in consultation with the student's academic advisor. The School Psychology Program faculty will decide among three possible outcomes:

    a. Continuation in the program. The identified concern(s) no longer present a significant problem and the student is no longer on probation.

    b. Continued probation and continuation of the Student Support Plan: The student has made progress in addressing the identified concern(s), but has not yet attained the expected degree of competence in one or more problem areas. The Student Support Plan can be modified, with a date set to re-evaluate the modified Student Support Plan.

    c. Termination of enrollment: The student has failed to attain the identified goals and there is no expectation that they can reasonably attain them in the near future.

10. When the decision is ratified, the student's academic advisor will notify the student in writing of the reevaluation decision and will request that the student make an appointment for feedback concerning the decision. At this meeting, the student will have the opportunity to provide feedback regarding the Student Support Plan process.

11. A copy of the reevaluation decision, signed and dated by the student, will be retained in the student's file.

12. If termination of enrollment is recommended, the student will be given 30 calendar days from the date of receiving this notification to:

    a. Prepare and present to the School Psychology Program faculty, a written response to the notification; and
    b. Request in writing, if the student so desires, a review of the termination recommendation by the School Psychology Program faculty.

13. If the student requests such a review, they will be invited to the next scheduled faculty meeting to present their case to the School Psychology Program faculty.

14. Following the student's presentation, the full faculty will meet to render a decision as to whether the dismissal recommendation is to be upheld. The student's academic advisor will provide written notification of this decision to the student.

15. If the decision to terminate is upheld by the full faculty, the student has recourse to grievance procedures. Grievance procedures are described above in #7 above. Information about grievance procedures at the University level are available at https://grad.wisc.edu/documents/grievances-and-appeals/

Leave of Absence

Students may request a leave of absence if they do not intend to register for a fall or spring semester course. A leave of absence may be requested for a maximum of one academic year (no more than two semesters). In addition, a leave of absence can be taken no more than twice during a student's graduate program.

Requests for a leave of absence should be submitted as MS Word document sent by email to the School Psychology program area chair and the Department of Educational Psychology chair by December 1 of the fall semester for a leave request beginning the following spring semester, and April 1 of the spring semester for a leave request beginning the following fall semester. If a leave of absence request cannot be submitted by December 1 or April 1, students must submit a written petition to the School Psychology program area chair and the Department of Educational Psychology chair describing the extenuating circumstances. If there are School Psychology program area co-chairs, the request should be sent to both individuals. Leave of absence requests must explain (a) events that led up to the request for the leave of absence request, (b) the reason(s) for the leave of absence request, (c) plans for communicating with the student's advisor during the leave of absence period, (d) plans for re-entry, (e) the time period of the leave of absence request, and (f) any additional relevant information. Prior to submitting a leave of absence request, students should communicate with their advisor and develop a mutual understanding for the leave of absence request and create plans to communicate during the leave and re-entering the department and program. School Psychology program area faculty will vote on the leave request at a regularly scheduled program area meeting. The program area chair (or co-chairs, as applicable) will communicate the program area faculty vote to the Department Chair. If the program area faculty vote to approve the leave request, the request will be voted on at a regularly scheduled department meeting. The Department Chair's office will inform the student of the faculty's decision.

Students may continue graduate studies if re-entry is completed within the stipulated time limit. To re-enter graduate studies, students on leave must apply for admission and pay all necessary fees (see https://grad.wisc.edu/apply/). Students must also provide to the Department Graduate Admissions Coordinator (a) a new statement of reasons for graduate study, (b) new letters of reference, (c) an up-to-date transcript, (d) documentation that the issues which precipitated the leave of absence have been addressed, (e) documentation of any relevant work completed during the leave of absence (e.g., a certificate of completing a methodology workshop), (f) GRE scores, and (g) TOEFL test scores (if applicable). Students who are granted readmission must adhere to the most current requirements as listed in the Graduate School Academic Policies and Procedures (see https://grad.wisc.edu/academic-policies/). Failure to request a leave of absence before taking a semester off can result in termination from the department.

Details about Graduate School policies about leaves of absence can be found at this site: https://grad.wisc.edu/documents/leave-of-absence/. Details about Graduate School policies about continuous enrollment can be found at this site: https://grad.wisc.edu/documents/continuous- enrollment-requirement/.

Termination of Enrollment

Except in unusual cases, enrollment in the Department's graduate degree programs may be terminated for any student in any of the following circumstances:

1. Withdraws or fails to register during any Fall or Spring semester, without an approved leave of absence.

2. Fails to complete any course work in three or more consecutive semesters (discounting summer sessions and internship year). Students should note that grades of "I" and "P" in independent reading and research courses indicate that course work has <u>not</u> been completed.

3. Is considered to be making unsatisfactory progress for more than one consecutive semester. For students determined to be making unsatisfactory progress, a semester-by-semester review will occur.

4. Cannot find a faculty member in the School Psychology Program who will agree to serve as his/her advisor.

5. Fails or is terminated from internship.

6. Fails the capstone portfolio project after attempting retake.

ADDITIONAL ITEMS OF INTEREST

Research, Professional, and Scholarly Activities

Students are encouraged to actively engage in research, professional, and scholarly activities related to their professional goals and objectives. Activities may include pursuing publication in peer-reviewed journals, presentations at professional conferences, and professional development sessions for educators. Students in the program must obtain permission and be supervised in any research, professional, and scholarly endeavor while they are a student in the program. For example, if a student wishes to propose a presentation for a professional conference, the student must obtain permission and a faculty member must agree to review the proposal and presentation. Faculty should be contacted at least one month before a due date. Any full-time faculty member may serve in this capacity (lecturers and adjunct faculty cannot serve in this capacity).

Substitute Credit and Course Waiver Requests

Students occasionally request that courses or practica they have taken previously be substituted for courses/practica they are expected to take in the School Psychology Program to fulfill a degree or licensure requirement. This is not allowable, except in extenuating circumstances. A form has been developed (available from the graduate coordinator) to help the School Psychology area faculty and staff process students' requests. To request substitute credit, students should complete a form and attach relevant documentation. Completed forms and attachments should be reviewed by the student's advisor and then submitted to the Director of the School Psychology Program for area consideration. (Substitute credit requests for courses outside of School Psychology are reviewed by faculty in the respective areas.) Once approved by the area, the Advisor/Director will forward to the Department Chair for approval.

Applying to the PhD Program

Students who wish to apply to the PhD program at UW-Madison are required to proceed through the typical application process and apply to the PhD program according to the regular application process. It is also suggested that students express their interest to apply to the PhD program to their advisor, who can offer guidance regarding the appropriateness of the application in consideration of the student's career goals and objectives. The advisor can also provide guidance regarding optimal timing for application submission.

Guidelines Governing Online/Internet Behavior

You are in a professional psychology training program at the University of Wisconsin–Madison, which includes adhering to professional and ethical standards described by professional associations, such as the American Psychological Association, the Association of State and Provincial Psychology Boards, and the National Association of School Psychologists. Keep in mind that employers, colleagues, school-age students, and clients are likely to review your online presence. Carefully review your online presence, editing where appropriate, and consider any future online posts through the lens of the professional and ethical standards that govern our field. Note that online behavior outside these guidelines may lead to the development of a Student Support Plan, probationary status, or termination of enrollment based on program, department, and university policies. Below we have identified or adapted examples of pertinent online/internet guidelines from the Association of State and Provincial Psychology Boards Social Media Task Force (2020). Please also review the full set of guidelines, which govern your behavior while a student in this training program. The guidelines are accessible through this URL: https://cdn.ymaws.com/www.asppb.net/resource/resmgr/guidelines/final_oct_9-2020_guidelines_.pdf

Confidentiality
- Psychologists must be respectful of client privacy. Therefore, it is important that psychologists exercise caution and consider the appropriateness of searching social media sites for client information without the client's permission and their informed consent.
- In general, psychologists are required to maintain the confidentiality of client protected information. There may be justifiable exceptions to the rule of confidentiality. Do not post anything about your clinical and fieldwork.

Risk Management
- Psychologists manage access to their professional social media and are responsible for those who may access the accounts.
- Psychologists use trusted and secure networks to access professional social media accounts.
- Psychologists use encryption when sending protected and private information over social media when feasible.
- Psychologists understand the privacy settings on every application that is used by them.
- Psychologists are mindful that any social media post or communication may be forwarded to other recipients.

Multiple Relationships
- Psychologists are responsible for connections they initiate through social media and for knowing whether or not these connections constitute multiple relationships. If the connection might constitute a multiple relationship, the psychologist considers whether the relationship could be potentially harmful.
- Psychologists attempt to minimize the risk of problematic multiple relationships by keeping their personal and professional social media presences separate.

Competence
- Psychologists familiarize themselves with ethical and legal requirements regarding the use of social media.
- Psychologists maintain current knowledge and skills pertaining to social media and other technologies they are using.

- Psychologists ensure that they have a full understanding of the risks the use of technology presents to the security and confidentiality of client personal health information.

Professional Conduct
- When using social media within a professional context, psychologists consider the words used and the impact their communications might have on the public's confidence in the profession.
- Psychologists are respectful in *what* they communicate and in *how* they communicate when using social media in their professional work.
- Psychologists are respectful of professional boundaries, culture, and preferences when using social media.

Personal Use of Social Media
- Psychologists ensure they have a working knowledge of privacy settings available on any social media platforms used.
- Psychologists are cautious about making posts to public comment sites, especially those related to their worksite/employer.
- Psychologists strive, to the extent possible, to maintain their personal online presence distinct from their professional online presence.
- Psychologists maintain clear boundaries between their professional and personal social media accounts.
- Psychologists are aware of any existing social media policies within their organization or practice group (e.g., rules about promoting the organization or practice group via social media).

Services to Support Students with Academic, Financial, Health, and Personal Issues

The University of Wisconsin–Madison's *Division of Student Life* (https://students.wisc.edu/) is designed to help students navigate the university experience and to assist students with a wide variety of issues that often arise. Within the Division of Student Life, the *Dean of Students Office* (https://doso.students.wisc.edu/student-assistance/) provides resources to students struggling with a variety of issues and is intended to be the "go to" spot for student assistance on campus. The Dean of Students Office helps students experiencing a broad array of difficulties, including academic issues, bias incidents, non-academic complaints, DACA/undocumented student issues, death of a friend or family member, family crises, employment concerns, financial issues (including the need for short-term loans), food insecurity, mental health concerns, physical health issues, sexual harassment and assault, pregnancy, and student misconduct, among others.

For students experiencing academic difficulties, we encourage students to work closely with the course instructor, the student's advisor, and the Program Director. Students are also encouraged to utilize services offered by the *University's Writing Center* (https://writing.wisc.edu/), which offers non-credit workshops for undergrads, graduate and professional students, instructors, faculty, and academic staff. The Writing Center's staff assist graduate students at any stage of the writing process—from choosing a topic to drafting and revising—for any writing project. Support for graduate students with special needs (e.g., learning disabilities, vision and hearing impairment) is provided by the *McBurney Disability Resource Center* (https://mcburney.wisc.edu/).

Students who are experiencing financial difficulties are supported by the *Office of Student*

Financial Aid. Emergency short-term loans are available to qualified students experiencing an unanticipated financial crisis. Students may contact the Dean of Students Office or the Office of Student Financial Aid for more information about these loans. To be considered for a short-term loan, students must be currently enrolled, complete a short-term loan application, and meet with an assistant dean in the Division of Student Life or with a financial aid counselor in the Office of Student Financial Aid.

University Health Services (UHS) is the go-to spot for students' health and general well-being. UHS provides no-cost mental health services, including individual, couple/partner, group counseling, campus-based programming, stress management, and psychiatry. With two locations on campus, UHS addresses concerns relating to colds, the flu, injuries, stress, and gynecologic care, as well provide health consultations for international travel and trans health care services. Clinics within UHS include allergy and immunization, athletic training, behavioral health, laboratory, occupational medicine, person wellness, physical therapy, primary care, sexual health, trans health, travel, and women's health. The *Campus Health Initiatives and Prevention Services* unit provides population-based prevention and health promotion services to the UW–Madison community, working to reduce high-risk behaviors and create an environment where people are safe, included, and connected to one another. UHS prevention specialists and communication professionals work to address important campus health issues such as sexual assault, sexual harassment, dating violence and/or stalking, high-risk alcohol, tobacco and drug use, suicide, wellness, health equity, and social justice. UHS Violence Prevention is dedicated to preventing violence before it happens and helping address the needs of victims of sexual assault, sexual harassment, dating violence, domestic violence, and stalking after it happens. Survivor Services provides confidential support to UW-Madison student victims/survivors of sexual assault, sexual harassment, dating violence, domestic violence, and/or stalking. UHS also provides services to assist students in dealing with stress, anxiety, and sleep difficulties.

The University of Wisconsin–Madison provides additional services for students from a wide variety of backgrounds and for students experiencing a wide variety of difficulties. Some of these additional services include:

- The *Office of Diversity, Inclusion and Funding* (https://grad.wisc.edu/diversity/) plays a central role in creating an inclusive and multicultural educational landscape through the retention and recruitment of diverse students, especially those of domestic minority and low-income/first generation college backgrounds, who have been traditionally under-represented in graduate education. The Office works to promote a shared campus-wide commitment to an inclusive climate for all UW–Madison graduate students through programs such as the Advanced Opportunity Fellowship, Graduate Research Scholars communities and the Edward Alexander Bouchet Graduate Honor Society. In addition, the unit oversees the Graduate School's fellowship and funding competitions, serves as the coordinating unit for multiple external fellowships, and provides assistance to graduate students, staff, and faculty on campus-wide funding issues.

- The *Veteran Services & Military Assistance Center* (https://veterans.wisc.edu/) is a joint effort between the Office of the Registrar and the Division of Student Life. The Ceenter assists with the transition to campus, handles the certification of education benefits, and connects military-affiliated students with needed resources to achieve academic success.

- The *Multicultural Student Center* (https://msc.wisc.edu/) strives to collaboratively strengthen and sustain an inclusive campus where all students, particularly students of

color and other historically underserved students, can realize an authentic Wisconsin Experience.

- The *Multicultural Graduate Network* (https://grad.wisc.edu/diversity/multicultural-graduate-network/), located in the Graduate School, Office of Diversity, inclusion, and Funding, brings together graduate students from across UW–Madison to foster community and relationships. We seek to address the needs of students of color through professional development opportunities, social networking, and continued dialogue.

- The School of Education's *Education Graduate Research Scholars* (Ed-GRS; https://www.education.wisc.edu/soe/about/resource-service-units/student-diversity-programs/education-graduate-research-scholars) program is a community of first-generation students and ethnically underrepresented students who are receiving an Advanced Opportunity Fellowship in the School of Education. In addition to tuition remission, monthly stipend, and heath care benefits, the program strives to assist fellows with first year transition, community building, and professional development opportunities.

- *International Student Services* (ISS) (https://iss.wisc.edu/) offers a wide variety of services and programs to international students at the University of Wisconsin-Madison. The ISS staff provides information and programs to international students about the campus and community and provide support and assistance concerning visas and related immigration issues.

- The *Gender and Sexuality Campus Center* (https://lgbt.wisc.edu/) provides education, outreach, advocacy, and resources for UW-Madison student communities and their allies to improve campus climate and their daily intersectional experiences.

- *Testing and Evaluation Services* (https://testing.wisc.edu/), in conjunction with the McBurney Disability Resource Center, provides special test accommodations for students with disabilities.

- The *Tenant Resource Center* (http://www.tenantresourcecenter.org/uw_madison) advocates for and protects tenant rights of students, who are a protected class in Madison and discrimination against them is illegal.

- The *Office of Child Care and Family Resources* (https://occfr.wisc.edu/parent-resources/) promotes the academic and professional goals of the University of Wisconsin community through the administration of early education and family support programs.

GRADUATE SCHOOL GRIEVANCES AND APPEALS

The official grievance and appeals policies of the UW-Madison Graduate School can be located at https://grad.wisc.edu/documents/grievances-and-appeals/. These policies are reprinted here:

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the university offers several avenues to resolve the grievance. Students' concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). All graduate programs, departments and schools/ colleges have established specific procedures for handling such situations; check their web

pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first.

In addition, the following administrative offices have procedures available for addressing various concerns:

Dean of Students Office (for all grievances involving students)
70 Bascom Hall
608-263-5700

Office for Equity and Diversity (for discrimination or harassment issues)
179A Bascom Hall
608-262-2378

Employee Assistance (for conflicts involving graduate assistants and other employees)
256 Lowell Hall
608-263-2987

Ombuds Office for Faculty and Staff (for graduate students and post-docs, as well as faculty and staff)
523-524 Lowell Center
608-265-9992

Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
217 Bascom Hall
500 Lincoln Drive
Madison, WI 53706-1380
608-262-2433

Graduate School Appeal Process
If a student believes that his/her grievance was not appropriately handled or resolved at the program/department or school/college level or through consultation with other resources listed above, the student may file an appeal with the Graduate School.

If the student wishes to file an official appeal of a grievance decision, the student should consult with the Graduate School's Director of Academic Services and send the following information to the Graduate School Office Academic Services:

- A detailed written statement on the events that resulted in the grievance and any efforts to resolve the matter prior to the appeal;

- Copies of any relevant communications regarding the events that resulted in the grievance; and

- Any determinations or actions taken by the program/department/School/College or other resource office on campus regarding the events that resulted in the grievance.

Upon receipt of all of the above materials:

- The Director of Academic Services will forward the formal grievance to an appropriate Associate Dean of the Graduate School for review.

- The student will be notified in writing, within 5 business days after the materials arrive in the Graduate School, acknowledging receipt of the formal appeal and giving the student a time line for the review to be completed.

- If necessary, the Associate Dean will request additional materials relevant to the issues raised in the student's grievance from the student and/or the program/department (i.e., departmental handbook explaining grievance procedures).

- If necessary, the Associate Dean will arrange a meeting with the student and an appropriate designee of the Graduate School's Office of Academic Services.

- If necessary, the Associate Dean will arrange a meeting with the student's advisor and/or program/department chair and the Director of Academic Services.

- The Associate Dean will convene a meeting with the Graduate School Leadership Team to vote on whether to uphold or reverse the decision of the program/department/School/College on the student's initial grievance. If the student wishes, s/he may present his/her case at this meeting and faculty and/or staff affiliated with the program whose decision is being appealed may also present their case at this meeting, if they wish. Neither the student nor the non-Graduate School faculty and staff may be present when the Graduate School Leadership Team deliberates. The Associate Dean will attend this meeting.

- The Associate Dean will notify the student, the advisor and/or program/department chair, in writing, of the decision, with a copy to the Graduate School's Office of Academic Services within 45 business days of the submission of the appeal by the student.

Graduate School Final Appeal Process
If a student is not satisfied with the initial appeal to the Graduate School Associate Dean, s/he may make a final appeal to the Dean of the Graduate School within 30 calendar days of date of the above written decision. This process will proceed as follows:

- The student should send a request for a final appeal to the Associate Dean, asking s/he reopen the case. No new information may be submitted at this time.

- The Associate Dean will forward the complete file to the Dean of the Graduate School within 10 business days after receipt of the request to reopen the case.

- The Dean of the Graduate School will bring the appeal to the Graduate School Academic Planning Council (GSAPC) to review the appeal. The GSAPC is a Graduate Faculty Executive Committee (GFEC) subcommittee of five faculty from among its elected members, one from each division and the fifth member at large.

- The Dean of the Graduate School will issue an official charge and an appropriate time frame (30 days within the fall and spring semester; appeals received in the summer may take up to 60 days) for completing a review.

- The GSAPC will review the student's final appeal, including all materials previously submitted, and will determine if additional information and/or a meeting with the student and/or program/department is needed.

- The GSAPC will report its recommendation at the next appropriate GSAPC meeting. GSAPC meetings occur six times during the fall and spring semesters. The Dean of the Graduate School may call additional GSAPC meetings if review of an appeal is necessary during the summer semester. The full GSAPC, excluding the Dean of the Graduate School and the Associate Dean(s) of the Graduate School, will vote on the

appeal and advise the Dean of the Graduate School of its recommendation. The Dean of the Graduate School will then consider the GSAPC recommendation and all other pertinent material provided as part of the appeal. The final decision will be conveyed in writing by the Dean of the Graduate School to the student and the program, with a copy to the Director of Academic Services, within 20 business days after the GSAPC meeting.

- No further appeals will be considered by the Graduate School.

PROGRAM PERSONNEL

University Staff. University staff provide administrative and clerical support to the department and associated programs.

AMY MOSCHKAU, Student Status Examiner Senior. Provides administrative support to the School Psychology Program for the completion of APA reports, internship documentation and other program functions; provides information to current students regarding authorization for enrollment, degree milestones, and graduation, as well as any other information required; and advises potential applicants on program details, answers questions regarding applying to the program, and oversees the admissions process. Supports the work of the Recruitment, Admissions, Fellowships and Awards Committee in the admissions process and administration of fellowships and scholarships.

LYDIA WELLS, School Psychology Program Associate. Provides administrative and clinical support to the School Psychology Program, coordinating with the department, assisting with APA and NASP reports, supporting the admission process, and assisting in coordinating clinical activities.

Faculty. The teaching and research interests of the School Psychology Program faculty are summarized below.

CRAIG ALBERS, PhD; Educational Psychology, 2002, Arizona State University

Teaching topics: Academic, behavior, and social-emotional assessment and intervention; consultation; prevention sciences; professional issues.

Research interests: Screening and early intervention processes; evidence-based prevention programs; English language proficiency assessment; assessment and interventions for students classified as English Language Learners (ELLs).

JENNIFER ASMUS, PhD; Educational Psychology, 1995, University of Iowa

Teaching topics: Applied behavior analysis; single-subject design; assessment and intervention for behavior problems; evidence-based assessment and intervention.

Research interests: Applied research methodology; assessment and treatment of severe behavior disorders for children with developmental disabilities; assessment and treatment of social skills difficulties for children with autism and severe cognitive disabilities; increasing appropriate behavior and inclusion opportunities for children with behavior or social skills difficulties.

KATIE EKLUND, PhD; Counseling, Clinical, and School Psychology, 2011, University of California, Santa Barbara

>Teaching topics: Professional issues; consultation; cultural diversity; school crisis prevention and response; cognitive, behavior, and social-emotional assessment and intervention; advocacy and public policy

>Research interests: school mental health; early identification and intervention for children with behavioral and social-emotional concerns; social emotional learning; school safety; school climate; equity and cultural responsivity

ANDY GARBACZ, PhD; School Psychology, 2010, University of Nebraska-Lincoln

>Teaching topics: Assessment and intervention for behavior problems; Consultation; Prevention science; Professional issues

>Research interests: Conjoint (parent-teacher) consultation; Family-school partnerships; Implementation; Prevention programs; Tiered systems; Translational research

ELIZABETH HAGERMOSER-BAYLEY, PhD; Educational Psychology, 2016, University of Wisconsin-Madison

>Teaching topics: Clinical and field practica; supervision and professional Issues; psychopathology; psychotherapy

>Research interests: school-based mental health services; adolescent mental health; evaluation of clinical intervention; clinical supervision in school psychology

KRISTY K. KELLY, PhD; Educational Psychology, 2006, University of Wisconsin-Madison

>Teaching topics: Clinical and field practica; supervision and professional Issues

>Research interests: clinical supervision in school psychology; evaluation of clinical intervention; family-school partnerships

STEPHEN KILGUS, PhD; Educational Psychology, 2011, University of Connecticut

>Teaching topics: Social-emotional and behavioral assessment; Evidence-based assessment and intervention; Psychometrics; Research design

>Research interests: Social-emotional and behavioral assessment; Targeted intervention for at-risk students; Universal prevention strategies

DAVID KLINGBEIL, PhD; Educational Psychology, 2013; University of Minnesota

>Teaching topics: Evidence-based assessment; Academic intervention; Law and Ethics; Multi-tiered systems of support

>Research interests: Evidence-based assessment and intervention practices within school-based multi-tiered systems of support

STEPHEN QUINTANA, PhD; Psychology, 1989, University of Notre Dame

Teaching topics: Development of ethnic/racial minority children; multicultural counseling, ethical and professional issues; assessment in counseling; short-term psychotherapy; theories of counseling; research methods in counseling psychology.

Research interests: Developing and evaluating a model of children's understanding of social status; focus on students' adjustment to higher education; children's understanding of ethnic prejudice, and multicultural training in professional organizations.

Affiliate Faculty. Faculty affiliated with the program include:

JOAN L. ERSHLER, PhD; Life Span Human Development (concentration in early childhood) and Educational Psychology, 1980, University of Wisconsin-Madison

Teaching topics: Early childhood development, inclusion, mental health issues; working with families of young children with disabilities, and infant/early childhood mental health issues.

Research interests: Early childhood development and inclusion.

MEGAN FARLEY, PhD; Educational Psychology, 2009, University of Utah

Teaching topics: Autism spectrum disorders, LEND Psychology Training Coordinator

Research interests: Autism spectrum disorders in adulthood

LINDSAY McCARY, PhD; School Psychology, 2011, University of South Carolina

Teaching topics: Cognitive assessment, behavior and personality assessment, behavior intervention, autism spectrum disorders

Research interests: Early identification of autism spectrum disorders, fragile X syndrome, family-centered models of care

Academic Staff Lecturers. Academic Staff Lecturers include:

CAROLINE RACINE GILLES, PhD; Educational Psychology, 1998, University of Wisconsin-Madison

Teaching topics: Assessment.

Research interests: Assessment-related issues and systems.

TRAINING FACILITIES

School Psychology Training Clinic

The School Psychology Training Clinic is a training facility for students in School Psychology. This clinic facility accommodates live observation and/or audiovisual recording of practice activities with individual and small groups. Training and supervisory activities may also be conducted in the shared space of the clinic. Records are maintained in a central, secure location, and maintained by the clinical faculty member of the School Psychology Program. Test and assessment materials are kept in a secure area and available for faculty, staff, and students of the participating programs.

Wisconsin Center for Education Research

The Wisconsin Center for Education Research (WCER) was originally established in 1964 to house one of the university-based research and development centers created under the federal Cooperative Research Act. WCER has maintained a longstanding mission of improving American education. Its research spans the full scope of education, from elementary education to undergraduate and graduate curriculum reform. WCER brings scholars together from diverse disciplines to focus on problems of education policy, learning, teaching, and assessment of today's increasingly diverse K-12 students. The center receives more than $65 million annually from federal and state agencies and private foundations, including the U.S. Department of Education, National Science Foundation, National Institutes of Health, and Spencer Foundation. More information regarding WCER can be located at http://www.wcer.wisc.edu/.

Waisman Center

One of only 15 centers of its kind, the Waisman Center is dedicated to advancing knowledge about human development, developmental disabilities, and neurodegenerative diseases throughout the life course. The center's multidisciplinary team of researchers, scientists, clinicians, and staff seek to answer questions about the causes and consequences of developmental disabilities like autism, Down syndrome, and fragile X, and neurodegenerative diseases like Parkinson's, ALS, and Alzheimer's, in order to develop cures and treatments for individuals and their families. The Waisman Center encompasses laboratories for biomedical and behavioral research, 15 specialty clinics, a brain-imaging center, a model inclusive preschool program, and a clinical bio-manufacturing facility for the production of pharmaceuticals for early stage human clinical trials. In addition to its research initiatives, the Waisman Center provides an array of interventions and services to people with developmental disabilities; offers early intervention, educational and outreach programs to young children and families; and provides training in both research and clinical skills for undergraduate, graduate, and post-graduate students. More information regarding the Waisman Center is available at https://www.waisman.wisc.edu/.

Testing and Evaluation Center

Computerized interactive assessment may be scheduled at the Testing and Evaluation Center in the Educational Sciences Building. Test scanning equipment is also available for clinic-related assessment activities.

Media, Education Resources, and Information Technology

Media, Education Resources, and Information Technology (MERIT) is located in the Teacher Education Building. MERIT is a design, development, presentation, and production facility that provides a range of instructional services, including multimedia, website, audio, video, computer, and graphic production. MERIT also maintains video conferencing and multimedia classroom facilities. Additional information regarding MERIT can be located at http://merit.education.wisc.edu/.

FUNDING AND ENROLLMENT

Funding Policy

Students enrolled in this program can accept teaching assistantships (TA), project assistantships (PA), research assistantships (RA), and other appointments as long as the total appointment does not equal or exceed 33.3%. Stipends, scholarships, and hourly work are permissible. Students are not permitted to accept 33.3% or greater TA, PA, RA, and other appointments that would result in tuition remission. For more financial assistance information, visit the Office of Student Financial Aid website https://financialaid.wisc.edu/.

Enrollment Policy

Students in this program cannot enroll in other graduate programs or take courses outside of the prescribed curriculum.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
LICENSURE IN SCHOOL PSYCHOLOGY

Wisconsin Department of Public Instruction content guideline domains are listed below. School Psychology faculty advise their students throughout their professional training sequence concerning necessary coursework and practicum experiences for meeting licensure requirements. All students are reviewed by School Psychology faculty and supervisors who evaluate their progress toward licensure, including performance of practicum and field work. A grade of B or better in every school psychology course is necessary for adequate progress toward licensure.

FOUNDATIONAL SKILLS

Domain 1: Communication, Collaboration, and Leadership Skills
- Content knowledge and interpersonal skills necessary to effectively communicate, collaborate, and lead.
- Communicate in a supportive, problem-solving fashion using active listening, flexibility, and effective facilitation.
- Use empirically supported consultation methodologies to improve learning at the individual, group, and systems levels.
- Work effectively as change agents, offering leadership and professional development to staff, schools, districts, and systems.
- Understand the organization, development, management and content of collaborative and mutually supportive pupil services programs in schools.

Domain 2: Competence in All Aspects of Diversity
- Recognize when, where, and how issues of diversity are manifest.
- Address diversity in service delivery.
- Recognize occasions when issues of diversity affect the manner and nature of interactions with other people and organizations and work to address those issues as necessary.

Domain 3: Technological Competence
- Use technology and databases in evidence-based practice, decision-making, program evaluation, assessment, and progress monitoring.
- Help students, parents, and teachers know how and where to access relevant technologies, as well as how to enhance learning with appropriate technologies.

Domain 4: Legal/Ethical Practice, Public Policy, and Professional Development
- Understand and meet all relevant ethical, professional, and legal standards to ensure high quality services and protect the rights of all parties.
- Have a knowledge base of the history and foundations of their profession and engage in ongoing professional development.
- Support policy development that creates safe and effective learning environments.
- Understand regular and special education legal requirements at both the state and federal level, and ensure compliance with these requirements.
- Have knowledge about relevant research, and directly and indirectly apply research to practices in schools.

PROCESSES

Domain 5: Assessment, Decision-Making, and Accountability
- Define and use a wide variety of effective assessment and evaluation methods at the individual, group, and system levels.
- Gather, analyze, and utilize data that aid in understanding strengths and needs, in choosing interventions, and in assessing outcomes as part of a decision-making process.
- Understand and use research, research methods, statistical analyses, and program evaluation techniques.
- Understand the implications and analysis of large-scale assessments, and use those data to help schools meet accountability requirements.
- Collect, analyze, and report data to stakeholders relating to the effectiveness of psychological services.

Domain 6: Relationships Among and Between Systems
- Understand the influence of home, community, and school systems on student success, and develop evidence-based prevention and intervention programs consistent with this understanding.
- Promote safe and nurturing school environments, with positive climates and high expectations for all students.
- Perform needs assessment to identify service requirements.

OUTCOMES

Domain 7: Effective Instruction and Development of Cognitive and Academic Skills
- Use and support others in the use of evidence-based prevention and intervention programming to develop competencies.
- Apply cognitive psychology and learning theory to improve instruction.
- Help to develop cognitive and academic goals for all students, adjust expectations for individual students, implement alternative methods, and monitor progress.
- Assist State and Local Education Agency personnel who design state and local accountability systems.

Domain 8: Wellness, Mental Health and Development of Life Competencies
- Use knowledge about human development to design and implement prevention and intervention programs to promote wellness.
- Help schools develop behavioral, affective, and adaptive goals for all students.
- Be prepared for and able to respond to a wide variety of crisis situations.
- Be able to work as a skilled mental health practitioner in the schools, performing accurate assessment of mental health disorders, implementing empirically-based interventions with individuals and groups, and closely monitoring outcomes.

Appendix I lists the website for obtaining an application form for School Psychology Licensure and for accessing a description of the general requirements for School Psychologist (License 62) and Provisional (License 61) licensure.

COMMITTEE STRUCTURE AND EVALUATION
OF SCHOOL PSYCHOLOGY PROGRAM

The School Psychology area has a committee structure for organizing and sharing the responsibilities of the program. Each committee has responsibility for specific aspects of the program and is composed of one or two faculty members and at least two graduate students in School Psychology. Specific activities associated with each committee are outlined below.

School Psychology Student Association

1. Organize social events (e.g., picnics, etc.).
2. Serve as liaison between students and faculty; represent students at area meetings.
3. Establish a constitution and by-laws (make appropriate revisions when necessary).
4. Assist with orientation/mentoring of new students and with Admissions Interview planning and activities.

Program Planning and Evaluation Committee

1. Assist in preparation of materials (documentation) associated with program reviews.
2. Organize, conduct, and summarize surveys of graduate students in the program.
3. Conduct regular follow-up evaluation of program graduates.
4. Conduct regular evaluations of the Capstone Portfolio Project process.

Practicum Committee

1. Review and make recommendations on policies of the Clinic Practicum.
2. Update clinical and field practicum manuals.
3. Review and make recommendations related to practicum training/experiences.

Policy and Advocacy Committee

1. Increase awareness of school psychology with stakeholders through various advocacy efforts
2. Conduct legislative visits to inform representatives about school psychology and promote related policy issues
3. Encourage students and faculty to participate in local and national advocacy opportunities

Recruitment, Retention, and Outreach Committee

1. Identify, create, and engage in activities to recruit and retain individuals to the School Psychology Program.
2. Identify, create, and engage in activities to recruit and retain individuals from diverse racial and ethnic backgrounds to the School Psychology Program.
3. Monitor Program and Department climate.
4. Expand the reach of the School Psychology Program; increase awareness of the Program and its activities.

PROFESSIONAL SCHOOL PSYCHOLOGY ORGANIZATIONS

Professional school psychologists must maintain knowledge of current trends and developments in the field of school psychology. Therefore, students must strive to do the same. One way to do this is through various professional organizations. We encourage students to be involved in these organizations, and to become familiar with the procedures and philosophies of the various associations. The two major voices in the area of school psychology are Division 16 of the American Psychological Association (APA), and the National Association of School Psychologists (NASP). Student membership in these organizations is strongly encouraged.

American Psychological Association (Division 16, School Psychology; www.apa.org)

The APA is the major national organization devoted to the advancement of psychology as a science, as a profession, and as a means of promoting human welfare. With more than 90,000 members, APA fosters communication among psychologists and the public through publishing psychological journals, holding annual meetings, disseminating psychological literature, and working toward improved standards for psychological training and service. Through more than 50 divisions, psychologists interested in specific areas may more easily join with others to promote research, practice, and the discussion of important psychological issues.

The Division of School Psychology (Division 16) is composed of scientific-practitioner psychologists whose major professional interests lie with children, families, and the schooling process. The Division represents the interests of psychologists engaged in the delivery of comprehensive psychological services to children, adolescents, and families in schools and other applied settings. The Division is dedicated to facilitating the professional practice of school psychology and actively advocates in domains, such as education and health care reform, which have significant implications for the practice of psychology with children. Members receive the journal *School Psychology Quarterly* and the quarterly newsletter *The School Psychologist*.

National Association of School Psychologists (www.nasponline.org)

NASP was established through the initiative of the profession it represents to undertake a resolution of the needs of professional school psychology. NASP has developed into a viable professional organization, continuously involved in solving the problems of school psychology. NASP is committed to enhancing psychological services to children and youth by improving the effectiveness and stature of school psychologists everywhere in the country. NASP also publishes a professional journal, the *School Psychology Review*, and a newsletter, the *Communiqué*.

Wisconsin Psychological Association (www.wipsychology.org)

The WPA is the official state affiliate of the APA. Its members represent all parts of Wisconsin and all settings in which psychologists teach, conduct research, administer programs and provide direct services to the public. The mission of WPA is to advance psychology as a profession which promotes human welfare through the ethical application of psychological principles in research, teaching and practice. WPA provides a professional identity for psychologists by maintaining active affiliation with APA and advocating on behalf of the profession and the interests of its members.

Wisconsin School Psychologists Association (wspa18.wildapricot.org)

The Wisconsin School Psychologists Association (WSPA) met for the first time in Milwaukee, Wisconsin in 1954. It has since grown to a membership of over 550, representing a majority of the practicing school psychologists in Wisconsin. WSPA has served the profession as a voice with legislators and the State Department of Public Instruction. Recent accomplishments include gaining access to administrative accreditation for practitioners in the state and advocating for generous state reimbursement schedules for districts that hire school psychologists. WSPA sponsors a spring and fall convention each year, offers generous reductions in student registration fees, and offers various annual research awards.

SCHOOL PSYCHOLOGY STUDENT ASSOCIATION

The School Psychology Student Association (SPSA) is a student-run organization that represents the needs of the graduate students in school psychology to the area faculty, the Department, and the University. The SPSA sponsors colloquia, an annual conference, and social events for students and faculty. Students are encouraged strongly to be an active member of this group. For more information on this association, see the SPSA Constitution and By-Laws available in the main office of the Department.

EDUCATIONAL PSYCHOLOGY STUDENT ASSOCIATION

The Educational Psychology Student Association (EPSA) was formed in 1997 to build student cohesiveness and facilitate student involvement in department governance. The association meets throughout the academic year to discuss issues related to the Department (e.g., course requirements, funding, and committee updates). All students are encouraged to join. EPSA is a great opportunity for participation in many aspects of department life – social as well as academic. EPSA plans social events for students and faculty, such as bowling and end-of-semester parties.

DIVERSITY AND INCLUSION ASSOCIATION

The Educational Psychology Diversity and Inclusion Association (DIA) is designed to promote a diversity of perspectives into teaching, research, professional development, and community-building activities. The purpose of DIA is to create spaces for dialogue, heighten awareness of minoritized communities, and provide opportunities for engagement in social and educational activities through departmental activities and engagement with local and campus communities. DIA organizes a variety of events including documentary/film screenings, book clubs, panel discussions, and presentations. DIA is committed to fostering equity and inclusivity within the Educational Psychology Department.

APPENDIX A

History of School Psychology in Wisconsin and at UW-Madison

History of School Psychology in Wisconsin[1] and at UW-Madison

The early history of services for children with exceptional needs in Wisconsin is documented in a graduate thesis by Beatrice Blakley that appeared in the Wisconsin Department of Public Instruction's *Bureau Memorandum* (1965-66) in a four-part series entitled, "A history of early public school services for mentally retarded children in Wisconsin." From her document, it is revealed that Wisconsin's first provision of services was for children with "cognitive disabilities" in elementary grades of public schools. The first recognized special class for children with cognitive disabilities in Wisconsin was reported to be opened by Elizabeth Haesler in Milwaukee during 1908. Next, a number of significant events fostered the development of psychological services in Wisconsin and led to an increasing demand for services for children with cognitive disabilities and for trained specialists to work with these children in schools.

Growing awareness of the need for psychological services continued during the 1930s. In 1939, Samuel A. Kirk, past-president of the Wisconsin Association of Applied Psychology, conducted a survey of school psychological services in Wisconsin schools with a population of 10,000 or more. Kirk (1940) reported that of the 38 superintendents to whom questionnaires were sent, 25 replied. There were only seven full-time school psychologists and three part-time psychologists employed in Wisconsin schools. Kirk (1940) promoted interest in training psychologists in Wisconsin universities when he noted:

> There are two difficulties in the way of expanding psychological service in the state of Wisconsin. The main obstacle to the extension of such service is, of course, limited funds. The second difficulty is that no school or college in the state of Wisconsin has concentrated on the training of such workers. It is interesting to note from the results of the questionnaire that out of the ten psychologists employed only two of the workers were graduates of Wisconsin colleges or universities. One of these had a Bachelor's degree in Psychology and the other a Master's degree in Education. Wisconsin needs facilities for the training of such workers. (p. 42)

Kirk (1940) also recommended that a program be planned for the development of psychological services in the schools.

The Milwaukee Public Schools (MPS) established a formal Department of Psychological Services in 1954. Ralph H. Tindall was recruited to the MPS where they had one psychologist for every 15,000 students (Tindall, 1983). Subsequently, when Division 16 of the American Psychological Association (APA) sponsored its first Professional Institute of the Division of School Psychologists at Northwestern University, psychologists from the MPS led by Dr. Tindal were in attendance. During the same year, the first meeting of the Wisconsin School Psychologists Association (WSPA), then called the Wisconsin Association of School Psychologists, was held on November 1 at the City Club of Milwaukee.

In 1958, formal certification was established for Wisconsin school psychologists and school psychometrists. Between the years of 1965 and 1978, there was a steady increase in the number of school psychologists. This growth parallels the peak years of institutional growth of school psychology training programs (Fagan, 1986).

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The material on the history of school psychology in Wisconsin is adapted from Moscinski (1989).

To meet the growing need for psychological services in the schools, increased interest in a school psychology training program at the University of Wisconsin-Madison developed.

Development of the University of Wisconsin-Madison School Psychology Program[2]

The University of Wisconsin-Madison (UW-Madison) School Psychology Program evolved gradually over a period of many years. Table 2 lists the faculty and staff associated with the program over its history. Prior to development of a formal program, the University of Wisconsin-Madison Psychoeducational Clinic was established in 1939 by Theodore L. Torgerson to provide services for children who were having school-related problems. The mission of the clinic was to serve as a facility for research on school-related problems and for educating professionals to deal with these problems. During the 1940s, no single discipline was associated primarily with the clinic. Based on growing needs at the state and national levels, the clinic evolved into a facility for training school psychometrists and later school psychologists (J. W. Giebink, personal communication, April 2, 1987).

During the early 1950s, some individuals obtained a master's degree with a specialization in school psychology, and by the late 1950s, two individuals identified as school psychologists received PhD degrees from the University of Wisconsin-Madison. A more formal school psychology program was established in 1960 through the joint efforts of the Department of Education and Department of Psychology. At that time, Paul Whiteman, a faculty member, was hired to head the program; Phyllis Berman, who had been a research assistant in the Department of Educational Psychology, was the second faculty member to be added. Soon after, Thomas Ringness was hired.

Concurrently, Ringness published the now classic *Mental Health in the Schools* (1968). Here he outlined various tools that a school psychologist might use in psychoeducational assessment and noted that the "real competence of a psychologist is in his ability to determine what data are required and to interrelate them meaningfully" (p. 429). Ringness emphasized that psychologists increasingly base their work on learning theory and that they:

> ...spend time not only in testing children but also in talking with teachers and observing classrooms. They are then more able to help the teacher devise what are essentially "programmed" situations for helping the child, using techniques ... [such as] reinforcement, deconditioning, or counterconditioning, and inhibition. (p. 429)

The Department of Educational Psychology gradually assumed greater responsibility for the program's management, and in 1965, the administrative responsibility for the entire program was assumed formally by the department. John W. Giebink was hired in 1964 as Director of the Psychoeducational Clinic and Program. Giebink and Ringness collaborated on projects that undoubtedly had an influence on the training program at Wisconsin. In 1967, they circulated a questionnaire at the annual meeting of WSPA to assess training experience and job roles of school psychologists. The questionnaire was designed to assess specifically the satisfaction

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[2]The material on the School Psychology Program is adapted from Kratochwill, Gettinger, Reynolds, and Doll (1988) and Kratochwill, Elliott, Braden, Gettinger, McGivern, and Propper (1995).

with training at the University of Wisconsin-Madison. Finding little relation between satisfaction with training and job responsibility in a given area, the authors reflected a philosophy that guides the program currently. They noted:

> ...aspects of school psychology training programs dealing with remediation and behavior change should be strengthened. [It would also suggest establishing training programs for those currently in the field.] While there have been arguments about whether or not school psychologists should do psychotherapy that issue now seems to have been lost in the larger concern of school psychologists to do something more than testing and the need for training that will provide the techniques necessary to alter behavior. (Giebink & Ringness, 1970, p. 47)

In 1965, Roger A. Severson was hired to work in the program, and Dorothy Loeb was hired in an academic staff position to teach several clinical courses as well as supervise students in the Psychoeducational Clinic. Although Ringness had a strong affiliation with schools and schooling, both professors Giebink and Severson had PhDs in clinical psychology. Likewise, Loeb had a master's degree in clinical psychology. An important point about the program is that it developed within the context of a psychoeducational clinic, a characteristic similar to the development of many early clinical psychology programs throughout the country.

Throughout the 1960s, the number of faculty was increased and students were recruited for both masters and doctoral study. In 1969, Wally L. Mealiea (also a PhD in clinical psychology) was hired, and by 1970, the program had five professional members and approximately 50 graduate students.

With this rapid growth in the program during the 1960s consideration was given to formal accreditation by the APA. The program was actually evaluated several times during the 1970s. The first major evaluation occurred in June of 1971 when Jack I. Bardon visited the campus for two days. Bardon (1971) wrote a report on the program in which he made a variety of recommendations to faculty and students. The purpose of the report was to make specific recommendations to improve the program and make preparations for a formal accreditation visit by the APA. Although the report was generally laudatory, formal accreditation was never pursued.

During the 1970s, a number of program changes occurred. Several faculty members entered the program and subsequently left (see Table 2). Despite the turnover, it was a very productive period in the history of the program for several reasons. To begin with, a large number of students graduated from the program. Many of these individuals went on to take leadership roles in the profession of school psychology. Second, the present Educational and Psychological Training Center (then known as the Psychoeducational Clinic) was built during this time and still serves as the primary space for the training program. The clinic was designed specifically for the training of school psychology students (J. W. Giebink, personal communication, July 16, 1987). During this period there were additional evaluations of the program. A special school psychology study committee composed of department faculty was formed and made recommendations to the general faculty on June 30, 1977 (Davidson, 1977). A second evaluation was conducted by Judith Kaufman (1980) who visited during the summer session. The brief report was presented to faculty on July 31, 1980 and addressed various issues and concerns of the program and department faculty.

During this time, major commitments to supporting the program were also made by the Department of Educational Psychology. Through an innovative collaborative effort between the Wisconsin Department of Public Instruction and the university, three school psychologists from the Madison Metropolitan School District (MMSD) were given academic appointments in the program. These individuals - Beverly Bliss (1975-1977), Barbara Marwell (1979-1983), and Clarence DeSpain (1981-1984) - provided a liaison between the School Psychology Program and MMSD, and had primary responsibility for the coordination and supervision of the clinic and field work practica. Two assistant professors were hired in 1980 (Maribeth Gettinger and William M. Reynolds). These individuals added considerable stability to the program and a strong affiliation with professional school psychology. One year later, Doran C. French was hired, and two years later, Thomas R. Kratochwill joined as professor (through 2016) and director of the program and clinic. In 1984, Elizabeth Doll was hired to coordinate activities in the clinic and supervise students in practica (through 1989). Stephen Elliott, joined the faculty in 1987 (through 2004), and Jeff Braden was hired in 1993 (through 2003).

During the following two years, these faculty and staff intensified their efforts to obtain accreditation from the APA. At the request of the department, Kratochwill (1985) completed a status report on the program. Building on the early development efforts of Marwell, Gettinger, and Reynolds, the faculty created additional documents, made some course modifications, and developed the self-study required by APA. Following a pre-site visit from Beeman N. Phillips and a green light to apply for accreditation, the program went through the formal process and was originally accredited by APA in February 1986, re-accredited in 1997[3], again in 2005, and most recently in 2013. The program earned formal approval from the National Association of School Psychologists in 1992 and has maintained this accreditation since then.

Over the years, additional faculty and staff were hired to replace individuals who accepted other positions or who retired. In 1990, Julia McGivern, a clinical assistant professor at the Waisman Center on campus, was given an adjunct appointment in the department to facilitate her teaching and supervision activities with school psychology students. Her appointment was expanded from adjunct to a clinical professorship in the Department of Educational Psychology in 1996 (through 2016). During the 1991-1992 academic year Karen Stoiber was hired as a visiting professor and the program was reaccredited by APA for another five years. Stephen Quintana joined the program in January, 1996. Craig Albers joined the faculty in 2004, and Jennifer Asmus was hired as a Visiting Professor for the 2004-05 academic year, and Associate Professor starting Fall, 2005. Upon the retirements of Drs. Kratochwill and McGivern in 2016, Andy Garbacz was hired as an Assistant Professor and Kristy Kelly was hired as a Clinical Assistant Professor. Upon the retirement of Maribeth Gettinger in 2018, Stephen Kilgus (Associate Professor) and Katie Eklund (Assistant Professor) were hired. Dave Klingbeil was hired in 2020 to enhance academic assessment and intervention content within the program. Initiating the EdS program led to a hire of a second clinical faculty member; Elizabeth Hagermoser-Bayley was hired as a Clinical Assistant Professor in 2020. Currently, the program includes six full-time faculty (Albers, Asmus, Eklund, Garbacz, Kilgus, and Klingbeil), one 25% faculty member (Quintana), two clinical professors (Hagermoser-Bayley and Kelly), one academic staff lecturer (Racine Gilles), and three affiliates (Farley, Ershler, and McCary) associated with the Waisman Center.

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[3]Formalization of the training model as currently conceived occurred during the process of accreditation. In addition to the authors mentioned, Dr. Joel R. Levin and Dr. Steven R. Yussen contributed to the program model. Dr. Doran C. French was also a faculty member at the time and contributed to the development of the program.

In 1994, the School Psychology Program received national recognition when it was awarded the Alfred M. Wellner Award by the National Register for Health Service Providers in Psychology. This award was given in honor of the late Jack I. Bardon, PhD, in memory of his outstanding contributions made to the field of school psychology. In 1995, *US News & World Report* ranked the program as the best school psychology program in the United States. Also in 1995, the Psychoeducational Clinic was reorganized as the Educational and Psychological Training Center (EPTC). The reorganization reflected a shift from an exclusive focus on school psychology to a focus on coordination of professional psychological training across the School of Education. In 2004 the program received recognition as having the most number of graduates to have pursued an academic career, and the Department of Educational Psychology frequently is ranked as the number one in the United States. In 2010, the School Psychology Program was awarded the American Psychological Association (APA) Innovative Practices in Graduate Education Award. The UW-Madison School Psychology program was selected by the APA Board of Educational Affairs in collaboration with the Council of Graduate Departments of Psychology. Features of the UW-Madison Program that were highlighted as reasons for selection included: (a) innovative training curriculum focused on evidence-based practice, including integration of evidence-based interventions in the intervention and practicum training sequence; (b) development and support of a prevention science minor program emphasizing evidence-based practices; and (c) the development of an evidence-based curriculum in child and adolescent psychopharmacology.

The Commission on Accreditation of the APA re-affirmed the program's accreditation in August 2020 with the next site visit scheduled to be held in 2029.

In the Fall of 2019, a new MS degree named option (Educational Specialist (EdS) in School Psychology) was added to the School Psychology Program.

Table 2

CHRONOLOGY OF FACULTY AND STAFF AFFILIATED WITH
THE UNIVERSITY OF WISCONSIN-MADISON SCHOOL PSYCHOLOGY PROGRAM

Theodore L. Torgerson[1, 2]	(University of Chicago)	Established Clinic in 1939 1939-1945
Gwen Arnold[2]	(University of Wisconsin-Madison)	1945-1960
Paul Whiteman[1, 2]	(University of Minnesota)	1960-1963
Phyllis Berman	(University of Wisconsin-Madison)	1962-1966
Thomas Ringness	(University of Wisconsin-Madison)	1962-1977
John W. Giebink[2, 3]	(University of Wisconsin-Madison)	1964-1979
Dorothy Loeb[1]	(University of Wisconsin-Madison)	1965-1980
Roger A. Severson	(University of Iowa)	1965-1983
Wally Mealiea	(University of Missouri-Columbia)	1969-1972
Edward Docherty	(Syracuse University)	1972-1977
Beverly Bliss[4]	(University of Wisconsin-Madison)	1975-1977
Raymond S. Dean[3]	(Arizona State University)	1978-1980
Barbara Marwell[4]	(University of Wisconsin-Madison)	1979-1983
Maribeth Gettinger[1, 3]	(Columbia University)	1980-2018
William M. Reynolds[3]	(University of Oregon)	1980-1992
Robert E. Davidson[3]	(University of California, Berkeley)	1980-1981
Karen Bauman[1]	(University of Wisconsin-Madison)	1980-1981
Clarence DeSpain[1, 4]	(University of Wisconsin-Madison)	1981-1983
Doran French[1, 2, 3]	(University of Minnesota)	1981-1986
Thomas R. Kratochwill[2, 3, 4]	(University of Wisconsin-Madison)	1983-2016
Elizabeth J. Doll[1, 4]	(University of Kentucky)	1984-1989
Stephen N. Elliott [1, 3]	(Arizona State University)	1987-2004
Cathy Propper[1, 2, 4]	(Syracuse University)	1990-1994

Pam Conrad[4]	(University of Arizona)	1994-1996
Julia McGivern[1, 4]	(University of Wisconsin-Madison)	1994-2016
Jeffery P. Braden[3]	(University of California-Berkeley)	1993-2003
Elizabeth Holloway[5]	(University of Wisconsin-Madison)	1994-1996
Stephen Quintana[6]	(University of Notre Dame)	1996-present
Kenneth Thomas[7]	(Pennsylvania State University)	1999-2002
Bruce Wampold[5]	(U. of California-Santa Barbara)	2002-2004
Craig A. Albers[3]	(Arizona State University)	2004-present
Mary Lee Nelson[5]	(University of Oregon)	2004-2005
Jennifer Asmus	(University of Iowa)	2005-present
Mindi Thompson[2, 6]	(University of Akron)	2012-2013
Andy Garbacz[3]	(University of Nebraska-Lincoln)	2016-present
Kristy Kelly[1, 2, 4, 8]	(University of Wisconsin-Madison)	2016-present
Katie Eklund[3]	(University of California-Santa Barbara)	2018-present
Stephen P. Kilgus	(University of Connecticut)	2018-present
Elizabeth Hagermoser-Bayley[2, 4]	(University of Wisconsin-Madison)	2020-present
David A. Klingbeil	(University of Minnesota)	2020-present

[1] Coordinator of Clinic Practicum. [2] Director of Training Clinic/Center (Student Assessment Services is embedded within the clinic). [3] Served as a director or chair of the School Psychology Program. [4] Coordinator of Field Work Practicum. [5] Counseling Psychology Department. [6] Counseling Psychology Department, with 25% appointment in School Psychology. [7] Rehabilitation Psychology and Special Education Department. [8] Served as Director of Clinical Training.

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APPENDIX B

School Psychology Program Competencies and Elements

APPENDIX B

School Psychology Program Competencies and Elements

Foundation Competencies

Competency #1
Individual and Cultural Diversity[1]
Elements
1A: Demonstrate (a) awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own; and (c) awareness of equity and/or disparity within and between individuals and groups.
1B: Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.
1C: Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.

[1] Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, nor social economic status.

Competency #2
Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice
Elements
2A: Demonstrate awareness of professional values and attitudes of school psychology, including respect for human diversity and social justice.
2B: Demonstrate professional skills and characteristics needed for effective practice as school psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.
2C: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.
2D: Demonstrate self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.

Competency #3
Ethical, Legal, and Professional Standards
Elements
3A: Demonstrate awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.
3B: Demonstrate understanding of contributions of history and systems, theory, and

research to ethical, legal, and professional guidelines.
3C: Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

Practice Competencies

Competency #4
Assessment
Elements
4A: Explain basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.
4B: Apply methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity[1] characteristics.
4C: Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.

[1] Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.

Competency #5
Evidence-Based Prevention and Intervention
Elements
5A: Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.
5B: Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.
5C: Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.

Competency #6
Indirect Service Delivery and Collaboration
Elements
6A: Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.
6B: Conceptualize assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.

6C: Select and appropriately implement and monitor indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.

Competency #7
Supervision
Elements
7A: Demonstrate knowledge of supervision models and practices.
7B: Promote one's own professional practice through active participation and supervision as a trainee.
7C: Provide effective supervision to promote professional practices of others.

Science Competencies

Competency #8
Research, Measurement, and Evaluation
Elements
8A: Demonstrate knowledge and application[2] of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base and use in practice.
8B: Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.
8C: Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems[3] in applied settings.

[2] Application refers to both conducting and consuming research, measurement, and evaluation data.
[3] Examples include disproportionality determinations, state and district assessment programs, etc.

Competency #9
Basic Content Areas in Scientific Psychology
Elements
9A: Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
9B: Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
9C: Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.

Competency #10
Scientific Psychology in Schools and Schooling
Elements
10A: Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.
10B: Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.
10C: Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.
10D: Demonstrate knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.

APPENDIX C

Comprehensive Literature Review Approval Form

SCHOOL PSYCHOLOGY AREA
COMPREHENSIVE LITERATURE REVIEW
Master of Science Degree Requirement

Department of Educational Psychology
University of Wisconsin-Madison

Student Name: _____

Title of Literature Review: _____

_____

_____

Date of Submission to Advisor: _____

Date of Final Approval by Advisor: _____
(Attach dated letter of approval from advisor.)

Abstract: *Please attach an abstract of the Literature Review to this form.*

Advisor Name: _____

Return this completed form (with attachments) to your advisor. At the next closed session area meeting, the School Psychology faculty will vote to approve your literature review paper.

Does the School Psychology area approve the literature review paper? __ yes __ no

_____   _____
(Advisor Signature)   (Date of area approval)

Advisor: After approval by the School Psychology area, submit this signed form (with attachments) to the Graduate Coordinator, Room 852D, Educational Science Building.

APPENDIX D

School Psychology MS/EdS Program Benchmarks and Deadlines

School Psychology MS/EdS Program Benchmarks and Deadlines

NAME OF STUDENT: _____

YEAR 1

<u>Fall Semester</u>

☐ Attend portfolio orientation   October

☐ Consult with advisor about portfolio structure and format   October

☐ Collect information and begin portfolio   October

☐ Present portfolio to advisor   December

☐ Complete documents for Year 1 mid-year annual review of   December
    student progress

<u>Spring Semester</u>

☐ Schedule Year 1 mid-year review feedback meeting with advisor   February
    ☐

YEAR 2

<u>Fall Semester</u>

☐ Present portfolio to advisor   September

☐ Complete documents for annual review of student progress   September

☐ Schedule annual review feedback meeting with advisor   September/October

☐ Continue collecting information for inclusion in portfolio

☐ Consult with advisor about material for inclusion in portfolio

☐ Internship preparation/orientation meeting   December

<u>Spring Semester</u>

☐ Present portfolio to advisor, if necessary   December/January

☐ Submit literature review paper to advisor as requirement   April 30 (draft by April 1)
    to participate in internship during Year 3

☐ Complete internship applications

☐ Submit preliminary internship plan to advisor for review/approval

☐ Take PRAXIS Exam prior to beginning internship (or prior to submitting final portfolio)

YEAR 3

<u>Fall Semester</u>

☐ Submit final internship plan to Internship Committee Chair
(Program Director) for approval within 30 days of beginning
internship placement

☐ Present portfolio to advisor   September

☐ Complete documents for annual review of student progress   September

☐ Schedule annual review feedback meeting with advisor   September/October

☐ Continue collecting information for inclusion in portfolio

<u>Spring Semester</u>

☐ Submit written portfolio to Examination Committee   Two weeks before
                                                               portfolio oral
                                                               examination

☐ Complete Portfolio Oral Examination   Spring

☐ Complete internship and graduate requirements   April/May

APPENDIX E

School Psychology Portfolio Written and Oral Examination Evaluation Form

School Psychology Portfolio Written and Oral Examination Evaluation Form

Student: _____   Date: _____

Committee Chair (Advisor): _____   Rater: _____

<div style="border:1px solid black; background-color:#e0e0e0; padding:10px;">

Please use the following rating scale to communicate your evaluation of each of the competencies within the ten School Psychology Program competency domains:

4 = <u>Outstanding performance</u>: The evidence reflects performance that exceeds expectations and demonstrates exceptionally strong skills relative to this competency.

3 = <u>Adequate or expected level of competence</u>: The evidence reflects performance that meets expectations for mastery of this competency.

2 = <u>Inconsistent or questionable competence</u>: The evidence is inconsistent and reflects questionable mastery of this competency.

1 = <u>Competence not achieved</u>: The evidence reflects insufficient mastery of this competency.

</div>

Evaluations are based on (a) review of the student's portfolio of evidence submitted during the Portfolio Conference, and (b) evaluation of the student's performance during the Oral portfolio examination, including responses to questions submitted by members of the Examining Committee.

Competency #1: Individual and Cultural Diversity   **Overall rating: _____**
                                                                                                          [average across elements]

____ A. Demonstrate (a) awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own; and (c) awareness of equity and/or disparity within and between individuals and groups.
.
Comments on evidence: _____

____ B. Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.

Comments on evidence: _____

____ C. Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.

Comments on evidence: _____

Competency #2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice

Overall rating: _____
[average across elements]

___ A. Demonstrate awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.

Comments on evidence: _____

___ B. Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.

Comments on evidence: _____

___ C. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.

Comments on evidence: _____

___ D. Demonstrate self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.

Competency #3: Ethical, Legal, and Professional Standards   **Overall rating: _____**
[average across elements]

___A. Demonstrate awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.

Comments on evidence: _____

___ B. Demonstrate understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.

Comments on evidence: _____

___ C. Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

Competency #4: Assessment   **Overall rating: _____**
[average across elements]

___ A. Explain basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.

Comments on evidence: _____

___ B. Apply methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity characteristics.

Comments on evidence: _____

___ C. Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.

Comments on evidence: _____

Competency #5: Evidence-Based Prevention and Intervention   Overall rating: _____
[average across elements]

___ A. Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.

Comments on evidence: _____

___ B. Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.

Comments on evidence: _____

___ C. Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.

Comments on evidence: _____

Competency #6: Indirect Service Delivery and Collaboration   Overall rating: _____
[average across elements]

___ A. Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.

Comments on evidence: _____

___ B. Conceptualize assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.

Comments on evidence: _____

___ C. Select and appropriately implement indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.

Comments on evidence: _____

Competency #7: Supervision   **Overall rating:** _____

[average across elements]

___ A. Demonstrate knowledge of supervision models and practices.

Comments on evidence: _____

___ B. Promote one's own professional practice through active participation and supervision as a trainee.

Comments on evidence: _____

___ C. Provide effective supervision to promote professional practices of others.

Comments on evidence: _____

Competency #8: Research, Measurement, and Evaluation   **Overall rating:** _____

[average across elements]

___ A. Demonstrate knowledge and application of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base.

Comments on evidence: _____

___ B. Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.

Comments on evidence: _____

___ C. Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems in applied settings.

Comments on evidence: _____

Competency #9: Basic Content Areas in Scientific Psychology   **Overall rating:** _____

[average across elements]

___ A. Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.

Comments on evidence: _____

___ B. Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.

Comments on evidence: _____

___ C. Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.

Comments on evidence: _____

Competency #10: Scientific Psychology in Schools and Schooling

Overall rating: _____
[average across elements]

___ A. Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.

Comments on evidence: _____

___ B. Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.

Comments on evidence: _____

___ C. Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.

Comments on evidence: _____

___ D. Demonstrate knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.

Comments on evidence: _____

APPENDIX F

Department and Program Learning Goals and Assessment Rubric

Assessment Rubric for Learning Goal Components
Department of Educational Psychology

Ed.S. Degree

Learning goal or component	4 = Exemplary	3 = Proficient	2 = Progressing	1 = Initiating
1. Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.	Excellent in all areas	Competent in all areas	Competent in some areas	Signs of building competence
2. Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.	Excellent awareness	Adequately acquainted	Incomplete awareness	Signs of building awareness
3. Develop critical thinking skills that promote rigorous evaluation of strengths and limitations in existing theory and research.	Excellent critical thinking skills	Adequate critical thinking skills	Emerging critical thinking skills	Limited critical thinking skills
4. Apply the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).	Strong evidence of knowledge of design / analysis fundamentals	Adequate knowledge of design / analysis fundamentals	Growing knowledge of design / analysis fundamentals	Limited knowledge of design / analysis fundamentals
5. Identify key features of high-quality research or program implementation / evaluation in their chosen field.	Excellent grasp of key features of quality research/programming	Competent at identifying key features of quality research / programming	Able to identify some key features of quality research / programming	Limited awareness of key features of quality research / programming
6. Demonstrate writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.	Excellent written and oral skills	Adequate written and oral skills	Some deficits in one or both skill areas	Limited evidence of skills
7. Communicate effectively in collaborative work or consultation settings with professional colleagues.	Highly effective communication	Reasonably effective communication	Somewhat effective communication	Communication skills just emerging
8. Become skilled communicators of issues in their research and program area for learners in formal classroom and informal learning settings.	Highly effective communication	Reasonably effective communication	Somewhat effective communication	Communication skills just emerging
9. Uphold the highest standards of ethical conduct.	Exceptional	Consistently	Often meets	Meets some

	ethical standards maintained	meets ethical standards	ethical standards but not consistently	ethical standards, or meets standards sporadically
10. Conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.	Excellent performance conducting research or program implementation/ evaluation	Adequate performance conducting research or program implementation /evaluation	Partial success in conducting research or program implementation/e valuation	Limited success in conducting research or program implementatio n/evaluation

Assessment Rubric for Learning Outcomes
School Psychology Program

Student's name: _____ **Date:** _____ **Evaluation by:** ___ Student ___ Advisor

Ed.S. Learning Goals	4 (Exemplary)	3 (Proficient)	2 (Progressing)	1 (Initiating)
1. Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.				
2. Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.				
3. Develop critical thinking skills that promote rigorous evaluation of strengths and limitations in existing theory and research.				
4. Apply the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).				
5. Identify key features of high-quality research or program implementation / evaluation in their chosen field.				
6. Demonstrate writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.				
7. Communicate effectively in collaborative work or consultation settings with professional colleagues.				
8. Become skilled communicators of issues in their research and program area for learners in formal classroom and informal learning settings.				
9. Uphold the highest standards of ethical conduct.				
10. Conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.				

APPENDIX G

Program Forms Related to Annual Review of Student Progress

1. Evidence Log for School Psychology Program Competencies and Elements

2. Student Report of Progress toward Program Benchmarks

3. Annual Review of Student Progress

4. Criteria for Maintaining Satisfactory Progress

Evidence Log for School Psychology Program Competencies and Elements

This evidence log and portfolio of evidence documentation for each competency should be submitted to your advisor prior to your annual review in September/October each academic year. Your advisor will review your evidence and provide feedback, which may include ratings for each competency:

       1 = Needs attention; no evidence of competence
       2 = Emerging competence; partial or incomplete evidence of competence
       3 = Basic level of competence; minimally adequate evidence of competence
       4 = Proficient or high level of competence; strong evidence of competence

Student:

Date of Submission:

Competency	Elements	Cumulative Evidence
1. Individual and Cultural Diversity	___ A. Demonstrate (a) awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own; and (c) awareness of equity and/or disparity within and between individuals and groups.	
	___ B. Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.	
	___ C. Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.	

Competency	Elements	Cumulative Evidence
2. Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice	___ A. Demonstrate awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.	
	___ B. Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.	
	___ C. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.	
	___ D. Demonstrate self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.	
3. Ethical, Legal, and Professional Standards	___ A. Demonstrate awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.	
	___ B. Demonstrate understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.	
	___ C. Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.	
4. Assessment	___ A. Explain basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.	
	___ B. Apply methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity characteristics.	
	___ C. Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.	

Competency	Elements	Cumulative Evidence
5. Evidence-Based Prevention and Intervention	___ A. Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.	
	___ B. Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.	
	___ C. Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.	
6. Indirect Service Delivery and Collaboration	___ A. Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.	
	___ B. Conceptualize assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.	
	___ C. Select and appropriately implement indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.	
7. Supervision	___ A. Demonstrate knowledge of supervision models and practices.	
	___ B. Promote one's own professional practice through active participation and supervision as a trainee.	
	___ C. Provide effective supervision to promote professional practices of others.	
8. Research, Measurement, and Evaluation	___ A. Demonstrate knowledge and application of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base.	
	___ B. Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.	
	___ C. Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems in applied settings.	

Competency	Elements	Cumulative Evidence
9. Basic Content Areas in Scientific Psychology	___ A. Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.	
	___ B. Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.	
	___ C. Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.	
10. Schools and Schooling	___ A. Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.	
	___ B. Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.	
	___ C. Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.	
	___ D. Demonstrate knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.	

Additional Portfolio Components	Summary of Progress
Personal Specialization Paper	
Best Practices Reading List	
Best Sample of Work	

Personal Competency Statement	
Summary of Evidence	

Student Report of Progress toward Program Benchmarks

Name: _____   Date: _____

Advisor: _____   Year in School Psychology Program: _____

Please fill in the items below *from September 1, 20XX to August 31, 20XX*:

1. Number of books/articles in Professional or Scientific Journals:

2. Number of presentations and/or workshops at professional meetings:

3. Have you been a member of a professional or research society?   ___ Yes   ___ No

4. Have you been involved in grant-supported research?   ___ Yes   ___ No

5. Have you been involved in teaching?   ___ Yes   ___ No

6. Have you been involved part-time in supervised practicum training on/off campus?
    ___ Yes   ___ No

7. Have you presented to a lay audience in the past year?   ___ Yes   ___ No

8. Have you performed any leadership roles or activities in professional organizations in the
    past year?   ___ Yes   ___ No

Provide a summary of your progress/performance in each of the following areas since the time of the last Annual Review of Student Progress [September1, 20XX – August 31, 20XX].

COURSEWORK AND DEGREE REQUIREMENTS

List all courses you took in the past academic year, noting grades and any incompletes. Incompletes must be removed or changed by the following semester to avoid any problems with employment/enrollment/travel funding.

SCHOOL PSYCHOLOGY PROGRAM BENCMARKS

The following is a comprehensive list of progress indicators or benchmarks across all years. Note that not all benchmarks are applicable for you and your cohort. In the left column, indicate which benchmarks you completed during the past year (Spring 20XX-Fall 20XX) and the date(s) completed. In the right column, indicate benchmarks that you plan to complete this coming year (Spring 20XX-Fall 20XX) and expected dates of completion. *Please remember at every milestone there is paperwork to fill out. Meet with* Graduate Coordinator *to have your file checked to make sure paperwork is in order.*

Date Completed   Date Expected

_____ Literature Review submitted – by April 30, Year 2 (draft by April 1)   _____
_____ MS requirements completed – by end of Summer Semester, Year 1_____
_____ Completed portfolio requirements   _____

PROFESSIONAL DEVELOPMENT

Describe professional development activities outside of School Psychology (e.g., grant work, employment, training programs, etc.).

PERSONAL DIVERSITY STATEMENT

Describe your development of diversity-related competencies.

PERSONAL GOALS

Identify 1-2 goals for yourself for the next calendar year (September 1, 20XX through August 31, 20XX).

PROGRESS SINCE 20XX ANNUAL REVIEW LETTER

Please refer to your 20XX annual review letter, and indicate your progress relative to each benchmark/area noted in that letter, as well as any additional issues that were raised in your letter from last year. [If you do not have a copy of your letter, please see Graduate Coordinator to view a copy in your student file.]

PORTFOLIO SUBMISSION

Submit your current portfolio to your advisor for review.

Please attach an updated copy of the following for your student file:

(a) Curriculum Vitae (CV)

Annual Review of Student Progress
School Psychology Area
(To be placed in Student's Department File)

Date of Review: _____   Semesters _____ Year _____

Student: _____   Advisor: _____

I.   Academic progress - School Psychology courses

        Comments:

II.   School and clinic progress - School Psychology practica

        Comments:

III.   Progress in other coursework/requirements (e.g., thesis, prelims, etc.)

        Comments:

IV.   Professional behavior and development

        Comments:

V.   Overall Progress: _____ Unsatisfactory   _____ Satisfactory

VI.   Student Feedback: I have received feedback on my progress and evaluation from my
        advisor.

_____   _____
Student Signature   Date

_____   _____
 Advisor Signature   Date

Note: Department criteria for satisfactory progress on reverse side.

Criteria for Maintaining Satisfactory Progress

All students pursuing an EdS or PhD degree in the Department of Educational Psychology are expected to maintain satisfactory progress toward their degree. Criteria for assessing satisfactory progress for students in the MS/EdS and PhD degree programs are listed below:

_____ 1. Full-time students are expected to complete their EdS degree within six semesters of matriculation. Part-time students are expected to complete their EdS degree within four years of matriculation.

_____ 4. Students are expected to maintain a cumulative grade-point average of at least 3.0 in all courses taken at the University of Wisconsin-Madison. Students are also expected to achieve a grade of B or higher in all courses taken in their area of concentration.

_____ 5. If students incur a grade of Incomplete in a course, they will be expected to complete all work necessary to remove the Incomplete by the end of the following semester, discounting the summer session. Incompletes incurred in the summer session are expected to be removed by the end of the following autumn semester.

_____ 6. A total of three or more unresolved Incompletes on a student's record, or a pattern of incurring Incompletes (e.g., one or more for each of three consecutive semesters) will be considered evidence of unsatisfactory progress.

_____ 7. Students are expected to refrain from exhibiting or engaging in unprofessional, unethical, and/or unlawful behavior in course work and degree-related activities.

A checkmark indicates that the criterion for making satisfactory progress has <u>not</u> been met.

APPENDIX H

School Psychology Program Practicum Policy

School Psychology Program
University of Wisconsin-Madison

SCHOOL PSYCHOLOGY PROGRAM PRACTICUM POLICY

I. Definitions

A. <u>Required practicum</u>. This term is used to describe a practicum required for all students by the School Psychology Program (i.e., beginning, clinic, and field practicum). These hours are automatically approved as program-sanctioned hours (see below).

B. <u>Program-sanctioned practicum hours</u>. These are hours that are approved by the program for reporting as practicum hours on internship applications and other reporting of students' program-approved activities.

III. Practicum Requirements, Types, and Specific Policies

A. Required Practicum

    1. Required practicum hours (825 hours; 370 direct service hours)

      a. Beginning Practicum. Required hours: 125 (50 direct service)
      b. Clinic Practicum. Required hours: 100
      c. Field Practicum. Required hours: 600 (220 direct service)

    2. All required practica are completed in clinical and field settings approved by the instructor.

    3. All Field Practicum hours are completed in school settings.

    4. All required practica must be supervised by a licensed school psychologist.

IV. Information from APPIC regarding practicum hours
   https://portal.appicas.org/applicants2012/instruction/ins_exp_intervention.htm

   1. You should only record hours for which you received formal academic training and credit or which were sanctioned by your graduate program as relevant training or work experiences (e.g., VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended). Practicum hours must be supervised. Please consult with your academic training director to determine whether experiences are considered program sanctioned or not. The academic training director must be aware of and approve of the clinical activity. Academic credit is not a requirement in all cases. Other sections of this application will allow you an opportunity to summarize your supervision experiences, anticipated practicum experiences and support activities. Other relevant experience that does not fit into the above definition can be described on your Curriculum Vitae.

2. *The experiences that you are summarizing in this section are professional activities that you have provided in the presence of a client. Telehealth, for the purposes of the AAPI, focuses on two-way, interactive videoconferencing as the modality by which telehealth services are provided. In order to count the hours delivered using this technology the focus of the clinical application should include diagnostic and therapeutic services. Clinical applications of telehealth encompass diagnostic, therapeutic, and forensic modalities across the lifespan. Common applications include pre-hospitalization assessment and post-hospital follow-up care, scheduled and urgent outpatient visits, psychotherapy and consultation. This does not include phone sessions or clinical supervision. All services must be appropriately supervised by a licensed clinician. Please note that not all states count these types of hours toward licensure and you should carefully review particular state regulations as needed.*

3. *A practicum hour is defined as a clock hour, not a semester/quarter hour. A 45-50 minute client/patient hour may be counted as one practicum hour.*

4. *You may have some experiences that could potentially fall under more than one category, but it is your responsibility to select the category that you feel best captures the experience. (For example, a Stress Management group might be classified as a group or as a Medical/Health-Related Intervention, but not both.) The categories are meant to be mutually exclusive; thus, any practicum hour should be counted only once.*

5. *Only include practicum experience accrued up to November 1 of the year in which you are applying for internship.*

6. *When calculating practicum hours, you should provide your best estimate of hours accrued or number of clients/patients seen. It is understood that you may not have the exact numbers available. Please round to the nearest whole number. Use your best judgment, in consultation with your academic training director, in quantifying your practicum experience.*

7. *Please report actual clock hours in direct service to clients/patients. Hours should not be counted in more than one category.*

8. *For the "Total hours face-to-face" columns, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours.*

9. *For the "# of different..." columns, count a couple, family, or group as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period for two hours per week counts as 20 hours and one (1) group. Groups may be closed or open membership; but, in either case, count the group as one group.*

Note regarding the recording of "consultation" activities: *Consultation activities may count as practicum hours only to the extent that this activity involves actual clinical*

intervention with direct consultation with the client (e.g., individual, family, organization) or an agent of the client (e.g., parent, teacher); this would be activity you would include in this "Intervention Experience" section. Consultation activities with other professionals regarding coordination of care (e.g., psychiatrist), without the client / patient present, should be counted in the "Support Activities" section.

APPENDIX I
Pupil Services Licensure

PI 34 Rules

Refer to website: http://dpi.wi.gov/tepdl/programs/wisconsin-quality-educator-initiative

PRAXIS Test

Refer to website:
http://dpi.wi.gov/sites/default/files/imce/tepdl/pdf/TestingRequirements_EPP.pdf

Initial Educator
(Pupil Services)
Application Information

Refer to website:
http://dpi.wi.gov/tepdl/initial-educators

PDP Toolkit

Refer to website:
http://dpi.wi.gov/sites/default/files/imce/tepdl/pdf/pdpinitialeducatortoolkit.pdf

Pupil Services
Licensure Pathway

https://dpi.wi.gov/licensing/pathways-licensure/pupil-services