EDUCATIONAL SPECIALIST (Ed.S.)
SCHOOL PSYCHOLOGY
PROGRAM HANDBOOK
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OBJECTIVES OF THE PROGRAM

The Educational Specialist (Ed.S.) program of studies in school psychology at Loyola University Chicago provides a sequential set of experiences that have been carefully planned with reference to the standards of the National Association of School Psychologists (NASP) as well as the certification requirements promulgated by the Illinois State Board of Education. The program is designed to emphasize a curriculum that provides for basic knowledge in psychology, an organized sequence of courses and experiences, and a program developed in response to the training needs demanded by the current roles and functions of school psychologists in the public schools of Illinois. Although some graduates go on to obtain advanced doctoral degrees in school psychology and related areas, the majority of the specialist degree recipients obtain employment in the public schools of Illinois. Therefore, the specialist degree program of studies emphasizes those skills and objectives that we believe best prepare the candidate for employment immediately upon completion of the program.

The primary goal of the Loyola University Chicago program is to train professional school psychologists with a strong basic theoretical knowledge base in psychology and the essential competencies to provide school psychological services in the schools. In order to reach this goal, the Loyola University Chicago program of studies includes a combination of theoretical and application components tied together within the context of a carefully planned sequence of courses and field experience offerings.

An effort is made to develop an active community of learners and researchers. All candidates are strongly encouraged to become active participants on a research team. Research teams have been established and have addressed topics such as: methodology; diversity; violence prevention; school discipline/positive behavioral interventions and supports; curriculum-based and performance-based assessment/measurement; school-based problem solving; inclusion and school policy; mental health programming in schools and communities; instructional interventions; school reform; use of the internet and technology in the classroom; school discipline policies; social justice; advocacy; outcome research; character education; evidence-based prevention and intervention; consultation; the prevention of health-risk behaviors in school-aged children; and the use of single-case research design.

LOYOLA PHILOSOPHY AND POLICIES

PROFESSIONALISM IN SERVICE OF SOCIAL JUSTICE

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators, and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University’s School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seeks to develop professionals able to develop and offer educational opportunities for children, adolescents, and adults.
that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will: know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason; reflect on experiences of self and others; consider alternative perspectives; pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interactions; actively engage in learning and self-motivation; and maintain standards of professional conduct.

ACADEMIC HONESTY
Academic honesty applies to Loyola University faculty, students, and staff and is an expression of interpersonal justice, responsibility, and care that demands the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on academic integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml.

ACCESSIBILITY
Students who have disabilities that they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before the first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The university policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/.

HARASSMENT (BIAS REPORTING)
It is unacceptable and a violation of university policy to harass, discriminate against, or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination, or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/.

REMEDIATION/GRIEVANCE POLICIES AND PROCEDURES
If, as a student in the program, you have any concerns about your experiences, course-work or any academic concerns, first contact your academic advisor and/or your program director. Most issues can be resolved in an informal manner through individual consultation. However, if you continue to have concerns about the program and your experiences at Loyola, contact the associate dean for academic affairs to discuss any concerns or issues. If the issue is not resolved satisfactorily, contact your respective dean to discuss the issue under consideration.
School psychology core faculty discusses student progress on a regular basis and in a formal manner once a year, at which time you will receive the results of this performance evaluation during an individually scheduled meeting. You will also receive a written letter describing your progress in the program. Part of the performance evaluation will be an assessment of dispositions. Please see the dispositional evaluation in Appendix I. If during this process, school psychology faculty determines that a student concern exists in any component related to performance in the program (e.g., dispositions, progress in coursework, practicum, internship, clinical components, and length of time for program completion), the program faculty will develop a remediation plan as part of the process in helping students to adequately meet program benchmarks. The remediation plan will focus on objectively determining the concern and making a plan for remediation. Remediation plans will focus on setting goals and measurable outcomes for improvement. The student will then be expected to successfully complete the parameters of the remediation plan within a designated timeline. At times, clinical practicum supervisors will be involved in this process if the issue is related to applied practice. The remediation plan will be reviewed on an ongoing basis and the student and faculty will work together to monitor progress. If progress is not made on the goals, then the faculty may recommend that the student not continue in the program. In this case, a recommendation will be made to the Dean of the School of Education for dismissal. In addition, the program faculty reserves the right to make an immediate recommendation for dismissal when an egregious situation occurs (e.g., ethical violations, harm to clients/students, etc.). Students can choose to follow the School of Education grievance procedure in the case that they do not agree with the process follows. Please see link at: Academic Grievance Procedure for specific procedures to follow if you have not satisfactorily resolved your concerns through informal means (e.g., consultation with academic advisor, program director, associate dean of academic affairs) and feel that pursuing a formal grievance is warranted.

ALIGNMENT OF PROGRAM OBJECTIVES WITH NASP STANDARDS AND LOYOLA’S CONCEPTUAL FRAMEWORK

The specific program objectives are met through a program designed within the context of the ten National Association of School Psychologists’ (NASP) domains of school psychology training and practice standards. The Illinois State Board of Education has developed school psychology training standards based upon the ten NASP Domains (listed in the document under “School Psychology Forms”; NASP Domains), which Loyola also incorporates into its training model. Ed.S. candidates are expected to demonstrate competency in each of the ten domains of professional practice. This competency requires both the acquisition of knowledge and skills that are demonstrated during the practica and internship. The program places a heavy emphasis on disciplined methods of inquiry, data-based decision making, and accountability. All of the ten domains are interspersed throughout the program, taught at an introductory level in the earlier courses and at a more in-depth level as the candidate progresses through the program. No one course covers a NASP domain in its entirety. The program also reflects the Loyola School of Education Conceptual Framework, also listed in a separate document under “School Psychology Forms” (Conceptual Framework).

The specific program objectives are based upon the NASP domains. The school psychology faculty, through coursework and mentorship of students, are committed to supporting the following program objectives:

A. Ensuring the acquisition of a broad knowledge base and understanding of psychology, including such areas as the biological basis of behavior, learning, development, personality, and social and individual differences.
B. Ensuring the acquisition of a broad knowledge base, understanding, and sensitivity to cultural diversity.
C. Ensuring the acquisition of a comprehensive understanding of problems associated with the physical, cognitive, social, emotional, and educational development of exceptional children and youth.
D. Developing competencies in psychological and educational assessment including a special focus on issues related to non-biased assessment of minorities and/or culturally diverse students.
E. Developing competencies in individual and group counseling skills and preventive mental health consultative procedures.
F. Developing competencies in instructional consultative procedures.
G. Developing an understanding of and appreciation for the roles and functions of other pupil personnel service workers.

H. Developing competencies in functioning in teamwork efforts and in-service training roles.

I. Providing the candidate with the knowledge and experiences necessary to ensure a broad understanding of the profession of school psychology including the history, roles, and functions; the place of the school psychologist within the overall context of the school; and contemporary problems and issues facing the profession.

J. Ensuring an understanding and appreciation of the organization, administration, and operation of the public schools, the various major roles of the personnel employed in the public schools, and acquiring a familiarity with contemporary curriculum and instructional developments in the schools.

K. Developing the competencies necessary to interpret educational-psychological research and to apply research findings and procedures to instructional programming.

L. Providing the candidate with opportunities for individualized self-growth in those personal qualities that are believed to be essential for effective functioning as a member of a helping profession.

M. Developing competencies in the areas of leadership and systems change within educational settings.

**CHRONOLOGY OF THE PROGRAM**

**SEQUENCE OF COURSES AND DEGREES**

In pursuing an Educational Specialist (Ed.S.) degree in school psychology at Loyola, candidates obtain an M.Ed. degree in Educational Psychology and an Ed.S. degree in school psychology. To begin their program of studies, candidates are admitted to the M.Ed. program in educational psychology. After successful completion of the M.Ed. program of studies in educational psychology, and with faculty approval, a candidate is admitted into the Ed.S. program of studies in school psychology. The Ed.S. in School Psychology is considered to be a degree between a master's degree and doctorate degree. The Ed.S. degree will allow candidates to be credentialed in Illinois as a certified school psychologist. This credential allows the candidate to practice as a school psychologist in the public schools in Illinois.

The first 30 credit hours obtained in the school psychology program leads to the M.Ed. degree in Educational Psychology, which is typically awarded in August after completion of year one in the program. A portfolio examination is a requirement of the M.Ed. degree and is due on April 1st of the first year of study. All candidates must also successfully pass the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency (TAP). Forms for application for this exam are available on the School of Education website. Candidates may submit ACT/SAT scores in lieu of TAP scores. ACT/SAT scores must meet the following requirements:

- Composite ACT Plus Writing score of at least 22 or a composite (mathematics and critical reading) SAT score of 1030. The writing subtest must have been taken for each test.
- Not have failed the TAP five or more times.
- Official score report cannot be more than ten years old at the time of application and submission to the Illinois State Board of Education.

Candidates who wish to apply ACT/SAT scores in lieu of TAP scores must:

- Follow steps 1-3 of these instructions to create an account in ELIS (Educator Licensure Information System)
- If using the ACT, submit an official score report to the Illinois State Board of Education, Division of Educator Certification, 100 North First Street, S-306, Springfield, IL 62777. Their institutional code is 3001.
- If using the SAT, submit an official score report to the Illinois State Board of Education, Division of Educator Certification, 100 North First Street, S-306, Springfield, IL 62777. ISBE does not currently have specific code.
- ISBE will destroy score reports if an ELIS account is not activated within 30 days of receiving the official score report.
Applications for the portfolio examination and for August graduation are due on February 1st. The graduation and portfolio applications are available on the School of Education website (Graduation/Degree Conferral Application - Ed.D., Ed.S. & M.Ed.; M.Ed. Comprehensive Assessment). Following the successful completion of the M.Ed. degree in school psychology and faculty approval, students are admitted to the Ed.S. portion of the program at the beginning of the second year of study. Applications for entrance to the Ed.S. Program in the M.Ed. are to be completed online at the same time portfolios are submitted (Application for Ed.S. in School Psychology). Candidates work with their academic advisor in completing the M.Ed. comprehensive portfolio exam and application to the Ed.S. Program. Admission to the Ed.S. program requires completion of all required course work with grades of B or better and successful evaluation of dispositional readiness for the field.

Once admitted to the Ed.S. portion of the program, students must successfully complete all course work, including an applied practicum in the schools. All candidates must successfully pass the Illinois Content Area Exam during spring of practicum and prior to starting internship. Information regarding the Illinois Content Area Exam is located on the School of Education website (Licensure Exams). In the third year of the program all candidates complete a one-year full-time internship in the schools. Candidates must also successfully complete the Ed.S. portfolio via LiveText. The first portfolio submission is due on October 1st of year three (internship year). Candidates must also submit the Ed.S. comprehensive portfolio application on October 1st. Please see the portfolio section below for specific requirements. The second submission is due on February 1st of the same (third) academic year of the program.
## SCHOOL PSYCHOLOGY PROGRAM

### SEQUENCE OF COURSES – FALL ENTRY 2013

**Prerequisites:**
- Tests and Measurements/Statistical Methods
- Introduction to Exceptional Children

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<td><strong>Summer 2nd Session</strong></td>
<td>Pass TAP or use ACT or SAT to complete state requirement</td>
<td>Research Methods (RMTD 400) or Single Subject Design (RMTD 422)</td>
<td>Biological Foundations of Behavior (CIEP 484)</td>
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* = School Psychology Program Core Course (Required)
** = School Psychology Practicum I & II must be taken concurrently with CIEP 544 and CIEP 479

**Prerequisite Courses for Entering School Psychology Practicum:**

- CIEP 519: Data-Based Decision Making (formerly CIEP 466: Data-Based Decision Making)
- CIEP 410: Legal Issues: Educational Disabilities
- CPSY 423: Theories of Counseling and Psychotherapy
- CIEP 462: Ethics and Professional Issues in School Psychology
- CIEP 477: Prevention, Assessment, and Intervention: Academic
- CIEP 480: Assessment of School-Aged Children and Adults

*Last update: 5.10.15*
Last update: 5.10.15

- ELPS 432: Multiculturalism for Social Justice in Higher Education
- CIEP 482: Prevention, Assessment, and Intervention: Behavior (formerly CIEP 482: Personality Assessment)
- Disposition Assessment
- Master’s Degree
- All core courses must be passed with A grade of B or better

University Grading policy: [http://www.luc.edu/academics/catalog/undergrad/req_gradinsystem.shtml](http://www.luc.edu/academics/catalog/undergrad/req_gradinsystem.shtml)

### SCHOOL PSYCHOLOGY PROGRAM

**SEQUENCE OF COURSES – FALL ENTRY 2011 AND FALL ENTRY 2012**

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<tr>
<th>Prerequisites:</th>
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<tr>
<td></td>
<td>□ Tests and Measurement/Statistical Methods</td>
<td>□ Exceptional Child</td>
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<th>Year 1</th>
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<td><strong>Summer 1st Session</strong></td>
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<td>□ Assessment of Infants &amp; Preschool Age Children (CIEP 481)</td>
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<td>□ Lifespan Development and Cognition (CIEP 500) (currently CPSY 454: Human Development: Cognition, Affective, and Physical Basis of Behavior)</td>
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<td>□ Leading for Social Justice (CIEP 525) (formerly CIEP 466: School Leadership)</td>
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<td>□ Bilingual Bicultural Assessment (CIEP 474 – Elective)</td>
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<tr>
<td><strong>Summer 2nd Session</strong></td>
<td>□ Take basic skills test during first year of study</td>
<td>□ Research Methods (RMTD 400)</td>
<td>□ Biological Foundations of Behavior (CIEP 484)</td>
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<td><strong>Fall</strong></td>
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<td>□ Practicum in School Psychology I (CIEP 461)**</td>
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<td>□ Prevention, Assessment, and Intervention: Social Emotional (CIEP 485)** (formerly CIEP 485: Social, Emotional, and Behavioral Assessment and Intervention)</td>
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<td>□ Multicultural Counseling (CPSY 433)</td>
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<td>□ Apply for M.Ed. psychology graduation</td>
<td>□ Multicultural Counseling (CPSY 433)</td>
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<td>□ Apply for M.Ed. psychology comprehension exams</td>
<td>□ Practicum In School Psychology II (CIEP 463)**</td>
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<td>□ Theories of Counseling and Psychotherapy (CPSY 423 – School Psychology Only Section)*</td>
<td>□ School-Based Consultation (CIEP 479)**</td>
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<td>□ Assessment of School Age Children and Adults (CIEP 480)*</td>
<td>□ Prevention, Assessment, and Intervention: Advanced Skills (CIEP 544)</td>
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<td>□ Legal Issues: Educational Disabilities (CIEP 410)</td>
<td>PASS TEST OF CONTENT AREA PRIOR TO INTERNSHIP</td>
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<td>□ Prevention, Assessment, and Intervention: Behavior (CIEP 482) (formerly CIEP 482: Personality Assessment)</td>
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<td>□ Apply for Ed.S. School Psychology Program</td>
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* = School Psychology Program Core Course (Required)

** = School Psychology Practicum I & II must be taken concurrently with CIEP 485 and CIEP 479
Prerequisite Courses for Entering School Psychology Practicum:

- CIEP 519: Data-Based Decision Making (formerly CIEP 466: Data-Based Decision Making)
- CIEP 410: Legal Issues: Educational Disabilities
- CPSY 423: Theories of Counseling and Psychotherapy
- ELPS 432: Multiculturalism for Social Justice in Higher Education
- CIEP 481: Preschool Assessment
- Dispositional assessment
- All core courses must be passed with a grade of B or better

SCHOOL PSYCHOLOGY PROGRAM
SEQUENCE OF COURSES – FALL ENTRY 2010

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>TEST AND MEASUREMENT/STATISTICAL METHODS</th>
<th>EXCEPTIONAL CHILD</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td>Summer 1st Session</td>
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<td>Summer 2nd Session</td>
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- Psychology of Learning and Development (CIEP 500) (currently CPSY 454: Human Development: Cognition, Affective, and Physical Basis of Behavior)
- Assessment of Infants and Preschool (CIEP 481)
- Research Methods (RMTD 400)
- Apply for Ed.S. School Psychology program
- Practicum in School Psychology I (CIEP 461)*
- Social, Emotional, and Behavioral Assessment and Intervention (CIEP 485)* (currently CIEP 485: Prevention, Assessment, and Intervention: Social Emotional)
- Practicum in School Psychology II (CIEP 463)*
- School Based Consultation (CIEP 479)*
- Personality Assessment (CIEP 482) (currently CIEP 482: Prevention, Assessment, and Intervention: Behavior)

- School Psychology Internship (CIEP 486)
- NCSP EXAM
- First Section of portfolio due Oct. 1
- Apply for Ed.S. graduation
- School Psychology Internship (CIEP 486)
- Second portion of portfolio due February 1
* School Psychology Practicum I & II must be taken concurrently with CIEP 485 and CIEP 479.

**Prerequisites for School Psychology Practicum:**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>401</td>
<td>Exceptional Child or equivalent</td>
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<tr>
<td>CIEP 410</td>
<td>Legal Issues: Educational Disabilities</td>
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<tr>
<td>CIEP 423</td>
<td>Theories of Counseling and Psychotherapy</td>
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<tr>
<td>Prevention as an Intervention</td>
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<tr>
<td>462</td>
<td>Seminar in Professional School Psychology</td>
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<td>477</td>
<td>Academic Assessment and Interventions</td>
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<td>480</td>
<td>Assessment of School Age Children and Adults</td>
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<tr>
<td>482</td>
<td>Personality Assessment (currently CIEP 482: Prevention, Assessment, and Intervention: Behavior)</td>
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<td>75-hour service learning project</td>
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<td>ALL CORE COURSES</td>
<td>must be passed with a grade of B or better</td>
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<th>Degree</th>
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<tbody>
<tr>
<td>Master's</td>
<td>Degree</td>
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KEY DATES

First Year

December 1:
- Apply for M.Ed. portfolio

February 1:
- Complete practicum survey (sent to candidates via email)
- Apply for M.Ed. graduation

April 1:
- Submit completed M.Ed. portfolio

By end of first year:
- Complete all service learning hours
- Pass dispositional assessment
- Pass Illinois Licensure Testing System (ILTS) Test of Academic Proficiency (TAP)

Second Year

By end of second year:
- Apply for internship
- Complete all practicum days/hours
- Pass content area exam
- Pass Praxis exam
- Pass dispositional assessment

Third Year (Internship Year)

October 1:
- Submit completed Part I of Ed.S. portfolio
- Submit comprehensive examination application

December 1:
- Apply for Ed.S. graduation

February 1:
- Submit completed Part II of Ed.S. portfolio

By end of third year:
- Complete all internship hours/days
- Pass dispositional assessment
SEQUENCE OF PERFORMANCE-BASED PROGRAM REQUIREMENTS

- Prior to acceptance into Loyola School Psychology program:
  Grade of “B” or better in prerequisite courses (Tests and Measurements/Statistical Methods and Exceptional Child, Educational Psychology and Theories of Personality)
- Acceptance into M.Ed. program of studies in Educational Psychology program leading to Ed.S. in School Psychology degree
- First year of study – December 1st:
  Apply for M.Ed. comprehensive portfolio examination.
- First year of study – February 1st:
  Complete practicum survey (sent to candidates via email)
  Apply for M.Ed. graduation.
- First year of study – April 1st:
  Complete 75 hours of service learning
  Submit completed M.Ed. comprehensive portfolio examination. Submit application for Ed.S. program.
- By end of first year of study:
  Pass Illinois Licensure Testing System (ILTS) Test of Academic Proficiency (TAP) during first year of program
  Complete 75 hours of service learning
- Second year of study – August:
  Receive M.Ed. in Educational Psychology
- Second year of study – Fall:
  Acceptance into Ed.S. program of studies
- Second year of study – May:
  Apply for internship eligibility (School Service Personnel - Intern Eligibility Form).
- By end of second year of study:
  Pass content area exam
  Pass PRAXIS exam
- Internship year – October 1st:
  Apply for Ed.S. comprehensive portfolio examination and Ed.S. graduation
  Submit Part I of Ed.S. comprehensive portfolio examination
- Internship year – February 1st:
  Submit Part II of Ed.S. comprehensive portfolio examination
COURSEWORK

The total school psychology certification program of studies consists of 22 courses **(66 graduate semester hours)** and a culminating performance based comprehensive portfolio examination. A numerical order of courses is presented in a separate document on the School Psychology website (**Required Courses for Students Entering in 2013**).

PREREQUISITE COURSES

Two undergraduate courses are required as prerequisites before beginning the program. These courses must have been passed with a grade of “B” or better. The prerequisite courses are Statistics/Tests and Measurements and Exceptional Child.

PROGRAM COURSEWORK (STUDENTS ENTERING IN FALL 2013)

1) **PSYCHOLOGICAL FOUNDATIONS** (9 hours)
   - Psychopathology and Introduction to School-Based Mental Health (CIEP 413)
   - Biological Foundations of Behavior in Schools (CIEP 484)

2) **DIVERSITY** (6 hours)
   - Multicultural Counseling (CPSY 433)
   - Leading for Social Justice (CIEP 525) (formerly CIEP 466: School Leadership)

3) **ASSESSMENTS** (15 hours)
   - Data-Based Decision-Making (CIEP 519) (formerly CIEP 466: Data-Based Decision Making)
   - Prevention, Assessment & Intervention (CIEP 477)
   - Assessment of School Age Children and Adults (CIEP 480)
   - Prevention, Assessment & Intervention: Early Childhood (CIEP 481)
   - Prevention, Assessment & Intervention: Behavior (CIEP 482) (formerly CIEP 482: Personality Assessment)

4) **INTERVENTIONS** (9 hours)
   - Theories of Counseling and Psychotherapy – Special Section for School Psychology Majors (CPSY 423)
   - Prevention, Assessment & Intervention: Social Emotional (CIEP 485) (formerly CIEP 485: Social, Emotional, and Behavioral Assessment and Intervention)
   - Prevention, Assessment & Intervention: Advanced Skills (CIEP 544)
   (Note: Interventions are integrated into the assessment, psychological foundations, and educational foundations courses.)

5) **CONSULTATION** (6 hours)
   - School-Based Consultation (CIEP 479)
   - Leading for Social Justice (CIEP 525) (formerly CIEP 466: School Leadership)

6) **STATISTICS AND RESEARCH DESIGN** (3 hours)
   - Research Methods (RMTD 400) or Single Case Design (RMTD 422)

7) **PROFESSIONAL SCHOOL PSYCHOLOGY** (6 hours)
   - Seminar in Professional School Psychology (CIEP 462)
   - Legal Issues: Educational Disabilities (CIEP 410)

8) **PRACTICA EXPERIENCES** (6 hours)
   - Practicum in School Psychology I (CIEP 461)
   - Practicum in School Psychology II (CIEP 463)

9) **INTERNSHIP** (6 hours)
   - School Psychology Internship (2 sections of CIEP 486)

10) **Culminating Portfolio Examination**
    - An ongoing candidate portfolio is maintained throughout the school psychology program of studies.
1) **PSYCHOLOGICAL FOUNDATIONS** (9 hours)
   - Psychopathology and Introduction to School-Based Mental Health (CIEP 413)
   - Biological Foundations of Behavior in Schools (CIEP 484)

2) **DIVERSITY** (6 hours)
   - Multicultural Counseling (CPSY 433)
   - Leading for Social Justice (CIEP 525) (formerly CIEP 466: School Leadership)

3) **ASSESSMENTS** (15 hours)
   - Data-Based Decision-Making (CIEP 519) (formerly CIEP 466: Data-Based Decision Making)
   - Academic Assessments and Interventions (CIEP 477)
   - Assessment of School Age Children and Adults (CIEP 480)
   - Assessment of Infants and Preschool Children (CIEP 481)
   - Prevention, Assessment & Intervention: Behavior (CIEP 482) (formerly CIEP 482: Personality Assessment)

4) **INTERVENTIONS** (9 hours)
   - Theories of Counseling and Psychotherapy –Special Section for School Psychology Majors (CPSY 423)
   - Prevention, Assessment & Intervention: Social Emotional (CIEP 485) (formerly CIEP 485: Social, Emotional, and Behavioral Assessment and Intervention)
   - Prevention, Assessment & Intervention: Advanced Skills (CIEP 544)
   - Note: Interventions are integrated into the assessment, psychological foundations, and educational foundations courses.

5) **CONSULTATION** (6 hours)
   - School-Based Consultation (CIEP 479)
   - Leading for Social Justice (CIEP 525) (formerly CIEP 466: School Leadership)

6) **STATISTICS AND RESEARCH DESIGN** (3 hours)
   - Research Methods (RMTD 400) or
   - Single Case Design (RMTD 422)

7) **PROFESSIONAL SCHOOL PSYCHOLOGY** (6 hours)
   - Seminar in Professional School Psychology (CIEP 462)
   - Legal Issues: Educational Disabilities (CIEP 410)

8) **PRACTICA EXPERIENCES** (6 hours)
   - Practicum in School Psychology I (CIEP 461)
   - Practicum in School Psychology II (CIEP 463)

9) **INTERNSHIP** (6 hours)
   - School Psychology Internship (2 sections of CIEP 486)

10) **Culminating Portfolio Examination**
    - An ongoing candidate portfolio is maintained throughout the school psychology program of studies.

**PROGRAM COURSEWORK (STUDENTS ENTERING IN FALL 2010)**

1) **PSYCHOLOGICAL FOUNDATIONS** (9 hours)
   - Psychopathology: Childhood, Adolescents (CIEP 413)
   - Biological Foundations of Behavior in Schools (CIEP 484)
2) **DIVERSITY** (6 hours)
   - Multicultural Counseling (CPSY 433)
   - Multiculturalism for Social Justice in Higher Education (ELPS 432)

3) **ASSESSMENTS** (15 hours)
   - Data-Based Decision-Making (CIEP 519) (formerly CIEP 466: Data-Based Decision Making)
   - Academic Assessments and Interventions (CIEP 477)
   - Assessment of School Age Children and Adults (CIEP 480)
   - Assessment of Infants and Preschool Children (CIEP 481)
   - Personality Assessment (CIEP 482) (currently CIEP 482: Prevention, Assessment, & Intervention: Behavior)

4) **INTERVENTIONS** (9 hours)
   - Theories of Counseling and Psychotherapy –Special Section for School Psychology Majors (CPSY 423)
   - Prevention, Assessment & Intervention: Social Emotional (CIEP 485) (formerly CIEP 485: Social, Emotional, and Behavioral Assessment and Intervention)
   - Prevention, Assessment & Intervention: Advanced Skills (CIEP 544)
   (Note: Interventions are integrated into the assessment, psychological foundations, and educational foundations courses.)

5) **CONSULTATION** (6 hours)
   - School-Based Consultation (CIEP 479)
   - Leading for Social Justice (CIEP 525) (formerly CIEP 466: School Leadership)

6) **STATISTICS AND RESEARCH DESIGN** (3 hours)
   - Research Methods (RMTD 400) or
   - Single Case Design (RMTD 422)

7) **PROFESSIONAL SCHOOL PSYCHOLOGY** (6 hours)
   - Seminar in Professional School Psychology (CIEP 462)
   - Legal Issues: Educational Disabilities (CIEP 410)

8) **PRACTICA EXPERIENCES** (6 hours)
   - Practicum in School Psychology I (CIEP 461)
   - Practicum in School Psychology II (CIEP 463)

9) **INTERNSHIP** (6 hours)
   - School Psychology Internship (2 sections of CIEP 486)

10) **Culminating Portfolio Examination**
    - An ongoing candidate portfolio is maintained throughout the school psychology program of studies.

**COURSE SEQUENCE RATIONALE**

This carefully planned and monitored system of prerequisites ensures the integrity of a planned set of experiences and the efficient completion of the program. All candidates MUST take the Seminar in Professional School Psychology (CIEP 462) during the first fall semester of enrollment. A complete candidate study plan for completion by the candidate along with his or her academic advisor is presented in the separate document on the School Psychology website (Candidate Study Plan - Requirements Completed).

It is important to note that during the practicum year, typically the second year of study for full time students, there are two courses that must be taken with the practicum. During the fall semester the candidate will take CIEP 461 – School Psychology Practicum I AND CIEP 485 – Prevention, Assessment, and Intervention: Social Emotional (formerly CIEP 485: Social, Emotional, and Behavioral Assessment and Intervention). During the spring semester the candidate will take CIEP 463 – School Psychology Practicum II AND CIEP 479 – School Based Consultation.

Additionally, the program is designed to be completed in three years. In order to accomplish this, it is necessary for all candidates to attend school during the summer after Year 1 and Year 2. These courses are essential to the scope and sequence and all candidates should be aware of the time commitment during Summer Sessions I and II.
YEAR ONE

STUDENT RESPONSIBILITY
During the course of your enrollment at Loyola you will be responsible for completing two portfolios. Each portfolio will be submitted via LiveText. It will represent materials completed within many of your classes. You are responsible for making sure you follow your instructors’ instructions so all appropriate materials will be successfully submitted to LiveText.

SCHOOL-BASED SERVICE LEARNING EXTERNSHIP (NON-CREDIT)
As part of the ELPS 432: Multiculturalism for Social Justice in Higher Education, candidates must complete 75 hours of direct service prior to the completion of the M.Ed. comprehensive portfolio examination. The goal of these hours is to support candidates in understanding the school and community context in which they will serve as school psychologists. In addition, these hours will serve to encourage candidates to consider ways in which they will carry out the social justice mission of Loyola University and The School of Education as they become professional school psychologists.

The hours completed must involve service with children in an approved school setting or community agency. Please complete your hours at one of the sites listed in the service-learning packet you will receive when you start the program or seek approval for a different school setting or community agency from faculty via the service-learning coordinator. The hours must be verified by certified school or community agency staff. See the School Psychology website for appropriate documentation and time sheet forms (School-Based Service Learning Project and Time Sheet). Students must successfully complete a federal criminal background check (including finger printing) prior to serving in any school setting.

Seventy-five service learning hours must be completed by April 1st when the M.Ed. Portfolio is submitted for grading. These 75 hours are also a prerequisite for beginning practicum in the second year of the program.

M.ED. IN EDUCATIONAL PSYCHOLOGY – COMPREHENSIVE PORTFOLIO EXAMINATION
The M.Ed. in Educational Psychology is awarded in summer of the first year. (The comprehensive portfolio examination is due in April of that year.) Candidates must complete an application to register for the comprehensive portfolio examination by December 1st and M.Ed. graduation by February 1st during their first year of study. The successful completion of the M.Ed. comprehensive portfolio examination includes an application to the School Psychology Ed.S. program of studies. In order to pass the M.Ed. comprehensive portfolio exam all components must be at the “Acceptable” level of competency.

The M.Ed. portfolio is due on April 1st in the first year of study. The candidate will submit all portions of the portfolio via LiveText by April 1st. If April 1st falls on a Saturday or Sunday, then the Friday before April 1st is the due date. The program director will randomly assign portfolios to school psychology faculty for grading.

All candidates will be informed as to whether they passed the portfolio by May 1st. If May 1st falls on a Saturday or Sunday, then the candidates will be informed of their status by the Monday after May 1st.

If a candidate does not pass a component of the portfolio, it is the candidate’s responsibility to make an appointment with the program director to receive feedback regarding the exam results. The portfolio will be returned to the candidate with copies of the scored rubrics. The candidate will be given one LAST and FINAL opportunity to correct the portfolio. The failed components are revised and submitted to the program coordinator for review by May 15th for a second, and last, reading. If May 15th is a Saturday, Sunday, school holiday, or national holiday, then the Friday before May 15th is the due date.
The revised components will be read by a second blind reader. The candidate will be informed as to whether the portfolio was passed by May 30th. If May 30th falls on a Saturday or Sunday, then the candidates will be informed of their status by the Monday after May 30th.

If the candidate fails ANY component of the portfolio during the second reading then the candidate will be withdrawn from the M.Ed./Ed.S. program. If the candidate chooses, he/she will be given an opportunity for remediation during the remainder of the fall semester for the possibility of earning a terminal M.Ed. degree. Remediation will necessitate the candidate enrolling as an independent student for one credit hour during the remainder of the fall semester. The candidate is also responsible for finding a faculty member to work with them on the remediation of the failed components of the portfolio.

Candidates who fail the M.Ed. portfolio after the second reading may be awarded a terminal M.Ed. in Educational Psychology if they successfully complete the remediation process. Candidates earning the M.Ed. in Educational Psychology through remediation will not be accepted to the Educational Specialist School Psychology program.

**M.Ed. Comprehensive Portfolio Components:**
1) The student's resume and **unofficial** transcript(s).
2) A detailed annotated bibliography that will be considered a work in progress. It is expected that the bibliography will represent all ten NASP standards.
3) Using the annotated bibliography as a knowledge base, the candidate will complete a brief paper for each standard that will discuss the relationship between these readings and the practice of school psychology.
4) The service learning project must be complete. The candidate must complete 75 hours of service. All of the hours do not have to be completed in the same setting. The 75 hours must be completed by April 1st when the M.Ed. Portfolio is submitted for grading. The service learning is an integral part of ELPS 432.
6) Official documentation of results of required fingerprinting and background check.
7) A copy of the application to the Ed.S. program.

Also include a copy of the scoring rubric. Each required component should be preceded by a copy of the scoring rubric for that particular item. Students are not to place the entire set of scoring rubrics in the front of the portfolio.

See the School Psychology website under “Forms” for the M.Ed. Comprehensive Portfolio Examination scoring rubric (*M.Ed. Portfolio Requirements and Scoring Rubric*).
YEARN TWO

SCHOOL PSYCHOLOGY PRACTICUM I & II

There are two school psychology practicum courses that must be taken in sequence. The Practicum in School Psychology I course (CIEP 461) is taken during the fall semester of the second year of study. The Practicum in School Psychology II course (CIEP 463) is taken during the spring semester of the second year of study. The following courses must be completed before pursuing the Practicum I course (CIEP 461): CIEP 410; 462; 477; 480; 482; and CPSY 423. Candidates must have earned a Master’s degree prior to being formally accepted into the practicum. Candidates must receive a grade of B or better in their core school psychology courses (CIEP 410, 462, 477, 480, 481, 482) before enrolling in the school psychology practicum courses. In addition the 75-hour service learning project must also be completed.

Candidates are assigned to practicum sites that have been established in cooperation with the program faculty. These sites have been carefully selected because of the diversity of school psychology roles available to the candidate and because of the strong set of professional experiences and skills of the site-based school psychologist supervisor. If a candidate wishes to pursue a practicum experience in a specific setting that has not been pre-approved by the program faculty, the practicum instructor must be contacted before February 1 to apply for a special request site review. Candidates must complete the practicum in a setting outside of their regular employment. Candidate preferences for assignment location and days will be honored to the degree possible.

Each candidate will be assigned to a practicum site for two full school days per week. A total of 600 hours must be completed in practicum activities outside of the classroom. In addition, attendance at a number of specified classes held on campus is required. Additional time in which to discuss selected topics will be set aside each week for consultation with the practicum course instructor and/or peers. In conjunction with the field placement, each candidate must also complete a series of applied practicum-based projects that are aligned with NASP standards and are designed to demonstrate the competencies gained during the practicum. These structured clinical activities provide documentation of practicum experiences and other assignments relative to Illinois rules and regulations for special education, interviews of central office administrators, and other individually determined projects.

The following overarching goals are part of the school psychology practicum:

1) Candidates will be exposed to school settings and/or cooperatives in an effort to give them an opportunity to observe school psychologists, to gather information about school systems, and to understand the interrelationships between the schools and the professional practice of school psychology. Activities include directed observations, attending MDC meetings, problem-solving meetings, etc. These assignments include assessments, progress-monitoring, behavioral and academic interventions, and consultations.

2) Candidates will have an opportunity to practice assessment, intervention, and consultation skills. A special focus is given to two specific tasks. The first of these is the completion of two complete case study evaluations, problem solving cases (or reevaluations), under the supervision of a certified school psychologist. The second is to provide opportunities to complete evaluations utilizing non-normative measures such as curriculum-based assessments and/or functional analyses of academic performance problems.

3) Candidates will complete TWO school-based consultation cases from beginning to end; a consultation on an individual student and a consultation case at the classroom level. The consultation case should involve consultation with the teacher or an intervention team with whom the candidate will follow-up on an ongoing basis. The emphasis is to provide the school psychology practicum candidate with some exposure to problem-solving intervention options available to them, as well as data-based decision making and other models of problem-solving. These consultations will be two of the required assignments for School-based Consultation (CIEP 479).
YEAR THREE

INTERNship IN SCHOOL PSYCHOLOGY

Currently, under the program approved by the State Teacher Certification Board, the university program has the responsibility for: (1) approval of internship sites, (2) approval of intern supervisors, and (3) approval of internship eligibility. The school psychology Ed.S. internship consists of 1200 hours of supervised work completed within a school setting during a nine month school year. The site supervisor must provide two hours a week of direct supervision.

It should be noted that a candidate will not be approved to pursue an internship unless they have an overall 3.00 GPA and have earned grades of “B” or better in the programmatic core courses (e.g., CIEP 410, CIEP 461, CIEP 462, CIEP 463, CIEP 477, CIEP 479, CIEP 480, CIEP 481, CIEP 482, CIEP 485.) Candidates must have completed all coursework and the practicum prior to final approval for the internship. If a candidate has not attended any classes for over a year prior to applying to the internship, then the candidate’s skills will need to be assessed by the faculty prior to beginning the internship and remediation may be required. All dispositional evaluations must be acceptable.

GETTING AN INTERNSHIP

The University or, more specifically, the faculty member assigned to teach the internship courses (CIEP 486) assumes the responsibility for: (1) review and approval of individual internship plans (see the School Psychology website under “Forms” for the Internship Plan); (2) periodic evaluation of the intern’s progress during the internship; and (3) final certification recommendation, in conjunction with the program coordinator, internship site supervisor, and other University supervisors.

A candidate endorsed for internship by the program director may contract for an internship in any district or community that has program approval from the University. A student may complete an internship in the same district or co-op as their practicum, but it must be in a different school and with a different supervisor. Program faculty, including the coordinator and the faculty member assigned to teach the internship course, assist the candidate in any way they can to obtain an internship that offers the best possible training experiences for that candidate. However, it is the student's ultimate responsibility to obtain the internship. Students cannot accept an internship offer before a state approved date, usually around March 15. Throughout the course of training, candidates record the number of supervised clinical hours accumulated during both practicum as well as other supervised field based experiences (Excel Practicum and Internship Logs will be provided prior to beginning each field experience). Candidates should request that two or three professors and/or supervisors write letters in support of their applications for a school psychology internship.

YOUR INTERNSHIP YEAR

During each semester of his/her internship experience, the school psychology candidate enrolls in CIEP 486 for three semester hours of credit. There are specific course requirements during the internship that are considered an integral part of the internship experience. The internship class meets monthly during the course of the internship and these classes have required attendance. School psychology interns are also strongly encouraged to attend and participate in the regularly scheduled student, faculty, administrator, and staff conversations, the on-going colloquium series, and the workshop presentations held on campus. The evaluation procedures for the internship course include but are not limited to the following:

- Visits to the internship site once or twice each semester by the course instructor. These visits include:
  - Collaborative consultation with the internship supervisor
  - Collaborative consultation with the intern
Periodic telephone or SKYPE conferences among the site supervisor, intern, and course instructor are interspersed between the site visits and the CIEP 486 seminar discussions.

Evaluation reports from the internship site supervisor are sent directly to the internship course instructor.

Periodic evaluation reports from the intern are sent to the course instructor.

Attendance at required class meetings.

Weekly reflective logs.

Daily Excel logs.

Grading in the internship course technically is on a pass-fail basis. However, University regulations require the assignment of a grade in all graduate-level courses. If the final internship site supervisor's evaluation letter is favorable and the internship course instructor agrees that the internship has been successfully completed, a passing grade (A or B) is assigned each semester and the intern receives six hours of academic credit. If the final internship site supervisor's evaluation letter is unfavorable and the course instructor agrees with its contents, a failing grade (F) will be assigned for both semesters, and no credit hours will be earned.

**INTERNSHIP CERTIFICATION**

In the final evaluation report, the supervisor also makes a recommendation regarding the endorsement of the intern for school psychology certification. The recommendation is as follows:

1. Unconditional recommendation for endorsement.
2. Conditional recommendation for endorsement (e.g., upon completion of an additional semester of internship).
3. Recommendation, unconditionally, against endorsement.

In each instance in which there is to be conditional endorsement or no endorsement, it is assumed that the intern and course instructor would be aware of this fact some weeks prior to the submission of the final report, and a special effort would have been made to help the intern successfully complete the internship. If the course instructor and program faculty concur on the supervisor's recommendation to deny certification and the intern is in disagreement, appeal procedures as specified in University and School of Education regulations may be initiated by the intern.

If the intern supervisor and course instructor and/or program faculty are in disagreement as to the recommendation for certification, a school psychology representative from ISBE and/or DUSPP will be asked to serve as mediator in an attempt to settle the dispute.

If the internship site supervisor, course instructor, and program faculty are in agreement that a candidate should be certified, the course instructor and/or the program coordinator make(s) the final recommendation with respect to the certification process.

**INTERN CANDIDATES WHO HAVE NOT BEEN CONTINUALLY ENROLLED**

At times, a student may take a leave prior to beginning an internship. If this is the case, students will be required to enroll for one semester of independent study (CIEP 498) and complete a project in the schools to be determined by the student and internship supervisor.

Loyola is supportive of candidates coming from out of state who wish to complete their internship in Illinois. These candidates should register for their internship courses at their home university. Loyola needs to receive a letter from the candidate's home university program director making the request to complete the internship in Illinois and verifying the candidate's status in their respective program. If the candidate wishes to be certified in Illinois, then the candidate must utilize the Loyola Internship Plan.
ED.S. IN SCHOOL PSYCHOLOGY – COMPREHENSIVE PORTFOLIO EXAMINATION

Ed.S. candidates must register for the comprehensive portfolio examination and graduation at the Graduate School of Education Office by October 1st of their internship year. The application form is returned to the Student Services Office. The comprehensive portfolio examination application is submitted to the program coordinator, while the Ed.S. degree conferral application is given to the Associate Dean of Student Affairs.

The Ed.S. portfolio will be completed in two phases. The resume, Domains 8, 9, and 10 are to be turned in by October 1st. If October 1st falls on a Saturday or Sunday then the components are due the Friday before October 1st. The portfolios will be randomly assigned to the School Psychology faculty for scoring and returned by November 1st. If the candidate does not pass a component of the portfolio it is their responsibility to make an appointment with the program director for feedback regarding the portfolio process. The candidate will be given the opportunity to satisfy the requirements one more time. The candidate should turn in clean copies of the revised portions to the program director by December 1st. At that time a different faculty member will read and score these sections. If the student fails to pass the portfolio at this time he/she will meet with the program director, and a decision will be made at that time regarding remediation requirements, if appropriate.

Part 1 (Resume and Domains 8,9 and 10) of the Ed.S. portfolio must be submitted to LiveText by October 1st of the internship year. If the due date (October 1st) falls on a Saturday, Sunday, school holiday, or national holiday, then the portfolio is due the Friday before the due date. Information about whether the candidate has passed all the components of the culminating portfolio exam will be sent to the candidate by November 1st. If November 1st falls on a Saturday, Sunday, school holiday, or national holiday, then the candidates will be informed as to their status by the Monday after November 1st.

Part 2 (Domains 1, 2, 3, 4, 5, 6, 7) of the Ed.S. portfolio must be submitted via LiveText February 1st. If the due date (February 1st) falls on a Saturday, Sunday, school holiday, or national holiday, then the portfolio is due the Friday before the due date. Information about whether the candidate has passed all the components of the culminating portfolio exam will be sent to the candidate by March 1st. If March 1st falls on a Saturday, Sunday, school holiday, or national holiday, then the candidates will be informed as to their status by the Monday after March 1st.

If the candidate does not pass a component of Part 1 or Part 2 of the portfolio, it is the candidate’s responsibility to make an appointment with the program director to receive feedback regarding the portfolio process. The portfolio will be returned to the candidate with copies of the scored rubrics. The candidate will be given the opportunity to satisfy the portfolio requirement a second and final time.

The failed components of the portfolio, with no comments from the first reader must be submitted to the program coordinator for review by December 1st (failed components of Part 1) and April 1st (failed components of Part 2) in order to determine whether this academic requirement is met in partial fulfillment of requirements for the Ed.S. degree in School Psychology. If December 1st or April 1st falls on a Saturday, Sunday, school holiday, or national holiday then the portfolio must be submitted the Friday before the due date.

The failed components of the portfolio will then be read by a second reader. The candidate will be informed of whether they passed the portfolio by January 15th (failed components of Part 1) and April 15th (failed components of Part 2). If these dates fall on a Saturday, Sunday, school holiday, or national holiday, then the candidate will be informed of their status by the following Monday. The candidate may walk in the graduation ceremony; however the decision as to whether the candidate graduates is dependent upon passing the culminating portfolio graduation requirement. If the candidate fails ANY component of the portfolio during the second reading, then the candidate will not be approved for graduation and certification. If the candidate chooses, he/she will be given an opportunity for remediation during the following fall semester. If the portfolio is passed, the candidate will be able to graduate at the end of the fall semester.
Remediation will necessitate the candidate enrolling in an independent study for one credit hour during the fall semester. The candidate is responsible for finding a faculty member to work with him/her on the remediation of the portfolio. If a clinical component of the portfolio was failed, it is the candidate's responsibility to find a site to complete the clinical portfolio components. If the candidate fails the remediation process, then the candidate will not receive the Ed.S. degree. Two readers will evaluate the remediated portfolio: the independent study instructor and a second independent reader. Both readers must pass the entire remediated portfolio in order for the candidate to receive the Ed.S. degree.

**SUMMARY OF ED.S. COMPREHENSIVE PORTFOLIO EXAMINATION KEY DATES:**
*(All dates occur during internship year)*

- **Oct. 1st** Register for comprehensive portfolio examination and graduation at Graduate School of Education.
- **Oct. 1st** Part 1 (resume and domains 8, 9, and 10) and documentation of Praxis must be submitted via LiveText.
- **Nov. 1st** Results of graded Part 1 of portfolio returned to candidate.
- **Dec. 1st** Resubmission of any Part 1 sections not passed to program director.
- **Jan. 15th** Candidate notified of results of resubmission of Part 1 sections.
- **Feb. 1st** Part 2 (domains 1, 2, 3, 4, 5, 6, and 7) must be submitted via LiveText.
- **Mar. 1st** Results of graded Part 2 of portfolio returned to candidate.
- **Apr. 1st** Resubmission of any Part 2 sections not passed to Program Director
- **Apr 15th** Candidate notified of results of resubmission of Part 2 sections.
ED.S. PORTFOLIO REQUIREMENTS 2012-2013

As of Fall 2012, NASP and the state of Illinois have adopted a new set of standards. The portfolio requirements for Loyola School Psychology students over the last years have been based on the 11 standards previously adopted by NASP and the state of Illinois. In the interest of fairness those, students who will be completing the program this year will use the portfolio rubrics based on the 11 standards and available on the School of Education website.

Ed.S. Portfolio Requirements

ED.S. PORTFOLIO REQUIREMENTS (BEGINNING FALL 2013)
LOYOLA UNIVERSITY CHICAGO SCHOOL PSYCHOLOGY PROGRAM EDUCATIONAL SPECIALIST DEGREE

The Educational Specialist Portfolio is a comprehensive document that will include samples of work from courses the student has taken at Loyola and new material completed by the student during the internship year. The purpose of the portfolio is to provide a sample of work that reflects the integration of knowledge and performance abilities of the student. The materials included will be organized according to the 10 NASP Standards that have been developed to reflect those areas that are necessary to become a well-informed practitioner in the field of school psychology. Additional material will allow the student to reflect on his/her growth as an ethical person and the role that social justice has informed them as a professional.

All portfolio materials will be submitted via LiveText. Materials included in the portfolio that are products from previous Loyola classes that attained a grade of “B” or better may be used. Material previously graded must include the comments and grade as returned by the professor. The reader will score any ungraded materials. The portfolio is a sampling of your best work over time and your newer work that demonstrates those skills attained as an intern in such areas as report writing, consultation, and data collection.

The following table reflects the standards and a brief overview of the work samples to be submitted. Please refer to the specific rubrics on the forms page of the School Psychology Program on the School of Education website.

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<th>STANDARD</th>
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PORTFOLIO SCORING INFORMATION

All candidates must show that they meet the standards of the program by completing each component of their respective portfolio. Each portfolio component must be completed independently, with individual products – unless stated otherwise in the rubric. The candidate must “Acceptable” in each component in order to pass the comprehensive portfolio exam.

ILLINOIS STATE BOARD OF EDUCATION CERTIFICATION

A formal recommendation (e.g., completion of ISBE Form 73-03) for school psychology endorsement is submitted to the Illinois State Board of Education (ISBE) only after all coursework, practica, internship, and comprehensive portfolio examination have been successfully completed. In addition, the candidate must sit for and pass the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency (TAP) and School Psychologist Content Area Exam before final state certification is granted. The state of Illinois will notify individuals of eligibility for certification. This process is completed through the Educator Licensure Information System (ELIS). Students are responsible for creating an account at the ELIS website (ELIS Sign Up).

DISPOSITIONS

Professional school psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional school psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning. Students in school psychology training programs should know that the faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., student, collegial, professional, public, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional school psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to students, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on students, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues). Thus, the professional school psychologist and researcher must have professional competencies and skills in our discipline. In addition, one must have strong dispositions to engage in applied ethical practice and research. We have outlined the criteria for evaluating dispositions in another document on the School Psychology website under “Forms” and also as an appendix in this handbook. We utilize this document as we review student progress under NCATE guidelines on an annual basis. Each spring you will meet with the faculty to complete your disposition evaluation.

Every spring, the program faculty meets to conduct a performance assessment of all current Ed.S. students in school
psychology. This assessment is based on multiple aspects of development and function inclusive of course-work, applied supervised clinical work and dispositions. The evaluation form for assessing dispositions is located in the appendix. Students then meet individually with program faculty, at which time the results of the performance assessment is shared. At that meeting, the findings from the performance assessment are used to make a program faculty decision as to whether the student is meeting benchmarks in the program and is ready to move toward the next phase of training (e.g., second year practicum, third year internship). If it is determined during this annual evaluation, or at any time within the program, that students are not meeting proficiency in one or more areas and are not ready to move to the next level of training, then a remediation plan is developed with the student. The remediation plan focuses on setting goals and objectives for the students to meet in order to meet levels of proficiency. Progress on these goals and objectives are monitored, in which performance feedback is given to the student as to whether improvement has occurred. The remediation plan might focus on providing opportunities for additional practice in a particular area, repeating components of the training program and/or obtaining outside services (e.g., counseling). After review of progress on the remediation plan, the program faculty might recommend that the issue(s) have been resolved and/or ultimately make a recommendation for dismissal from the program. The faculty reserves the right at any time to recommend immediate dismissal for egregious acts that are harmful to clients, students, or the profession.

CLARIFICATION OF PROCEDURES

GETTING ACQUAINTED

Prior to beginning the program and within the first semester, it is recommended that the candidate becomes acquainted with their advisor, the program graduate assistant, the program secretary, and as many faculty members and fellow candidates as possible. This is the time to become active in the School Psychology Student Organization and to participate in the numerous activities offered by the university. It is also very important to become familiar with the components in the handbook and refer to it frequently. Several required professional development seminars will be scheduled during the year to discuss relevant topics.

ORIENTATION TO THE PROFESSION

An effort is made to develop an active community of learners and researchers. From the outset, candidates are encouraged to avail themselves of opportunities to develop an identification with the profession of school psychology. Candidate orientation meetings sponsored by the School of Education are designed to acquaint candidates with the broad outlines of the profession and the candidate’s academic preparation for it. An ongoing series of colloquium speakers provides opportunities to discuss pressing issues of theory and practice with professionals in the vanguard of the field. Candidates are encouraged to affiliate with professional organizations such as NASP, ISPA, APA, AERA, ABP, and MWERA to keep abreast of current issues and developments in the profession. In an effort to encourage professional meeting attendance and active participation, some financial assistance is available to students. Participants in the doctoral level Proseminar (CIEP 533) course along with the program assistants arrange for a number of conversations among students, faculty, administrators, and staff related to a number of timely topics selected for discussion. The topics selected for discussion during the past few years included the following:

- Emerging theoretical frameworks for research on classroom learning
- Social justice, diversity, and multiculturalism
- Technology
- “Straight talk about cognitive assessment and diversity"
- Behavioral consultations
- Functional analyses of academic performance problems
- The role of assessment in a learning culture
- Preparing graduate candidates for the professorate
- Advancing the field or taking center stage: The white movement in multicultural education
- A reexamination of early 0-3 intervention efforts
- Common grounds
- Contemporary grounds
- Program development contexts
- The importance of supervision
- Developing a new academic course
- How to be a supervisor and how to be a supervisee

TECHNOLOGY/COMPUTER SKILLS
Certain elementary computer skills are considered to be essential tools for graduate study and research. These skills include word processing, PowerPoint, video, databases, spreadsheets, and graphics. Candidates who do not enter with such skills should plan to develop them during their first semester of study. The library and information technologies staffs regularly offer free or inexpensive short courses to help members of the university community develop these skills. Several required courses within the program teach more specialized computer uses for that the skills named above are considered to be a prerequisite.

FIELD PLACEMENTS AND PROFESSIONAL ISSUES
A series of professional field experience components are built into several courses (CIEP 410, 414, 461, 462, 463, 477, 479, 480, 481, 482, 483, 485) and are designed to provide a series of direct experiences and observations within the context of the profession of school psychology. Additionally, within the classroom, seminars in educational psychology and school psychology (CIEP 462) provide instruction in topics such as ethical standards, legal issues, areas of research, and research methodology. Candidates also have opportunities to learn from the experiences of each other (e.g., through meetings with current and prospective interns, and/or by attending the dissertation defenses of candidates completing their degrees).

PROGRAM PLAN
During the first semester, each candidate is expected to meet with his/her advisor to complete a program plan. Advisors will contact advisees via email to schedule these meetings; however, it is the candidate’s responsibility to schedule this meeting should he/she not receive an email from his/her advisor. The program plan is designed to serve as official documentation for a student’s program of study. It is the student’s responsibility to update this program plan each semester.

TRANSFER CREDIT
The Ed.S. Course Transfer Sheet is presented in another document on the School Psychology website under “Forms”. Transfer courses MUST be graduate level courses with a grade of B or better. Transfer courses must have been taken within five (5) years prior to acceptance into Loyola’s program of studies.

All candidates accepted in the School Psychology program at Loyola must complete all core courses at Loyola, unless the core courses were taken within a NASP approved program. This rule applies to all candidates who transfer graduate course credits from another institution. The core program courses are: Legal Issues: Educational Disabilities (CIEP 410); Practicum (CIEP 461/463); Seminar in Professional School Psychology (CIEP 462); Academic Assessment and Interventions (CIEP 477); School Based-Consultation (CIEP 479); Assessment of School Age Children and Adults (CIEP 480); Assessment of Infants and Preschool Children (CIEP 481); Prevention, Intervention, & Assessment: Behavior (CIEP 482); Prevention, Intervention, and Assessment Social Emotional (CIEP 485); and Internship (CIEP 486).

- Candidates entering the School Psychology program with a bachelor’s degree may transfer in up to six (6) semester hours of graduate credits from another institution.
- With program approval, an applicant may take two courses at Loyola as an unclassified candidate prior to formal
acceptance into the School Psychology program of studies. It should be noted that only six (6) semester hours taken as an unclassified candidate at Loyola may be counted towards a degree.

- When a candidate enters the School Psychology program with a master’s degree, up to six (6) graduate semester hours may be transferred into the Ed.S. program from the master’s degree program of studies. These candidates will not obtain the M.Ed. degree in Educational Psychology at Loyola. They will be directly admitted to the Educational Specialist level program of studies. For candidates with a preexisting master’s degree, a minimum of 30 hours of graduate level coursework towards the Ed.S. degree must be completed at Loyola University.

CANDIDATE RESPONSIBILITIES

The Ed.S. program of studies is administered through the office of the School of Education Dean. The candidate is responsible for staying abreast of all School of Education requirements and deadlines. In addition, it is the student’s responsibility to see that all program requirements are met and accurately recorded. It is also the student’s responsibility to see that any proposed exception to standard procedures be properly recommended and affirmed in writing. These must be made in writing from the candidate to the advisor; from the advisor to the program director; from the program director to the Dean of the School of Education.

It should be noted that all candidates are expected to have a strong commitment to social justice, the well being of others, the cultivation of self-awareness, and a tolerance for cultural and individual differences.

EVALUATION OF CANDIDATES

The candidate must remain in good standing with respect to meeting the personal and professional standards set by the program faculty. Candidates must receive a grade of B or better in the program core courses (CIEP 410, 461/463, 462, 477, 479, 480, 481, 482, 485, 486, 550, 544). If a candidate receives a grade of C in a core course, the course must be repeated. The candidate may not receive more than two grades of C or lower throughout the program. The candidate must also meet acceptable dispositional standards.

There are specific benchmark assessments within the M.Ed./Ed.S. program. Candidates are formally evaluated at the completion of their first year of study to determine if they will formally matriculate to the Ed.S. degree program. Candidates will not be enrolled in the practicum if they do not have the practicum prerequisites. During the course of the student's practicum experiences and prior to granting approval to the candidate to pursue a school psychology internship, the program faculty and practicum supervisors systematically review the student’s progress. The areas reviewed include the following:

- Acquisition of a sufficient knowledge base.
- Ability to handle professional matters carefully and with dispatch.
- Demonstration of adequate skills with respect to relating to clients, school personnel, and other professional persons.
- Demonstration of adequate assessment, consultation, intervention, and report writing skills.
- Receipt of positive evaluative feedback from the school and/or other agency personnel.
- Passing grade of B or better in all core school psychology courses (CIEP 410, 461, 463, 462, 477, 479, 480, 481, 482, 485).
- No more than two Cs can be received throughout the program (these include courses that have been repeated).

Finally, it should be noted that, should a candidate receive a grade of C or lower in either practicum core course, the candidate will not be granted permission to pursue an internship. Such a candidate will only be given an additional opportunity to enroll in another practicum at the discretion of the school psychology program director and in consultation.
Candidates also are evaluated on an annual basis as required by the NCATE and NASP guidelines. An annual letter is sent regarding this evaluation at the end of January each year. The professional school psychologist must have professional competencies and skills in our discipline. In addition, one must have strong dispositions to engage in applied ethical practice. We have outlined the criteria for evaluating dispositions in another document on the School Psychology website under “Forms”. We will utilize this document as we review candidate progress under NCATE guidelines on an annual basis.

DATE OF ADMISSION
Unless determined otherwise, candidate’s date of admission determines the rules under which the program requirements must be met. It is the candidate’s responsibility to know and to follow those regulations and any additional regulations including deadlines applicable to them. If the candidate's program of studies must be interrupted, a leave of absence should be requested in writing to the Graduate Dean of the School of Education.

EDUCATIONAL SPECIALIST LEVEL REQUIREMENTS
The Loyola University Chicago Educational Specialist degree is a full-time program to be completed in three (3) years and two (2) summers.

INCOMPLETE GRADES
Candidates are expected to complete all work for courses by the end of the term in which the courses were taken. However, if a candidate and the instructor make arrangements in advance, a candidate may receive a grade of “I” (Incomplete) at the end of the term. The candidate must complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor.

The candidate must complete and submit all outstanding work to the instructor within one calendar year of the assignment of the “I” grade. The candidate and instructor must petition The Graduate School of Education for a change of grade after the one-year deadline. The Graduate School of Education will not approve a change of grade if the candidate does not complete and submit the work to the instructor within one year of the assignment of an “I” grade.

If the candidate completes and submits all outstanding work to the instructor within one term of the assignment of the “I” grade, the “I” grade will be erased from the student's record and the evaluative grade entered in its place (for purposes of incomplete grades, the summer sessions are counted together as one term). In all other cases, the “I” grade will remain on the student’s record along with the evaluative grade (e.g., I/B).

PROFESSIONAL DRESS CODE
(For all School Psychology candidates for visits, shadowing, practicum, and internship)

As a candidate from Loyola University School Psychology Program you serve as its representative when you are in the field. We want to assure that you are aware of some guidelines that will allow you to reflect positively on the program and yourself. It is important that you present yourself in a professional manner both in your performance and your appearance. Your clothing should be clean, pressed and mended and should, in general, follow guidelines for business casual. This includes:

For men:
- Pants (not denim)
- Dress shirts with collar; knit shirts (polo/golf style) with collar; or turtlenecks with full fold-over collars (shirts of all kinds must be tucked in), or sweaters worn with a shirt beneath if V-neck
• Shoes (no sneakers, flip-flops or crocs)

For women:
• Pants (not denim)
• Skirts or dresses of appropriate length (no more than two inches above the knee)
• Tops should be modest
• Shoes (no sneakers, flip-flops or crocs)

NO:
• Jeans
• Low rider pants
• Tears, ragged hems, cargo pants, or decorative hardware on pants
• Gym shoes
• Tank tops
• Spaghetti straps
• Shorts
• Mini skirts
• Cleavage showing
• Underwear showing
• Midsections showing between top and pants

If you follow these guidelines you will be treated in the schools as a professional. As you visit schools and enter the work force as a practicum student or intern you will also need to be mindful of the rules of the schools in which you are working.

Additionally as you plan to interview for internship and jobs the current recommendation is to wear professional business attire, not business casual.

TIME LIMITS FOR THE COMPLETION OF THE ED.S. PROGRAM OF STUDIES

Regulations for Ed.S. candidates stipulate that candidates must complete all Ed.S. requirements within five years. The five-year limitation exists because in most fields of study, knowledge is expanding so rapidly that it is difficult for many professionals to keep abreast of cutting edge developments in their field. In conferring an educational specialist degree, the program is certifying that degree holders are current in their knowledge base. If a candidate goes beyond the time limit, it is difficult for the faculty to provide this certification.

EXTENSIONS AND LEAVES OF ABSENCE

It is recognized that some candidates may have a legitimate reason for not completing their degree requirements within the five-year time span (illness, family commitments, a major job change, etc.). With sufficient reason, a candidate can request a short time extension and/or leave of absence. The latter, in effect, "stops the clock". This is done in the following manner:

1) Submit a formal request in writing to your advisor.
2) The letter should specify the reasons for the request and should include the specific timetable the candidate intends to follow.
3) The advisor will send your letter and his/her recommendation regarding your request to the program director.
4) The program director will make recommendations to the appropriate dean regarding such requests. Normally, the dean follows the program director's recommendations.
The candidate will be notified in writing by the appropriate dean who will indicate whether the student's request has been approved. The candidate will also be informed of the length of the time extension and/or leave of absence. Normally, short extensions of time to complete program requirements are granted as long as the candidate has made satisfactory progress over the year prior to seeking the time extension. One common error candidates make is to assume, on the basis of informal discussions, that they can automatically extend their work beyond the time limit. In sum, time extensions and/or leaves of absence must be documented in writing.

CHANGING ACADEMIC ADVISORS

The candidate will be assigned an initial academic advisor upon entering the program. It is always possible to change the assigned academic advisor. If the candidate would like to change academic advisors, the candidate is responsible for scheduling a meeting with the program director. After meeting with the program director, the candidate will put the request in writing and send copies to the current advisor, the new advisor, the program director, and the admission's office. We expect to receive such requests since, when the candidate is first accepted into the program, we don't know the candidate well enough to determine the best fit. However, the school psychology program director may determine that a student must remain with their original advisor or at the school psychology program director's discretion the student's academic advisor may be changed.

ASSISTANTSHIPS

Each program of studies offers a very limited number of graduate assistantships to its full time candidates each year. Typically, these assistantships are awarded to second-year or doctoral level students. Those candidates receiving awards are expected to be enrolled full-time and perform research, teaching, and administrative duties for their program for 10 to 20 hours per week, dependent on whether they receive a full- or a half-time assistantship award.

The normal deadline for receipt of all application materials for graduate assistantships is February 1st for the following academic year. Application forms may be obtained from the Graduate School of Education Office. The normal notification period for those awarded assistantships is by the second week in May.

Typically, all awards are for one academic year; incumbents are encouraged to reapply for subsequent years. If an incumbent reapplyes, an assistantship application should be submitted again, along with a Financial Aid Form that can be picked up from the Financial Aid Office.

Tuition remission is granted only for those courses in which the assistant is completing program requirements. Ordinarily, tuition credit for two courses during the summer session will be approved. An assistant registering for more than three courses during the fall or spring semester must have the approval of the department chairperson or program director.

In cases of resignation, the graduate assistant should write a formal letter to the chairperson of the department as soon as possible so that a replacement may be found.

CERTIFICATION AS A SCHOOL PSYCHOLOGIST

In order to be certified as a school psychologist in Illinois, candidates must successfully complete the Ed.S. School Psychology sequence of courses, pass the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency (TAP), and pass the Illinois School Psychology Content Area (School Psychology) exam. Passing the TAP is a prerequisite to being admitted to the Ed.S. program of studies. The School Psychology Content Area Exam must be completed during the spring semester prior to the internship year. The state of Illinois will notify individuals of eligibility for certification. This process is completed through the Educator Licensure Information System (ELIS). Students are responsible for creating an account at the ELIS website (ELIS Sign Up).
QUALIFYING INFORMATION FOR CERTIFICATION

Beginning in the fall semester 2012, the School of Education (SOE) will be requiring a fingerprint-based federal criminal background check based on the Uniform Conviction Information Act (UCIA) for all candidates in certificate programs. This one-time background check should be delivered by the Candidate to SOE in a sealed, unopened envelope and will be valid for admittance to the School of Education clinical experiences, student teaching, practicum, and internships. Candidates who do not successfully pass the criminal background check will not be allowed to participate in any clinical experiences and/or a hold will be placed on the next semester’s registration. (If a candidate is uncomfortable submitting the results of a background check, he or she may opt to open the envelope in the presence of a SOE official.) Individual results will not be shared with placement sites.

PROGRAM FACULTY

Anthony Adamowski is a graduate of Loyola’s school psychology program and has worked for the Chicago Public Schools first as an intern and then as a practicing school psychologist since 1991. He routinely serves as a field supervisor for both interns and practicum students. Over the years, Anthony has taught several courses in the school psychology and special education programs at Loyola and now regularly teaches CIEP 480, Assessment of School Age Children and Adults. Anthony has twice served as president of the Illinois School Psychologists Association (NASP); he also served two terms as the Illinois Delegate to the National Association of School Psychologists (NASP) and four years as a member of the NASP Executive Council. Presently, Anthony serves as Chair of the NASP Summer Conference Workgroup, Chair of the ISPA Budget, Planning, and Development Committee, and as a member of the ISPA Convention Committee. His professional interests include school-based assessment techniques, academic and behavioral consultation, and multi-tiered systems of student support.

Michael Boyle is the Assistant Director of the Andrew M. Greeley Center for Catholic Education at the School of Education-Loyola University Chicago. Dr. Boyle has worked in education in a variety of settings and roles. As a school psychologist at both the high school and elementary levels, he worked with students across a broad range of areas of exceptionality. He has also served as a special education administrator in several public school districts. Additionally, Dr. Boyle served as principal in a large Catholic elementary school. Dr. Boyle was recently named the 2014 recipient of the C. Albert Koob Merit Award from the National Catholic Education Association for significant contributions to Catholic education. Presently, Dr. Boyle is the author of the “Sustaining Outstanding Schools” column, published in the NCEA Notes newsletter. He also served on the governing board of Catholic Education: A Journal of Inquiry and Practice. The National Catholic Education Association published Dr. Boyle’s book, Response to Intervention: A Framework for Catholic Schools, in April 2010. He has also contributed a chapter to the recently published book, “Scholarly Essays on Catholic School Leadership: Research and Insights on Attaining the Mission of Catholic Schools” (NCEA, 2012).

Dr. Boyle has provided professional development programs to a number of Catholic schools and across the country in the areas of creating inclusive practices in the Catholic school setting, school-based problem solving teams, and critical thinking skills. Within the School of Education, Dr. Boyle teaches courses in multi-tiered systems of support, mission driven leadership and ethics.

Gina Coffee is an Associate Professor in the School Psychology program at Loyola University Chicago. Dr. Coffee earned a PhD in Educational Psychology, with a specialization in School Psychology, from the University of Wisconsin-Madison. Prior to joining the faculty at Loyola University Chicago, she provided psychological services to children in grades K-12 and was a faculty member in the School Psychology program at Sam Houston State University. Dr. Coffee’s teaching, scholarship, and practice are focused on the prevention of academic, behavioral, social, emotional, and health difficulties of children through collaboration with educators, families, and community members. She teaches courses in behavioral and social-emotional assessment and intervention, research methods, and single-case research designs. Dr. Coffee has delivered professional presentations, authored/co-authored refereed publications, and independently secured funding to fund graduate student training and her research program. She has co-authored Early Childhood Education: A Practical Guide to Evidence-Based, Multi-Tiered Service Delivery (Routledge, 2013) and is currently co-authoring two books addressing the promotion of sexual health among youth and the provision of school supports for children of military families, respectively. In 2010, she was awarded an Early Career Research Award by the Society for the Study of School Psychology. Dr. Coffee is an editorial board member for the Journal of School Psychology and Psychology in the Schools and an ad-hoc reviewer for the Journal of Applied School Psychology. She has also served as an Associate Editor for the Journal of Educational and Psychological Consultation.
Pamela Fenning is a Professor in the School Psychology program at Loyola University Chicago, a certified school psychologist and a licensed clinical psychologist in Illinois. She is the program co-director for the Research and Psychology in the Schools Affinity Group at Loyola University Chicago. Her teaching interests focus on positive behavioral interventions and supports, the development of proactive discipline policies, as well as prevention and intervention strategies for students with disruptive behavior disorders. She teaches courses in school-based consultation and the educational needs of exceptional children, systems level consultation and crisis prevention and intervention strategies. She is conducting research on effective discipline policies and strategies with ethnically and culturally diverse children and adolescents. She has published widely in the area of school discipline and equity in behavioral approaches in educational settings and has two books under contract with Dr. Gina Coffee; one related to school supports for military families and a second related to sexual health of adolescents. A related research interest concerns integrating positive behavioral supports into discipline practice and procedures. She is co-chair of the NASP Child and Professions Committee and serves as an ad hoc reviewer for the School Psychology Review and is on the editorial board of Journal of School Violence.

Lynne Golomb is a nationally certified school psychologist and is currently the program co-chair for School Psychology Program and Affinity group Leader at Loyola University Chicago. She was previously a practicing school psychologist in a developmental 0-3 program and is an advocate for early assessments and interventions for disabled children. She brings over twenty years of experience as a school-based practitioner to her role, as well as over twenty years supervising the school psychology clinical programs. She is interested in early intervention strategies and providing all children with the tools to reach their potential. She is currently working on research related to the synergy between University training programs and school district expectations for intern school psychologists. Her team has developed a newsletter that is shared with the field supervisors around issues of ethics and decision making. She has afforded them opportunities for consultation and input regarding changes needed to meet the field based practice of school psychology. She has worked extensively with the programs in Illinois to develop innovative and meaningful internship experiences that provide the Loyola students the tools to be outstanding professionals in the field.

Diane Morrison received her Bachelor of Arts in Education from Ohio State University, her Masters of Arts in School Psychology from Illinois State University, and her Doctorate of Education from Loyola University-Chicago. Dr. Morrison started her career in school psychology with the LaGrange Area Department of Special Education in LaGrange, Illinois. She retired as the Director of Support Services for the Northern Suburban Special Education District in Highland Park, Illinois where she coordinated and supervised the direct services staff. She was also responsible for coordinating the district’s Flexible Service Delivery/Problem Solving and Response to Intervention initiatives. Currently, Dr. Morrison is on the faculty of Loyola University – Chicago, Department of Education and is Executive Director of the Center for School Evaluation, Intervention and Training. She also serves as a consultant for numerous school districts and cooperatives across Illinois. She serves on several committees for the National Association of School Psychologists including the Blueprint Committee that recently published its third edition of School Psychology: A Blueprint for Training and Practice.

Markeda Newell earned her BS in Elementary Education at the University of Southern Mississippi. Dr. Newell went on to obtain her MS and PhD in Educational Psychology at the University of Wisconsin-Madison. Dr. Newell has two primary research areas: 1) consultation competency development and 2) multicultural competency development. More specifically, Dr. Newell uses computer-simulation to assess the consultation and multicultural competency of pre-service as well as in-service school psychologists. She also analyzes and develops multicultural curriculum and other training experiences in school psychology. Her research is closing aligned with her teaching and service activities. To explain, Dr. Newell primary teaches courses in school-based consultation, multiculturalism, and evidence-based interventions. Dr. Newell is actively involved in national service as she is an Associate Editor for the Journal of Educational and Psychological Consultation while also serving on several editorial boards. Dr. Newell also serves on several national committees (e.g., American Psychological Association Division 13 Committee on Guidelines for Consultation Training, Coalition for Psychological Science in Education, and Division 16 Globalization Working Group).

Ross Pesce is a nationally certified school psychologist and licensed clinical psychologist. He is a recognized expert in violence prevention and uses this knowledge in his teaching. As a bilingual school psychologist, his years of experience and expertise enhance the program. He serves as the Clinical Coordinator for the School Psychology Program. He serves on the National Association of School Psychologists’ National School Safety and Crisis Response Committee. His research, presentations, and publications are primarily focused on school/community partnerships around mental health services and school and community crisis prevention and intervention including school based gang prevention programming. Service interests include serving on the
Don Sibley is a retired school psychologist, a nationally certified school psychologist, a past president of the Illinois School Psychologists Association, co-chair of ISPA’s Governmental Affairs Committee, and a NASP reviewer for the NCSP. Prior to joining the faculty at Loyola University Chicago Don worked as a school psychologist in Arlington Heights Public School District 25 for 34 years. In the mid-1990’s he was one of the early proponents of Response to Intervention, at that time called Flexible Service Delivery System. He supervised interns and practicum students from 16 years. He has long supported the “scientist-practitioner” model encouraged by NASP and has presented numerous papers and posters at NASP conventions. He has specific research interests in the areas of literacy and system evaluation. He currently teaches courses on academic assessment and Response to Intervention. Additional teaching interests are in research-based practices and system evaluation.

David Shriberg received his doctorate in School/Counseling Psychology from Northeastern University in Boston. He is an Associate Professor of School Psychology (School of Education) at Loyola University Chicago. Dr. Shriberg is the Editor of Journal of Educational & Psychological Consultation, the lead editor of School Psychology and Social Justice: Conceptual Foundations and Implications for Practice (Shriberg, Song, Miranda, & Radliff, 2012), a Contributing Editor of the Communiqué (published by the National Association of School Psychologists), a former president of Trainers of School Psychologists, a book series editor for the American Psychological Association, and the founder and former co-chair of a national network of school psychologists committed to social justice. His scholarly work focuses on topics related to social justice, leadership, bullying, and ways in which families, schools, and communities can collaborate to support the academic and social-emotional development of students. To date, he has edited six books, guest-edited three special topic journal issues, authored over four dozen articles and book chapters, and has made approximately 100 presentations at the local, regional, national, and international level.

Dr. Shriberg either has taught or is currently teaching eight different school psychology courses over the past four years, primarily focused on topics related to the roles and functions of school psychologists, social justice, leadership, and family/school collaboration. During the 2012-13, he was nominated by his students and ultimately received the “Distinguished Faculty Award for Excellence in Teaching” from the School of Education.

Dr. Shriberg leads an active research team consisting of approximately 15 Ed.S., Ed.D., and Ph.D. students. As of Fall 2014, this team was working on four projects. One of these projects relates to the application of social justice principles to school psychology practice, two relate to anti-bullying work in schools (one of these projects is with an elementary school, the other is with a middle school), and the fourth focuses on providing systemic consultation and direct service support to an organization that provides free tutoring to students in Chicago from low income backgrounds. Dr. Shriberg presents and publishes regularly with students from this team and always welcomes new team members.

Martha Ellen Wynne has expertise in the traditional Educational Psychology areas of learning, development, and research methodology, particularly survey research design and construction. Currently, she is teaching in both the School Psychology and Research Methodology programs. Her longstanding interest in the welfare of children who are marginalized in schools due to emotional/behavioral problems, homelessness, race or SES is reflected in both her teaching and research. With several doctoral and Ed. S. students, she directs The Home-School-Community Research Team that focuses on interrelationships among these facets of life for children and youth who are homeless or highly mobile, are from families with low SES status, are disabled or otherwise traumatized by social injustices that exist throughout society. As a former Due Process Hearing Officer for the State of Illinois, she currently engages in research and child advocacy work to empower parents of children who are homeless and those with special needs to obtain equitable services under existing federal and state law. Most of these efforts are on behalf of parents who are socioeconomically unable to pursue their children’s rights as envisioned by the congressional authors of the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) and The McKinney-Vento Act (MCK-V, 2007). As of Fall, 2014, a research team of approximately 12 Ed.S., Ed.D., and Ph.D. students is pursuing projects related to therapeutic interventions for children who have been traumatized by homelessness and multiple foster care placements, the role of MCK-V Liaisons in schools and the community, and the intersection of Mck-V, IDEIA, and child welfare legislation. There are many opportunities for student initiative on the H-S-C Research Team including a Ph.D. student team leader as well as group project leaders. This team is open to new students with ideas for research in areas related to the team’s interests.

Currently Dr. Wynne teaches one course in the School Psychology Ed.S. program (CIEP 410 Legal Issues: Educational
The School Psychology Program at Loyola is enhanced by the part-time faculty who bring a wide range of diverse experiences to the program and add their clinical expertise to the academic setting. These include but are not limited to:

**Kathy Pluymert** is currently serving as the Assistant Superintendent for School Improvement in Community Consolidated School District 15 in Palatine, Illinois. She has over 30 years' experience as an educator, having worked as a district level administrator, school psychologist, program coordinator, teacher, university faculty, and supervisor. Kathy's primary research and publication focus has been in the areas of implementing and evaluating innovative programming including Multi-Tier Systems of Support, Positive Behavioral Supports and School Based Mental Health. She has served as an invited speaker and frequent conference presenter in the areas of Common Core State Standards Implementation, Response to Intervention, Positive Behavioral Supports, and Systems Based Organizational Development. Kathy has served for 20 years as a leader in National Association of School Psychologist, having been a member of the Executive Board for over 15 years and has received numerous Presidential Awards to recognize her contributions and leadership. Most recently, she has provided leadership in the areas of Professional Standards and Strategic Planning/Organizational Development.

**Mary Satchwell** is a School Psychologist serving on the Early Childhood Diagnostic Team for Community Consolidated School District 64 in Park Ridge, Illinois. She is a nationally certified school psychologist and a member of the Governing Board for the Illinois School Psychologists Association. Mary was appointed to the Illinois Children's Mental Health Partnership in 2013 where she works with mental health colleagues from across Illinois to advocate for policy and procedural support for children's mental health needs. Mary has taught a number of classes as an Adjunct faculty member, including courses related to childhood exceptionals, analysis of behavior, cognitive and human development, as well as counseling skills. Mary's research interests include aligning graduate preparation to school psychology practice, data-based decision making in school, home and school collaboration, supporting children with emotional and behavioral problems, special education service delivery in charter schools, and contemporary models of leadership in education and related fields. She has presented her research at state and national School Psychology conferences and workshops and regularly provides supervision to school psychology interns.

**Dennis Simon** is a licensed school and clinical psychologist. He has many years of experience as a psychologist in both elementary and secondary school settings. He was the director of NSSEO Timber Ridge Therapeutic Day School for 14 years. He specializes in assessment, treatment, and program development for children and adolescents with severe emotional, behavioral, and learning disorders. His therapeutic orientation integrates cognitive-behavioral, systemic, and systematic social and coping skills training approaches. His current work focuses on the differentiated application of evidence-based therapeutic interventions within the school setting. An additional focus is supervision within school psychology including development of the Developmental/Ecological/Problem-Solving (DEP) Supervision Model. He serves as a consultant to supervisors in the Illinois School Psychology Internship Consortium. Current course instruction includes therapeutic interventions, consultation for system change, program development, and clinical supervision.

**Laura Swanlund** is a nationally certified school psychologist, and has a Professional Educator License in School Psychology and General Administration in Illinois. She is the School Psychologist Coordinator and Positive Behavior Intervention Supports (PBIS) Coordinator for Palatine School District 15. She worked as a school psychologist for seven years and as a PBIS district external tier 2/3 coach for two years. Laura teaches courses within the School of Education such as research methodology, quantitative statistics, applied research, and educational needs for exceptional children. She provides professional development for school personnel about Multi-Tiered Systems of Support (MTSS) for social, emotional, and academic needs, response to intervention for English Language Learners, and applied program evaluation. She was a member of the IL PBIS Leadership Team Equity work group and conducts numerous state and national professional conference presentations.
APPENDIX I: DISPOSITIONS

PROFESSIONAL DISPOSITIONS

CANDIDATE________________________________________________
<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>Candidate demonstrates an ability to work well with others and lead new initiatives in the schools and show leadership qualities in professional settings</td>
<td>Candidate demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Candidate fails to demonstrate professional behavior in the academic or work setting.</td>
</tr>
<tr>
<td>Candidate meets all deadlines</td>
<td></td>
<td></td>
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<tr>
<td>Candidate is able to work with their peers on assignments</td>
<td></td>
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<tr>
<td>Candidate attends class and maintains professional appointments is punctual for all professional obligations.</td>
<td></td>
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<tr>
<td>Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work</td>
<td></td>
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<tr>
<td>Candidate communicates promptly with faculty, supervisors, employers, fellow students (no longer than 2 business days)</td>
<td></td>
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<tr>
<td>Candidate uses technology in the classroom only for academic purposes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Candidate dresses in an appropriate manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate papers are free of grammatical errors.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Candidate papers are free of data reporting errors and fabricated data</td>
<td></td>
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<tr>
<td>Candidate is able to express him/herself orally with peers, faculty and within the schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fairness</strong></td>
<td>Candidate is able to demonstrate exceptional</td>
<td>Candidate respects the learners and other</td>
<td>Candidate fails to consider the situation of others in making</td>
</tr>
<tr>
<td>Ability</td>
<td>Professional</td>
<td>Professional</td>
<td>Professional</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>ability to understand the situations of others and responds in an appropriate proactive manner</td>
<td>professionals, parents and members of the community by promoting equitable treatment of those they encounter in the work environment.</td>
<td>professional decisions and act inequitably.</td>
<td></td>
</tr>
<tr>
<td>Candidate is able to reflect and respect other points of view</td>
<td></td>
<td></td>
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<tr>
<td>Candidate is supportive of others</td>
<td></td>
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<tr>
<td>Candidate is empathetic with others</td>
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</tr>
<tr>
<td>Candidate is able to accept supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students can learn</td>
<td>Candidate demonstrates instructional leadership by implementing innovative techniques with students having the most significant learning needs.</td>
<td>Candidate believes and demonstrates in practice that all students, regardless of severity of learning needs, are capable of making instructional progress.</td>
<td>Candidate fails to understand the differentiated learning needs of all students</td>
</tr>
<tr>
<td>Candidate is sensitive to cultural differences</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Candidate respects the diversity of learning styles</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Candidate uses the framework of social justice in decision making</td>
<td></td>
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</tr>
</tbody>
</table>

Comments:

Signature:

__________________________________________________   _________________  
Candidate                                  Faculty      Date

APPENDIX II: PREREQUISITE AND EXAM INFORMATION

<table>
<thead>
<tr>
<th>Prerequisite Courses: Exceptional Child and Research Methods/Statistics Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fall 2014, all candidates must earn a grade of B or above in an Exceptional Child course and Research Methods/Statistics course (undergraduate or graduate level) before entering the program. Prior to the start of the first year of study, candidates must provide the School Psychology department with an official transcript documenting</td>
</tr>
</tbody>
</table>
Illinois Licensure Testing System (ILTS): Test of Academic Proficiency (TAP)

Beginning Fall 2014, Loyola school psychology candidates are required to pass the Test of Academic Proficiency (TAP) before entering the program. Please see the below information regarding passing scores, as well as the option to submit ACT or SAT scores in lieu of the TAP scores. Candidate’s TAP scores must be sent to Loyola University – Chicago. Please see the below directions for sending scores to the university. Scores must be submitted to the School Psychology program prior to the fall semester of the first year of study.

Scoring Qualifications (from the Illinois Licensure Testing System website):
The TAP is scored as four independent subtests. To pass the TAP, you must achieve a scaled subtest score of 240 or higher on each of the subtests: Reading Comprehension, Language Arts, Mathematics, and Writing. If any of your subtest scores do not meet or exceed a scaled score of 240 or higher, you will not pass the TAP until you receive a passing score on each of the four subtests. **Note that if you have passed one or more Basic Skills subtests after September 11, 2010, the passing score(s) will count toward the passing of the TAP.**

ACT/SAT Score Substitutions (from the Loyola University – Chicago School of Education website):
Candidates for admission to licensure programs may apply using ACT/SAT scores that meet the following requirements:

- **Composite ACT Plus Writing score of at least 22; or a composite (mathematics and critical reading) SAT score of 1030. The writing subtest must have been taken for each test.**
- **Not have failed the TAP five times.**
- **The official score report cannot be more than ten years old at the time of this application and submission to ISBE.**

Candidates who wish to apply the ACT/SAT scores must:

- **Follow steps 1-3 of these instructions** to create an account in ELIS (Educator Licensure Information System)
- **If using the ACT, submit an official score report to the Illinois State Board of Education, Division of Educator Certification, 100 North First Street, S-306, Springfield, IL 62777. Their institutional code is 3001.**
- **If using the SAT, submit an official score report to the Illinois State Board of Education, Division of Educator Certification, 100 North First Street, S-306, Springfield, IL 62777. ISBE does not currently have specific code.**
- **ISBE will destroy score reports if an ELIS account is not activated within 30 days of receiving the official score report.**

Directions for registering for the ILTS TAP:
2. Click Register Now.
3. Click Create an Account (or sign in using your username and password).
5. Read the two-part process directions. Click Next.
6. Review your personal information. Click Next.
7. Read confirm you have read the statement regarding email messages. Click Next.
8. Confirm you are the person taking the test. Confirm you have read the retake policy. If alternative testing arrangements are needed, check the appropriate box. Click Next.
9. Select the Test of Academic Proficiency. Click Next.
10. Select Complete test (all four subtests) in a single 5-hour session.
11. Select Loyola University from the Colleges and Universities with Approved Programs drop-down menu. Click Add. Click Next.
12. Indicate if you wish to receive your scores via email. Click Next.
13. Click Seeking admission to an Illinois-approved educator preparation program. Click Next.
14. Complete the remaining steps to pay for your assessment.

### Illinois Licensure Testing System (ILTS): School Psychology Content Exam

Loyola school psychology candidates are required to pass the ILTS School Psychology Content Exam no later than the spring semester prior to internship year. Register for the School Psychology Content exam at the ILTS website (http://www.il.nesinc.com/). Candidate’s School Psychology Content Exam scores must be sent to Loyola University – Chicago.

**Scoring Qualifications (from the Illinois Licensure Testing System (ILTS) Website)**

*Scores for the content-area tests are reported on a scale from 100 to 300. A total test scaled score of 240 or above is required to pass these tests. Candidates with a total test score below 240 do not pass the test.*

Study resources can be found at the ILTS website: ILTS School Psychology Study Resources

### Praxis: NASP Nationally Certified School Psychologist (NCSP) Exam

Loyola school psychology candidates are required to pass the Praxis NASP Nationally Certified School Psychologist (NCSP) Exam prior to summer before your internship. Candidate’s Praxis scores must be sent to Loyola University –
Chicago AND the National Association of School Psychologists (NASP). **If the score is not sent to NASP, candidates will not become NCSP and will be required to pay an additional fee to send the score to NASP.**

Candidates will submit scores to NASP and Loyola University – Chicago using agency/university codes. The NASP code is 1549. The Loyola University – Chicago code is 1412. **These codes are subject to change. When registering online, please be sure the code is accompanied by the appropriate agency/university name (Loyola or NASP) prior to completing your registration.** Please see the below information regarding passing Praxis scores.

Information regarding the exam: [Overview of the National Association of School Psychologists (NASP) Nationally Certified School Psychologist (NCSP) Requirements](#)

Information regarding qualifying scores: [NASP NCSP Exam Qualifying Score Information](#)

Preparation materials: [Praxis Preparation Materials](#)

Register for the Praxis NASP NCSP Exam here: [Praxis Registration](#)

Past students have used the following study guides:


**Be sure to print hard copies of your exam scores for your own files. **

**APPENDIX III: ED.S. PORTFOLIO**

**PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY**

**Domain 1**

**Domain 1: Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
Problem Solving Case Report
(DUE FEBRUARY 1st)

The following tasks must be completed and documented in the report:

Introduction
- Provide sanitized identifying information (e.g. student and teacher name, grade, age, school, dates of service, report date, etc.) that protects student's confidentiality.
- State referral problem.
- Complete at either practicum or internship site

Problem Identification
- Review the student's relevant academic background and current educational functioning.
- Interview the student's teacher to determine the student's current academic functioning and the desired level of functioning.
- Review permanent products and/or individual and/or class-wide academic functioning assessment that has been collected previously.
- If data collected during the problem identification stage indicates the problem may be academic in nature, then CBM probes may be administered in the academic areas of concern.
- Determine if problem is a skill deficit or performance deficit.
- Document a discrepancy between expectations and what is occurring.
- Collaboratively define target behavior in behavioral terms.
- Collect baseline data with a minimum of 3 data points – sufficient data to establish stability. Baseline data are graphed.

Problem Analysis
- Complete a survey level assessment when appropriate.
- Complete an FBA that includes structured observations over multiple settings including student and teacher interviews where the function of the behavior is hypothesized and a replacement behavior is operationally defined.
- Develop hypotheses for why the problem is occurring and choose ones with convergent data to support it.
- Collaboratively develop an intervention. The intervention is functionally related to the identified problem (linked to, and driven by, assessment data); is acceptable; is easy to implement; and defines what will occur, who will implement the intervention, where it will occur, and when it will be implemented.

Plan Implementation
- Determine if the plan is supported by research.
- Conduct training in intervention implementation.
- Ensure the intervention is implemented over a period of not less than 5 weeks with minimum 10 data points collected.
- Establish a plan/checklist to monitor treatment integrity and report outcomes. If inadequate levels of treatment integrity are noted, conduct a booster training session.

Plan Evaluation
- Present baseline, goal, aimline and intervention in a graphical format.
- Analyze intervention data in relation to baseline data.
- Analyze treatment integrity data.
- If plan was not successful, provide a clear explanation regarding hypothesis and why intervention failed.
- Propose recommendations for modifying the intervention, if needed.
- Provide recommendations for maintenance and generalization of student outcomes.
<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>All tasks are completed and meet stated expectations. The student’s confidentiality is protected. The referral problem is clearly stated.</td>
<td>All tasks are completed. The student’s confidentiality is protected. The referral problem is somewhat clear.</td>
<td>All tasks are not completed. The student’s confidentiality is not protected. The referral problem is unclear.</td>
</tr>
<tr>
<td><strong>Problem Identification</strong></td>
<td>All tasks are completed and meet stated expectations. The identified problem is clearly defined in behavioral terms in enough detail for an outside observer to measure the behavior. Enough baseline data (with methods appropriate to the identified problems) are collected to establish stability.</td>
<td>All tasks are completed. The identified problem is somewhat clear and/or measurable. Methods to collect baseline data are not ideal for the identified problem.</td>
<td>All tasks are not completed or the identified problem is unclear, not defined in behavioral terms, or not observable and measurable. Methods to collect baseline data are inappropriate for the identified problem and/or enough data points are not gathered.</td>
</tr>
<tr>
<td><strong>Problem Analysis</strong></td>
<td>All tasks are completed and meet stated expectations. All factors (setting events, antecedents, consequences) that may contribute to the identified problem are thoroughly identified and analyzed. An appropriate intervention, linked to the assessment data, is collaboratively developed.</td>
<td>All tasks are completed. All factors that may contribute to the identified problem are adequately identified and analyzed. It is not clear whether or not the intervention, linked to the assessment data, is collaboratively developed.</td>
<td>All tasks are not completed. All factors that may contribute to the identified problem are not adequately identified. The intervention is not clearly linked to assessment data and/or is not collaboratively developed.</td>
</tr>
<tr>
<td><strong>Plan Evaluation</strong></td>
<td>All tasks are completed and meet stated expectations. The plan is critically evaluated and recommendations for maintenance and generalization are stated. The evaluation demonstrates an ability to critically reflect upon the case.</td>
<td>All tasks are completed. The plan is sufficiently evaluated.</td>
<td>All tasks are not completed. Plan evaluation is unclear, and conclusions are not drawn from the collected data. Maintenance and/or generalization are not addressed.</td>
</tr>
<tr>
<td><strong>Complete Report</strong></td>
<td>Report must receive Target on all 5 sections or Target on 4 sections and Acceptable on 1 section.</td>
<td>More than 1 section receives a rating of Acceptable. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the complete report.</td>
</tr>
<tr>
<td><strong>Domain 1 Standard II Competency 2b Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
</tbody>
</table>

**Overall** | **Target** | **Acceptable** | **Unacceptable** |
Domain 2

Domain 2: Consultation and Collaboration

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

PBS Consultation and Collaboration Case
(DUE FEBRUARY 1st)

All of the following components must be documented in the written report:

- Problem is identified in behavioral terms (i.e. at a classroom, building or system level)
- Data collection methods include structured observations and teacher interviews
- An assessment of the academic and functional level of the students in the classroom is documented when appropriate
- Intervention is designed after hypothesizing about one or more possible functions of the behavior(s)
- A target goal and/or expectations are identified in behavioral/measurable terms
- Target behaviors are utilized in defining the baseline data
- Baseline data is collected over time with a minimum of three data points
- Information is provided in the narrative about expected behavioral changes
- An intervention at the classroom or building level is devised, which specifies what will occur, who will implement the intervention, where the intervention will occur, and when the intervention will be implemented
- Intervention data points are collected over time
- Baseline, goal, aim line and intervention is adequately reflected in a graphical format
- If unsuccessful, report contains clear explanation addressing the specific hypotheses and why intervention may have failed and recommendations for intervention adjustment
- Confidentiality of students is protected
- Completed at practicum or internship site
<table>
<thead>
<tr>
<th>Problem Identified in Behavioral Terms</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection Includes Structured Observations and Teacher Interviews</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic and Functional Level of Students is Documented When Appropriate</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention is Designed After Hypothesizing About 1 or More Possible Functions of the Behavior(s)</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Goals/Expectations are Identified in Behavioral Terms</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Behaviors are Utilized in Defining Baseline Data</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Baseline Data Collected Over Time (Minimum of 3 Data Points)</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information is Provided in the Narrative About Expected Behavioral Changes</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention at the Classroom or Building Level is Devised, Specifies What Will Occur, Who Will Implement Intervention, Where It Will Occur, When Implemented</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
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<td>Benchmark is incomplete or not evident in the report.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention Data Points Are Collected Over Time</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
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<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
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</table>

<table>
<thead>
<tr>
<th>Baseline, Goal, Aimline, and Intervention are Adequately Reflected in Graphical Format</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
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</tr>
<tr>
<td>Category</td>
<td>Acceptable</td>
<td>Target</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Domain 2 Standard III Total Assessment</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
<tr>
<td>Complete Report</td>
<td>All benchmarks are complete and evidence of each is included in the report.</td>
<td>All benchmarks are completed and evidence of each is included in the report.</td>
<td>One or more benchmark is incomplete or not evident in the report.</td>
</tr>
<tr>
<td>Completed at Practicum or Internship Site</td>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
</tr>
<tr>
<td>Confidentiality of Students is Protected</td>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
</tr>
<tr>
<td>If Unsuccessful, Report Contains Clear Explanation Addressing Specific Hypotheses and Why Intervention May Have Failed; Recommendations for Intervention Adjustment</td>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
</tr>
</tbody>
</table>
Domain 3

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

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

Academic Case Report

** ONLY FOR STUDENTS SUBMITTING THE PORTFOLIO FALL 2014 OR LATER **
(DUE FEBRUARY 1st)

Complete one problem-solving problem-solving case (resulting in a case report) in the schools. Casework involves applied work in the schools with teachers and students and is likely to require, on average, approximately 1-2 hours in the schools per week. Students will work in pairs. The report will include four different assessment methods (review, interview, observation, test) along four different domains (curriculum, instruction, environment, and learner). The emphasis is on the conclusions (decisions) that are made at each step in the problem-solving process (Problem Identification, Problem Analysis, Plan Development, Plan Implementation, Plan Evaluation) based on the data you have collected (not just the summary of the quantitative information).

I. Introduction (use pseudonyms to protect confidentiality)
   A. Include a sanitized identifying information section at the beginning of the report (e.g., student & teacher name, birth date, grade, age, school, dates of service, report date, etc.) that protects confidentiality
   B. Demographic information on the child (include ethnicity & language)
   C. Brief educational history and current educational functioning
   D. Purpose of the case (i.e., address referral concern, graduate training)

II. Problem Identification
   A. Referral concern
      - Report results of the teacher interview and describe what the academic difficulty looks like according to the teacher; report results of any existing data the teacher/school might have; state the interventions that have been tried in the past
   B. Report results of the student interview
   C. Report and interpret results of 2-3 school observations. Make sure you describe the settings in which you observed.
   D. CBM and additional academic data
      - Description of assessment system
      - Benchmark assessment/screening results
      - How does the student’s performance compare to the assessment system’s benchmark goals?
      - Provide examples and details of what the academic behavior/skill “looked” like
   E. Determine if the academic difficulty is a skill deficit or a performance deficit
Based on the collected data, state the target academic behavior(s) – operationalized definition of the academic difficulty

Specific setting/situations for change (probably during the academic subject)

Description of assessment or data recording procedures (explanation of how you will collect baseline data – e.g., R-CBM probes, 3 sets of 3)

Rationale for use of data collection procedures

III. Problem Analysis
   A. Presentation (graph) and discussion of baseline data
   B. Report process of survey level assessment and interpretation of results
   C. Description of the results of the problem analysis teacher interview
   D. State hypotheses for why the difficulty is occurring and choose one with convergent data to support it
   E. Description of identified goal and benchmarks (GAS)

IV. Plan Implementation
   A. Brief description of the selected plan
      i. Address acceptability (AIRS data), personnel involved, setting and time, resources, etc.
      ii. Consider how new or appropriate existing academic behaviors will be promoted and academic difficulties will be reduced.
      iii. How might maintenance and generalization of academic skills be facilitated?
   B. Discussion of how the selected intervention is specifically linked to the information/data gathered during problem identification and problem analysis
   C. Description of procedures for monitoring progress (i.e., GAS and continuation of data collection procedures used during baseline)
   D. Description of procedures for improving treatment integrity (e.g., treatment manual or script, intervention role play, treatment integrity checklists, and/or performance feedback)

V. Plan Evaluation
   A. Summarize treatment integrity data
   B. Report results of an additional 1-2 school observations
   C. Graph the CBM data you collected (on the same graph as the baseline data)
   D. Graph and describe GAS results
   E. Describe the outcomes of the intervention (e.g., information collected during the problem evaluation interview, observation results, norm-referenced test results, inspection of GAS, comparison of intervention CBM data to baseline data)
   F. Describe any intervention side effects
   G. Summarize results of AIRS and CSQ

VI. Summary and Recommendations
   A. Summary of results obtained
   B. Discussion of effectiveness
   C. Suggestions for increasing program effectiveness
D. Suggestions for future follow-up
E. Include signature and date lines

VII. Writing and Organization
A. Writing is clear and concise, without spelling or grammatical errors
B. Use of headings
Rubric for Domain 3: Academic Case Report

<table>
<thead>
<tr>
<th>Domain 3 Standard IV Element 4.1 Total Assessment</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
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<table>
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<tr>
<th>Overall</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tasks are comprehensively completed and meet stated expectations. The student’s confidentiality is protected.</td>
<td>All tasks are completed. The student’s confidentiality is protected.</td>
<td>All tasks are not completed. The student’s confidentiality is not protected.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Identification</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tasks are comprehensively completed and meet stated expectations. The academic referral concern and identified difficulty are clearly defined in behavioral terms in enough detail for an outside observer to measure the behavior. Enough baseline data (with methods appropriate to the identified problems) are collected to establish stability.</td>
<td>All tasks are completed. The academic referral concern and identified difficulty are somewhat clear and/or measurable. Methods to collect baseline data are not ideal for the identified problem.</td>
<td>All tasks are not completed or the academic referral concern and identified difficulty are unclear, not defined in behavioral terms, or not observable and measurable. Methods to collect baseline data are inappropriate for the identified problem and/or enough data points are not gathered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Analysis</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tasks are comprehensively completed and meet stated expectations. All factors that may contribute to the identified academic difficulty are thoroughly identified and analyzed.</td>
<td>All tasks are completed. All factors that may contribute to the identified academic difficulty are adequately identified and analyzed.</td>
<td>All tasks are not completed. All factors that may contribute to the identified academic difficulty are not adequately identified.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan Implementation</th>
<th>Target</th>
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<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tasks are comprehensively completed and meet stated expectations. An appropriate academic intervention, linked to the assessment data, is implemented.</td>
<td>All tasks are completed. It is not clear whether or not the academic intervention, linked to the assessment data, is implemented.</td>
<td>All tasks are not completed. The academic intervention is not clearly linked to assessment data.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan Evaluation</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tasks are comprehensively completed and meet stated expectations. The plan is critically evaluated.</td>
<td>All tasks are completed. The plan is sufficiently evaluated.</td>
<td>All tasks are not completed. Plan evaluation is unclear.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary and Recommendations</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tasks are comprehensively completed and meet stated expectations. The summary and recommendations demonstrate an ability to critically reflect upon the case.</td>
<td>All tasks are completed. A summary and recommendations are complete and clearly presented.</td>
<td>All tasks are not completed. The summary and recommendations are incomplete and/or unclear.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing and Organization</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The report is well-organized and well-written and is free of spelling or grammatical errors.</td>
<td>The report contains few spelling or grammatical errors that do not significantly interfere with understanding.</td>
<td>The report contains numerous spelling or grammatical errors and/or the errors significantly interfere with understanding.</td>
<td></td>
</tr>
</tbody>
</table>
Domain 3

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Full and Individual Evaluation (FIE)
(DUE FEBRUARY 1st)

With the assistance of your practicum supervisor, identify one appropriate case study or full and individual evaluation. This case study or evaluation may be either an initial case study or a re-evaluation. In collaboration with your supervisor, determine which evaluation activities and instruments you will use for each evaluation. (Note: You may or may not be allowed by your district to do all the psychological components and should do only the components in which you are competent.) Your participation must include at least one classroom observation for each case. Your final report should integrate educational implications with the assessment data. You must also participate in the multidisciplinary staff conference and the IEP meeting.

** To protect student privacy, use only the student's first name and delete all identifying student information (e.g. last name, address, parent’s last name, etc.)

The FIE must address BOTH of these specific issues:

1. Student eligibility for special education services clearly identifying the district's criteria for eligibility. The administration of standardized tests must to be part of this evaluation, if appropriate. In order to examine for yourself the potential utility of these measures, you need to be able to administer and interpret these using the district eligibility criteria. Until school districts abandon the use of these measures, it is part of your responsibility to know how to correctly administer and interpret these data gathering measures.

2. Problem solving: Identification of student needs (target behaviors that could be either academic or behavioral in nature) and the development of interventions to address these needs. This will likely require that you do some observations and administer measures that your district may or may not be used to administering. In order to meet this requirement you will need to present target behaviors in behavioral terms (in other words, what is the student doing or not doing as described in an FBA). The target behavior can be academic or behavioral in nature. Identify a replacement behavior. (For example, if the referral is academic, describe the student’s reading skill development utilizing CBM or CBE measures and identify targets for intervention and progress monitoring). Do not use eligibility statements for this part of the assignment. Do not use special education service as the intervention. State specific behaviors and goals that are used in the student’s IEP for this part of the assignment.

The final FIE will consist of several sections:

1. The FIE written in the style and format required by your district. Unless your district is problem solving oriented, this is the source of basic discussions of psychometric tests administered and student eligibility for special education service.
2. A summary sheet for each evaluation that includes the following information (if the information is addressed in the included district report, then indicate that the information is in the report):
   a. Referral question(s) in behavioral terms. What answers was the team looking for through the assessment? If your district is very traditional, ask questions of the teacher or your supervisor to identify these.
   b. Summary of findings in reference to the referral question(s). List each of your referral questions; specifically answer the questions referencing your assessment results. (This is NOT the same as a summary of your test results.)
   c. Based upon the assessment results, what are your recommendations for strategies and interventions to address identified student needs? These need to be specific interventions, and the interventions need to be directly tied to the assessment results. (This is not the same as a traditional recommendation section of a report.)
   d. How did you integrate and interpret the data in order to arrive at the recommended educational strategies and interventions?
   e. What was your role in the CSE process (e.g., social history, medical history, parent interview, observation, etc.)?
   f. What role did other school personnel play in the CSE process?
   g. What assessment procedures did you use? (List all procedures: record review, observations, normed testing, interviews, criterion referenced testing, CBM, etc.)
   h. What assessment procedures did your cooperating psychologist use?
   i. Dates of observation, testing, and meetings. (If not included in the report, you MUST do an observation and include a written summary of the observation in this summary sheet.)
   j. Record review and academic history summary.
   k. Vision and Hearing screening results and dates.
   l. Social history summary.
   m. Primary language spoken in the home. Primary language of the child is defined with an explanation of how the primary language was determined.
   n. If the child’s primary language is not English, how did his/her second language or culture impact the test results?
   o. Medical History summary
   p. If standardized test scores were not listed in the report, list them in the summary. This **must** include subtest and factor scores as standard scores, with confidence intervals. If an LD teacher completed the achievement component of the case study you must include the subtest scores. **ALL** scores must be reported as standard scores with the **confidence intervals** listed.
   q. If the student is 14 or older, then a transition plan **MUST** be included.
   r. If the student obtained an overall cognitive measure of 70 or below, then an adaptive behavior measure must be administered and scored, and findings must be included in the summary report.
   s. Personal reflection on reporting out the results at the MDC/IEP meeting.
   t. What educational strategies and interventions did you take to the MDC and IEP meetings?
   u. What determinations were made at the MDC and IEP meetings?
   v. What suggestions did you make at the MDC and IEP meetings?
w. What goals, objectives, benchmarks and accommodations were finally put into the student's IEP? How did they relate to the assessment results?

Your supervisor must sign off on the copy of the report stating that you completed the CSE and attended the IEP meeting. You will not receive credit for this activity until your supervisor’s original signature is provided.
## Rubric for Domain 3: Full and Individual Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integration of Case Study Components</strong></td>
<td>Candidate follows case study through several stages by completing ALL required components and by thoroughly demonstrating the ability to develop appropriate interventions.</td>
<td>Candidate fails to thoroughly address 1 or 2 of the components of the FIE, while demonstrating the ability to develop adequate interventions.</td>
<td>Candidate fails to thoroughly address 3 or more of the components of the FIE, while demonstrating inadequate ability to develop interventions.</td>
</tr>
<tr>
<td><strong>Background Knowledge</strong></td>
<td>Candidate demonstrates a thorough review of all necessary background information.</td>
<td>Candidate demonstrates an adequate review of background information pertinent to the case study.</td>
<td>Candidate does not demonstrate an adequate review of background information.</td>
</tr>
<tr>
<td><strong>Referral Question</strong></td>
<td>Referral questions specifically answered referencing test results.</td>
<td>Referral questions adequately answered referencing test results.</td>
<td>Referral questions do not reference test results.</td>
</tr>
<tr>
<td><strong>Psychometric Tests</strong></td>
<td>Psychometric tests thoroughly administered and student eligibility for special education service clearly based on these results.</td>
<td>Psychometric tests adequately administered and student eligibility for special education service based on these results.</td>
<td>Psychometric tests not administered or student eligibility for special education service not based on test results.</td>
</tr>
<tr>
<td><strong>Interventions and Recommendations</strong></td>
<td>Interventions are based on thorough integration and interpretation of the data.</td>
<td>Interventions are based on an adequate integration and interpretation of the data.</td>
<td>Interventions are not based on an adequate integration and interpretation of the data.</td>
</tr>
<tr>
<td><strong>Domain 3 Standard IV Element 4.1 Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
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Domain 3

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

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

Impact on Student Learning: Academic Intervention

(DUE FEBRUARY 1st)

The internship experience is a comprehensive, full-time clinical training. During this year candidates produce a wide range of reports and other products that typify the school psychology internship depth and breadth, as enumerated in the internship plan. It is important, as candidates complete their internship, that the impact of academic interventions on students learning is measured. A culminating description of an academic intervention which has been completed during the internship year and which the candidate feels is the best reflection of his or her impact on the student learning in the internship site will be submitted. The written portion should contain a minimum of three pages, as well as whatever charts or graphs are included. The report should include academic and behavioral data (observations, rating forms, benchmark data, survey level assessment, progress monitoring, daily behavior charts, etc.) and the author should demonstrate the effect size of the academic intervention (graphs and charts with explanations).

All reports must include a calculation of percentage of non-overlapping data (PND). To calculate PND, follow these steps:

1. Identify the highest baseline point.
2. Count the number of intervention points that exceed the highest baseline point.
3. Calculate the proportion of non-overlapping to total number of intervention points. 
   Do not use this if the baseline has a zero point.

![Graph showing PND calculation]

\[
PND = \frac{7}{10} = 70\%\
\]

Please indicate whether your intervention was Highly Effective (90% or above), Moderately Effective (70%-89%), Minimally Effective (50%-69%), or Ineffective (50% or below).
Rubric for Domain 3: Impact on Student Learning: Academic Intervention

<table>
<thead>
<tr>
<th>Description of Intervention</th>
<th>Target</th>
<th>Acceptable</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The group of students targeted is described in behavioral terms and uses subject baseline data, which allows the reader to determine eligibility for intervention.</td>
<td>Acceptable intervention is described but limited documentation of evidence-based research supporting this process is given.</td>
<td>The academic intervention does not reflect the need of the presenting problem.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Targeted Group</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic intervention is chosen and discussed based on evidence-based research that addresses the referral questions.</td>
<td>The student group being targeting is delineated with only demographic information and one baseline data point.</td>
<td>Student group ill defined.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results section is well written and articulates the intervention and the outcomes and effect size for academic and behavioral data.</td>
<td>The results section gives limited information regarding effects of intervention and effect size for academic or behavioral data.</td>
<td>No results section or depiction of data is missing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact on Candidate Learning</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate provides an in-depth explanation of the effect of this activity on their personal professional growth.</td>
<td>The candidate is minimally describes impact on professional growth.</td>
<td>The candidate does not describe impact on professional growth.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3 Standard IV Element 4.1 Total Assessment</th>
<th>Target</th>
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<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
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Domain 3: Interventions and Instructional Support to Develop Academic Skills

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

Impact on Student Learning: Behavior Intervention
(DUE FEBRUARY 1st)

The internship experience is a comprehensive, full-time clinical training. During this year candidates produce a wide range of reports and other products that typify the school psychology internship depth and breadth, as enumerated in the internship plan. It is important, as candidates complete their internship, that the impact of behavioral interventions on students learning is measured. A culminating description of a behavioral intervention which has been completed during the internship year and which the candidate feels is the best reflection of his or her impact on the student learning in the internship site will be submitted. The written portion should contain a minimum of three pages, as well as whatever charts or graphs are included. The report should include academic and behavioral data (observations, rating forms, benchmark data, survey level assessment, progress monitoring, daily behavior charts, etc.) and the author should demonstrate the effect size of the behavioral intervention (graphs and charts with explanations).

All reports must include a calculation of percentage of non-overlapping data (PND). To calculate PND, follow these steps:

1. Identify the highest baseline point.
2. Count the number of intervention points that exceed the highest baseline point.
3. Calculate the proportion of non-overlapping to total number of intervention points. Do not use this if the baseline has a zero point.

![Graph showing PND calculation]

PND = 7/10 = 70%

Please indicate whether your intervention was Highly Effective (90% or above), Moderately Effective (70%-89%), Minimally Effective (50%-69%), or Ineffective (50% or below).
Rubric for Domain 3: Impact on Student Learning: Behavior Intervention

<table>
<thead>
<tr>
<th>Description of Intervention</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior intervention is chosen and discussed based on evidence-based research that addresses the referral questions.</td>
<td>Behavior intervention is described but limited documentation of evidence-based research supporting this process is given.</td>
<td>The behavior intervention does not reflect the need of the presenting problem.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Description of Targeted Group</th>
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<tbody>
<tr>
<td>The group of students targeted is described in behavioral terms and uses subject baseline data, which allows the reader to determine eligibility for intervention.</td>
<td>The student group being targeting is delineated with only demographic information and one baseline data point.</td>
<td>Student group ill defined.</td>
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<table>
<thead>
<tr>
<th>Results</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results section is well written and articulates the intervention and the outcomes and effect size for academic and behavioral data.</td>
<td>The results section gives limited information regarding effects of intervention and effect size for academic or behavioral data.</td>
<td>No results section or depiction of data is missing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact on Candidate Learning</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate provides an in-depth explanation of the effect of this activity on their personal professional growth.</td>
<td>The candidate is minimally describes impact on professional growth.</td>
<td>The candidate does not describe impact on professional growth.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3 Standard IV Element 4.1 Total Assessment</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall</th>
<th>Target</th>
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<th>Unacceptable</th>
</tr>
</thead>
</table>
Domain 4

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Functional Behavioral Assessment (FBA) Assignment
(DUE FEBRUARY 1st)

Conduct one functional behavioral assessment of a student.

The FBA can be completed during one of the following courses:

(1) CIEP 482 – Prevention, Assessment, and Intervention: Behavior
(2) CIEP 461 or 463 – Practicum in School Psychology I and II
(3) CIEP 486 – School Psychology Internship
## Rubric for Domain 4: Functional Behavioral Assessment (FBA) Assignment

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Procedure</strong></td>
<td>Teacher interview and 4 behavioral observations. Use at least 2 different observation methods. At least 2 of the 4 observations are ABC observations.</td>
<td>Teacher interview and 3 behavioral observations. Use at least 2 different observation methods. At least 2 of the 3 observations are ABC observations.</td>
<td>Missing teacher interview; fewer than 3 behavioral observations; 1 observation method.</td>
</tr>
<tr>
<td><strong>Interfering behavior</strong></td>
<td>A clear operational definition of the interfering behavior is provided.</td>
<td>The interfering behavior is identified.</td>
<td>The interfering behavior is not identified.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Current levels of occurrence are described and reported on a graph with at least 3 data points.</td>
<td>Current levels of occurrence are described.</td>
<td>Current levels of occurrence are not presented.</td>
</tr>
<tr>
<td><strong>Antecedents</strong></td>
<td>Specifically identify and consider discriminative stimuli, unconditioned and conditioned motivating operations.</td>
<td>Generally identify and consider the antecedents for the behavior.</td>
<td>Antecedents are not identified or considered.</td>
</tr>
<tr>
<td><strong>Individual variables</strong></td>
<td>Specifically identify and consider mediating individual variables and behavior deficits.</td>
<td>Specifically identify and consider mediating individual variables or behavior deficits.</td>
<td>Individual variables are not identified or considered.</td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td>Specifically identify and consider positive, negative and automatic reinforcers.</td>
<td>Specifically identify and consider positive, negative, or automatic reinforcers.</td>
<td>Reinforcers are not identified or considered.</td>
</tr>
<tr>
<td><strong>Hypothesis</strong></td>
<td>Hypothesis statement that is informed by the collected data and provides a clear indication of the hypothesized function of the behavior.</td>
<td>Hypothesis statement that provides an indication of the hypothesized function of the behavior but is not clearly informed by the collected data.</td>
<td>Hypothesis statement is not included.</td>
</tr>
<tr>
<td><strong>Intervention plan</strong></td>
<td>Plan includes competing behavior pathway and recommendations for intervention at all points.</td>
<td>Plan includes competing behavior pathway and recommendations for intervention at most points.</td>
<td>Plan is missing competing behavior pathway or recommendations for intervention at most points.</td>
</tr>
<tr>
<td><strong>Monitoring plan</strong></td>
<td>Tool to track replacement behavior is included.</td>
<td>Method to track replacement behavior is described.</td>
<td>No method to track replacement behavior is described.</td>
</tr>
<tr>
<td><strong>Domain 4 Standard IV Element 4.2 Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
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</tr>
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</table>

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domain 4

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Individual Counseling Case OR Group Counseling Experience
(DUE FEBRUARY 1st)

Individual Counseling Case

This assignment includes 3 parts, which must be completed for credit.

I. A Case Conceptualization stated within a Cognitive Behavioral context in which you:
   - Describe student's age, grade, & gender
   - Define the student's presenting problem in behavioral terms.
   - Include any available test data.
   - Discuss cultural context variables
   - Review history and developmental milestones
   - Define hypothesized cognitive variables
     1. Underlying beliefs
     2. Thinking and feeling patterns
     3. Behavior patterns
   - Hypothesize behavioral antecedents and consequences
   - Complete a clinical interview with the child and summarize the findings in the report
   - Develop an anticipated treatment plan using behavioral and cognitive terms
   - Include an IEP in terms of goals and objectives if the student is in a special education setting. If not use the prototype sheet similar to an IEP found in Blackboard
   - Indicate and include instrument or measure you will use to measure progress
   - Hypothesize expected obstacles

II. Complete Progress Notes after each session:
   i. Review the steps of the session structure
      1. Mood check in
      2. Homework review (IF APPLICABLE)
      3. Agenda setting
      4. Session content

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5. Homework assignment (as applicable)
6. Eliciting feedback
   ii. List what was discussed, how the student behaved, how you reacted, why you reacted the way you did, what could you have done differently, comment on your effective affective skills.
   iii. What do you plan on doing/discussing during the next session?
   iv. Should you re-conceptualize the case conceptualization based upon new data?
   v. If you have contact with teachers/and or parents regarding the student this should be listed and described in your progress notes.

III. Once counseling is finished, write an outcome summary report where you summarize
   - the overall issue for the child,
   - the goals you worked on during the year,
   - any changes in the IEP goals,
   - how you measured student growth,
   - present raw and analyzed data and (charts, graphs, etc.)
   - an outcome summary of the progress the student has made

Moreover, include in this section a description of your personal growth in terms of how you dealt with the challenges of the case and the setting in which you provided the counseling. How have you grown as a mental health professional as a result of this case? This section should be given considerable thought and attention and should comprise about half of Part Three.
# Rubric for Domain 4: Individual Counseling Case

<table>
<thead>
<tr>
<th>Component</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of Case Components</td>
<td>Candidate demonstrates total knowledge of the steps of the individual counseling case by thoroughly completing ALL of the components of the individual counseling case.</td>
<td>Candidate demonstrates most knowledge of the steps of the individual counseling case and completes all but one or two of the individual counseling case.</td>
<td>Candidate demonstrates some knowledge of the steps of the individual counseling case.</td>
</tr>
<tr>
<td>Case Conceptualization</td>
<td>Candidate thoroughly completes all components of the case conceptualization demonstrating a complete understanding of the client's background and develops an appropriate treatment plan with behavioral goals.</td>
<td>Candidate adequately completes all components of the case conceptualization, a sufficient understanding of the client's background with an appropriate treatment plan and behavioral goals.</td>
<td>Candidate does not complete all components of the case conceptualization or displays an insufficient understanding of the client's background, or develops an inappropriate treatment plan without behavioral goals.</td>
</tr>
<tr>
<td>IEP Prototype</td>
<td>Candidate completes an IEP/Plan summary form that includes the overall goals of the student and thoroughly describes how goals will be measured.</td>
<td>Candidate completes an IEP/Plan summary form that includes the overall goals of the student and adequately describes how goals will be measured.</td>
<td>Candidate completes an IEP/Plan summary form that fails to include the overall goals of the student or fails to describe how goals will be measured.</td>
</tr>
<tr>
<td>Progress Notes</td>
<td>Candidate turns in complete progress notes according to template after each session including: mood check-in, homework review, agenda setting, session content, homework assignment, and eliciting feedback.</td>
<td>Candidate turns in progress notes according to template after each session.</td>
<td>Candidate fails to turn in progress notes after a client session.</td>
</tr>
<tr>
<td>Summary Notes</td>
<td>Thorough summary report addresses all areas completely demonstrating growth and understanding of the counseling process.</td>
<td>Summary report addresses all areas adequately demonstrating growth and understanding of the counseling process.</td>
<td>Incomplete summary report or candidate does not demonstrating growth and understanding of the counseling process.</td>
</tr>
<tr>
<td>Domain 4 Standard IV Element 4.2 Total Assessment</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
<tr>
<td>Overall</td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>
Group Counseling Experience

This assignment includes 3 parts, which must be completed for credit.

I. Introduction to the Group Counseling Activity: Before the group starts, you will provide a description of each member of the group. This will help you to put the group activity into perspective and will provide you with critical ecological factors to consider in planning activities and evaluating outcomes. Include the following information:

1. Purpose of the group in the overall mental health services delivery model within the school (system context) this would include a documentation of a form of needs assessment that shows how the group activity was chosen.
2. Why each student was selected for this particular group: Describe the group composition and how the members were selected.
3. Each student's academic and behavioral history (Background information)
   For each student in the group describe
   - Teacher concerns
   - Behavioral needs
   - Academic functioning
   - Family background
   - Relevant social, medical or developmental factors
   - Any previous data gathered relevant to the group (e.g. discipline referrals, homework completion, classroom sociograms, playground observations...)
4. What do you hope each student will learn from the group, or your specific stated outcomes or goals for each student
5. Any specific dynamics you hope to facilitate within the group sessions
6. Define the goal or objective for the group, in behavioral, measurable terms. This will be the most important factor in determining group outcomes for the purposes of final summary of group activities and outcomes.

II. Weekly progress notes: Keep progress notes using the prescribed template located in the Handbook/Syllabus after each session, with dates and time, in which you discuss among other things:

1. The goal of the meeting and how it fits into the overall objective of the group
2. The session structure--- what activities were chosen for the session and why
3. How the students reacted to the activity (note any unusual reactions from a student or students)
4. Reflect on your reactions to the group’s behavior
5. Comment on your effective affective skills
6. What you need to do to enhance the group for the next session
7. Any follow up conversations about group members with teachers or parents

III. End of the Semester Report: Summarize the growth each individual student made in the group. How did you measure this growth? Using behavioral terms and measurements are useful. Think about this as you begin the group. What was the overall goal in behavioral terms, what did the behaviors look like, what did you want the behaviors to look
Last update: 5.10.15

like at the end of the year? You are required to present raw (charts, graphs, etc.) and analyzed data and an outcome summary of the progress the students have made. Moreover, include in this section a description of your personal growth in terms of how you dealt with the challenges of group and the setting in which you provided it. How have you grown as a mental health professional as a result of this experience? Reflect on having worked with another person, the co-facilitator, on this assignment. This section should be given considerable thought and attention and should comprise about half of Part III of this assignment.

Rubric for Domain 4: Group Counseling Experience

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of Case Components</td>
<td>Candidate demonstrates comprehensive knowledge of the group counseling experience by thoroughly completing all three components of the group counseling assignment.</td>
<td>Candidate demonstrates knowledge of the group counseling experience. All three components of the group counseling assignment are included with all aspects of each component included.</td>
<td>Candidate demonstrates limited knowledge of the group counseling experience. Assignment is missing one or more of the three components.</td>
</tr>
<tr>
<td>Introduction to the Group Counseling Activity</td>
<td>Candidate thoroughly completes all components of the group’s framework and plan, including the introduction and demonstrating a complete understanding of the group members’ background. Candidate defines the goal or objective of the group in very clear behavioral and measurable terms.</td>
<td>Candidate adequately completes all components of the group’s framework and plan. Candidate provides a sufficient understanding of the group members’ background. Candidate sufficiently defines the goal or objective of the group in behavioral and measurable terms.</td>
<td>Candidate does not complete all components of the group counseling introduction or displays an insufficient understanding of the group members’ background, or does not include group goals and objectives.</td>
</tr>
<tr>
<td>Progress Notes</td>
<td>Candidate turns in complete progress notes according to template after each session. Candidate occasionally includes other aspects of the group counseling sessions not covered on the template.</td>
<td>Candidate turns in progress notes according to the template after each session. Candidate includes responding to all items on the template.</td>
<td>Candidate fails to turn in progress notes after a client session.</td>
</tr>
<tr>
<td>End of Semester Report</td>
<td>Thorough summary report addresses all areas completely demonstrating growth and understanding of the counseling process.</td>
<td>Summary report addresses all areas adequately demonstrating growth and understanding of the counseling process.</td>
<td>Incomplete summary report or candidate does not demonstrating growth and understanding of the counseling process.</td>
</tr>
<tr>
<td>Domain 4 Standard IV Element 4.2 Total Assessment</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
</tbody>
</table>

Overall | Target | Acceptable | Unacceptable
Domain 5

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

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

Development of Action Plan Paper

(DUE FEBRUARY 1st)

Critically examine an area from your professional or professional-in-training experience working in schools (writing about a social justice issue that you saw in practicum is likely a good approach) where you feel that a systems change that would lead to enhanced social justice is needed. Examples might include but certainly are not limited to: gaps in teacher training and support, poor school climate, poor school/family communication, poor assessment/intervention practices, faulty referral and retention norms, ethics violations, etc. For this assignment you will assume that you are going to initiate and lead a systems change effort in this school and you are going to describe your plan of action for facilitating this change.

Specifically, your paper should cover the following areas:

1. Identification of a problem or set of interrelated problems
2. Analysis of factors that are contributing to this problem or set of problems
3. A BRIEF (no more than two pages) description of any pertinent literature that speaks to how one might address this problem or problems
4. Articulation of a strategy or set of strategies to address this problem or problems that is directly connected to your personal theory of leadership as described in Assignment #1 and is clearly linked to steps #1 (problem identification), #2 (problem analysis), and #3 (literature review) of this paper
5. Describe how you would assess progress or effectiveness towards improving this problem or problems, including formative and summative approaches
6. Describe contingencies that would cause you to adapt, expand, or perhaps discard part of your action plan and describe how you see your plan growing and changing over time
# Rubric for Domain 5: Development of Action Plan Paper

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Identification</strong></td>
<td>Problem identified is very clear and measurable.</td>
<td>Problem is somewhat clear and/or measurable.</td>
<td>Problem is not clear or measurable.</td>
</tr>
<tr>
<td><strong>Problem Analysis</strong></td>
<td>Potential contributors to problem are described and analyzed in a very clear and comprehensive way, including considerations of diversity/social justice.</td>
<td>Potential contributors to problem are described and analyzed in a somewhat clear and/or comprehensive way, including considerations of diversity/social justice.</td>
<td>Potential contributors to problems are described and analyzed in an unclear or non-comprehensive way, including considerations of diversity/social justice.</td>
</tr>
<tr>
<td><strong>Lit Review</strong></td>
<td>Items cited in literature review are very pertinent and concisely summarized.</td>
<td>Items cited in literature review are somewhat pertinent or somewhat concisely summarized.</td>
<td>Items cited in literature review are not pertinent and/or nor concisely summarized.</td>
</tr>
<tr>
<td><strong>Strategy/Plan</strong></td>
<td>Strategy/plan is very clear, comprehensive, realistic, and linked to previous three steps.</td>
<td>Strategy/plan is somewhat clear, comprehensive, realistic, and/or linked to previous three steps.</td>
<td>Strategy plan is unclear, not comprehensive, unrealistic and/or not linked to previous three steps.</td>
</tr>
<tr>
<td><strong>Monitor</strong></td>
<td>Evaluation procedures are very clear and realistic.</td>
<td>Evaluation procedures are somewhat clear and/or somewhat realistic.</td>
<td>Evaluation procedures are not clear and/or unrealistic.</td>
</tr>
<tr>
<td><strong>Contingencies/Adaptability/Growth Over Time</strong></td>
<td>Anticipates possible contingencies in a very realistic way and proposes adjustments based on ecological considerations.</td>
<td>Anticipates possible contingencies in a somewhat realistic way and/or adjustments only somewhat reflect ecological considerations.</td>
<td>Anticipates possible contingencies in an unrealistic way and/or adjustments do not reflect ecological considerations.</td>
</tr>
<tr>
<td><strong>Reflects Social Justice</strong></td>
<td>Link to social justice is very explicit, clear, and compelling.</td>
<td>Link to social justice is somewhat explicit, clear, and/or compelling.</td>
<td>Link to social justice is not explicit, unclear, and/or not compelling.</td>
</tr>
<tr>
<td><strong>Domain 5 Standard I Element 5.1 CF 3 Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
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</tr>
</tbody>
</table>

| Overall                               | Target                                                                 | Acceptable                                      | Unacceptable                                             |

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Last update: 5.10.15
Domain 6

Systems-Level Services

Domain 6: Preventive and Responsive Services

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

PREPaRE WS1 Reflection
(DUE FEBRUARY 1st)

In PREPaRE WS1 you learned the importance of balancing physical and psychological safety, termed by the US Department of Education as emotional safety. Psychological safety focuses on the emotional and behavioral well-being of students and staff. As described in the workshop it is enhanced by the establishment of school-wide systems of positive behavioral support, programs that foster social-emotional learning, and initiatives that encourage school connectedness, and students' internal and external resiliency. In addition, the mitigation of risk is fostered by assessment procedures such as those used in threat and suicide assessment. These efforts all require extensive collaboration with other resources within and outside of school. (Slides 30-42, CD Handout 27)

Comprehensive district and school safety teams focus on overall safety and prevention programming. These teams set the tone and direction for safe school initiatives at both the district and school levels, with their primary focus being proactive prevention and mitigation initiatives and programming. These teams are responsible for carrying out the safety plans at the district and school levels which link school climate, related safety issues and prevention efforts to academic and social-emotional programming. (Slides 43-52, Handouts 2, 3, 4, 6 and CD Handout 31)

Review the slides and handouts cited above. If you wish to gather more background information on the content discussed through these slides refer to Reeves, Kanan, and Plog (2010), Doll and Cummings (2008), Volume 3 of Thomas and Grimes (2008), and various chapters from Shinn and Walker (2010) and information at www.casel.org

1. Fill out the Behavioral Interventions (pg. 4) and Conduct (pgs. 10 & 11) sections of the Vulnerability Assessment found in Handout 6 for your school. If you work at more than one school, choose one. Make sure to add additional comments if relevant.
2. Pick one of the areas that you marked as requiring either immediate attention or attention soon. Include why you picked this area.

3. Describe how you will research and evaluate evidence-based programs that might be effective in your school. Be sure to include the rationale for the choice of the recommendation.

4. An activity such as this would be done by the district and/or school safety team. Who at your school and/or district would be appropriate members of such teams? Remember it is important to consider not only the roles these people play but also the leadership and personality characteristics they might possess as described on slide 47.

Attach the completed Vulnerability Assessment sheets to a not less than five (5) page double spaced summary addressing points 2, 3 and 4 listed above.
# Rubric for Domain 6: PREPaRE WS 1 Reflection

<table>
<thead>
<tr>
<th>Domain 6 Standard V Element 5.2 Total Assessment</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
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<td></td>
</tr>
<tr>
<td>Overall</td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vulnerability Assessment</th>
<th>Candidate completes all items from the assigned Vulnerability Assessment pages thoroughly with all relevant columns addressed, including additional comments.</th>
<th>Candidate completes all items from the assigned Vulnerability Assessment pages thoroughly with all relevant columns addressed.</th>
<th>Candidate completes most items from the assigned Vulnerability Assessment pages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choosing an area for intervention</td>
<td>Candidate identifies more than one area marked as requiring either immediate attention or attention soon. Candidate compares/contrasts the areas and includes rationale for the choice of one over the other.</td>
<td>Candidate identifies one of the areas marked as requiring either immediate attention or attention soon and includes rationale for such a choice.</td>
<td>Candidate identifies one of the areas marked as requiring either immediate attention or attention soon.</td>
</tr>
<tr>
<td>Choosing a program</td>
<td>Candidate cites relevant research from multiple sources in the rationale for choice including but not limited to clearinghouses and databases. Candidate clearly explains why the program is feasible citing relevant features of the program that match the context of the school across multiple dimensions.</td>
<td>Candidate cites relevant research from multiple sources in the rationale for choice including but not limited to clearinghouses and databases.</td>
<td>Candidate cites relevant research from books and articles in the rationale for choosing a program of choice.</td>
</tr>
<tr>
<td>Members of the Safety Team</td>
<td>Candidate lists members from the categories of personnel/stakeholders from Handouts 3 and 4 of the WS1 workbook and provides rationale for including these people. Rationale should include description of the relevant leadership and personality characteristics that members bring to the team. Candidate also explains how participants might be invited to be included on the team and the manner in which active participation could be enhanced.</td>
<td>Candidate lists members from the categories of personnel/stakeholders from Handouts 3 and 4 of the WS1 workbook and provides rationale for including these people. Rationale should include description of the relevant leadership and personality characteristics that members bring to the team.</td>
<td>Candidate lists members from the categories of personnel/stakeholders from Handouts 3 and 4 of the WS1 workbook.</td>
</tr>
</tbody>
</table>
Domain 7

Systems-Level Services

Domain 7: Family–School Collaboration Services
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Home-School Collaboration Project
(DUE FEBRUARY 1st)

As part of the clinical experience, it is important to realize the impact of family and community in a student’s academic development. As part of this learning experience, students will develop a project that will address needs in the community and/or school and present a workshop that will bring together the various stakeholders necessary to address these problems.
# Rubric for Domain 7: Home-School Collaboration Project

<table>
<thead>
<tr>
<th>Identify a Need in the School or Community to Increase Knowledge or Communication</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The need is well-defined and evidence is indicated for interest to increase knowledge in this area from two participant groups.</td>
<td>The need is defined but evidence is minimally presented indicating buy-in by either party.</td>
<td>The need is not defined only the problem.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Presentation is Developed</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A presentation is developed which describes the topic in a format that is easily communicated to all participants.</td>
<td>A presentation is prepared which describes the problem but does not communicate this in a manner that is understandable to ALL participants.</td>
<td>The presentation is not well described or communicated.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>An action plan is developed that sets forth in a logical manner the steps necessary to begin to change behavior in a positive way to begin to address the problem presented in Part 1.</td>
<td>An action plan is presented that does not address the steps each participant must engage in to make progress.</td>
<td>No action plan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials are provided to all participants to encourage implementation of the plan.</td>
<td>Limited materials are presented making implementation difficult.</td>
<td>No relevant materials are presented.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The participants are presented a simple system to assess participation and positive change in targeted areas.</td>
<td>The participants are presented a plan of assessment that is unrealistic.</td>
<td>The assessment plan is not presented.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Header is on report. Report is edited. Signature is on the bottom of the report.</td>
<td>Header, editing, or signature is present (2 of 3).</td>
<td>No header, editing, or signature.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 7 Standard VI CF 5 Total Assessment</th>
<th>Target</th>
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<tbody>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
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<table>
<thead>
<tr>
<th>Overall</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
Domain 8

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Personal Reflection Paper
(DUE OCTOBER 1st)

Write a personal reflection paper that traces back to the two primary goals of your service learning experience. These goals are:

1) To maximize your positive impact at your service learning site (simply put, to do as much “good work” as possible)
2) To maximize your personal and professional growth as relates to your development as an agent of social justice

In order to explore these two goals, your paper should have three primary sections. The first section of this paper requires you to critically examine your service learning work. Did you achieve your goals? Was your positive impact maximized? Why or why not? If you could go back in time at any point in this semester and change something that you did or did not do in order to maximize positive impact, would you do so and, if so, why? Finally, while it is neither necessary nor desired that you restate the contents of each of your blog posts, it is expected in this paper that you will reread these posts and provide commentary on how these posts strike you now that the semester is completed. Some of your reaction to these posts may also be relevant to the second section of your paper.

The second section relates to your personal journey during this semester as an agent of social justice. While, as with your blog posts, it is neither expected nor desired for you to go over your personal biography paper line by line, it is expected that you will refer back to this paper as part of your analysis of your personal growth. For example, if you were to rewrite this personal biography now that you have completed this course, would you choose the same elements and experiences to highlight? Why or why not? Also, has your analysis of the events described in your personal biography changed as a result of taking this course? Why or why not? Additionally, as you look at your blog posts, are there any lessons to be learned in terms of your personal and/or professional growth? The overall purpose of this section of your paper is to provide critical reflection on your personal growth during the term as you have grappled with challenging topics in your readings and in class and with challenging real-world situations through service learning.

The final section of this paper relates to your feelings of agency as relates to social justice. Specifically, your paper should close by describing an area related to social justice where you feel that you can make a positive impact and how you could make this positive impact felt (working towards change will be a focus throughout the semester and will be a particular point of emphasis in the final weeks of the course). You might choose to describe a way that you can make a positive impact at your primary service learning site (e.g., through your original contribution) or please feel free to describe a project that has no direct connection to this course. In your description, you should describe the social justice opportunity that you see, how you have the personal capacity to have a positive impact, and the ways in which social justice would be enhanced if you were successful in your efforts.
<table>
<thead>
<tr>
<th><strong>Description of Experience</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
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</thead>
<tbody>
<tr>
<td>Student provides rich description of experience with its personal and interpersonal dimensions.</td>
<td>Student provides evocative and personal description of activities/events, with attunement to interpersonal dimension.</td>
<td>Student demonstrates limited ability to describe experience. Does not go beyond basic logging of activities/events.</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Application of Course Concepts to Experience</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uses experience to evaluate both course concepts and personal efficacy.</td>
<td>Student demonstrates a clear understanding of the relationship between course concepts and experience.</td>
<td>Student does not apply course concepts, or there is a limited, unclear connection of course concepts to experience.</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Impact of Student’s Personal Life</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uses changes in perspective to guide choices and behaviors in areas related to specific experience discussed as well as in areas related to other social/personal issues.</td>
<td>Student’s reflection indicates changes in perspective that can guide choices and behaviors, but only in areas related to specific experience being discussed.</td>
<td>Student expresses a limited connection between experience and personal growth. Demonstrates little or no reflection on personal attitudes, perspectives, beliefs or behavior.</td>
<td></td>
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<tr>
<th><strong>Responsibility to Community</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student embodies personal sense of responsibility to community regarding issues pertinent to the experience and actively participates in the collective effort to solve these issues.</td>
<td>Student integrates personal sense of responsibility to community regarding issues pertinent to the experience and expresses a commitment to working towards specific solution(s).</td>
<td>Student demonstrates limited awareness of personal responsibility to community.</td>
<td></td>
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<thead>
<tr>
<th><strong>Critical Thinking</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and experience. Student links these assessments to own perspectives and opinions on broader issues.</td>
<td>Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and experience.</td>
<td>Student accepts things at face value, as if all opinions were created equal. Opinions are stated without analysis or support.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Domain 8 Standard VII CF 6 Total Assessment</strong></th>
<th><strong>Target</strong></th>
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<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
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</tr>
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<table>
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<tr>
<th><strong>Overall</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
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</table>
Domain 9

Foundations of School Psychological Service Delivery

Domain 9: Research and Program Evaluation
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Scholarly Review of Literature
(DUE OCTOBER 1)

Write a scholarly review of a topic that both falls within both the general framework of child and adolescent psychopathology and is applicable to school-based mental health. Emphasis must be placed on theoretical concerns, as well as treatment and practice applications.

- Topic focus is appropriate
- Reference section includes at least 20 relevant primary sources published within the past five to seven years (seminal articles published more than seven years ago are acceptable)
- Critical thinking skills are evident
- Conclusions regarding etiology and treatment are supported by the reviewed literature
- Writing is well-organized, utilizes correct grammar and spelling, and is professional in tone
- Paper follows APA formatting standards
- Maximum length: 15 typed double-spaced pages (excluding references)
<table>
<thead>
<tr>
<th>Scholarly Review Topic</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic falls within the general framework of child and adolescent psychopathology and is applicable to school-based mental health.</td>
<td>Topic falls within the general framework of child and adolescent psychopathology OR is applicable to school-based mental health.</td>
<td>Topic does not fall within the general framework of child and adolescent psychopathology and is not applicable to school-based mental health.</td>
<td></td>
</tr>
<tr>
<td>References</td>
<td>Reference section includes at least 20 relevant primary sources published within the past five to seven years (seminal articles published more than seven years ago are acceptable).</td>
<td>Reference section includes fewer than 20 relevant primary sources OR includes sources published more than seven years ago (seminal articles published more than seven years ago are acceptable).</td>
<td>Reference section includes fewer than 20 relevant primary sources and includes sources published more than seven years ago (seminal articles published more than seven years ago are acceptable).</td>
</tr>
<tr>
<td>Conclusions</td>
<td>Conclusions regarding etiology and treatment are supported by the reviewed literature.</td>
<td>Paper includes conclusions regarding etiology and treatment that are not supported by the reviewed literature.</td>
<td>None of the conclusions regarding etiology and treatment are supported by the reviewed literature.</td>
</tr>
<tr>
<td>Domain 9 Standard VIII Element 8.1 Total Assessment</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
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</tr>
<tr>
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</tr>
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</table>
Domain 9

Foundations of School Psychological Service Delivery

Domain 9: Research and Program Evaluation
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Comparison Paper: Integration Presumption Paper
(DUE OCTOBER 1st)

Read the three articles outlining the principal arguments advanced by the first author and the views of the respondents. Analyze these arguments with appropriate citation to law and evaluate your perception of the validity of the arguments presented. Subdivide the paper into sections A-D below using side-headers. (5 page maximum)

Articles:

THE DISABILITY INTEGRATION PRESUMPTION: THIRTY YEARS LATER by Ruth Colker

A NUANCED APPROACH TO THE DISABILITY INTEGRATION PRESUMPTION by Mark C. Weber in response to Ruth Colker

ABOLISH THE INTEGRATION PRESUMPTION? NOT YET by Samuel R. Bagenstos article
Response to Ruth Colker

Criteria:
A. Outline the principal author’s arguments with appropriate citations to law
B. Analyze the views of the two respondents
C. Present a clear comparison of differences among the three views presented
D. State your perception of the validity of the arguments presented
<table>
<thead>
<tr>
<th>Rubric for Domain 9: Comparison Paper</th>
</tr>
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<tbody>
<tr>
<td><strong>Target</strong></td>
</tr>
<tr>
<td>Outline the Principal Arguments with Appropriate Citations to Law</td>
</tr>
<tr>
<td>The main points of the Colker paper are outlined with correct citations to applicable law.</td>
</tr>
<tr>
<td>Analyze the Views of the Respondents</td>
</tr>
<tr>
<td>Each of the main points of the respondents’ arguments are outlined and contrasted with Colker’s viewpoint.</td>
</tr>
<tr>
<td>Present a Clear Comparison of Differences Among the Views Presented</td>
</tr>
<tr>
<td>Compare and contrast all of the main arguments and evidence cited by the two respondents with Colker’s arguments.</td>
</tr>
<tr>
<td>State Your Perception of the Validity of the Arguments Presented</td>
</tr>
<tr>
<td>Your own opinion is outlined with evidence from the texts used to support your claims. Explain how social justice issues play a role in this argument.</td>
</tr>
<tr>
<td>Domain 9 Standard VIII Element 8.1 Total Assessment</td>
</tr>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
</tr>
<tr>
<td>Outline the Principal Arguments with Appropriate Citations to Law</td>
</tr>
<tr>
<td>Some of the main points are outlined and author is cited correctly.</td>
</tr>
<tr>
<td>Analyze the Views of the Respondents</td>
</tr>
<tr>
<td>Some of the main points of the respondents’ arguments are outlined and parts of Colker’s viewpoint are mentioned in comparison.</td>
</tr>
<tr>
<td>Present a Clear Comparison of Differences Among the Views Presented</td>
</tr>
<tr>
<td>Compare and contrast some of the main arguments and evidence cited by the two respondents.</td>
</tr>
<tr>
<td>State Your Perception of the Validity of the Arguments Presented</td>
</tr>
<tr>
<td>Your own opinion is outlined with some quotations from the text that support your claims.</td>
</tr>
<tr>
<td>Domain 9 Standard VIII Element 8.1 Total Assessment</td>
</tr>
<tr>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
</tr>
<tr>
<td>No explanation of Colker’s argument.</td>
</tr>
<tr>
<td>The respondents’ viewpoints are not adequately described.</td>
</tr>
<tr>
<td>The respondents’ points of view are not considered in comparison to each other.</td>
</tr>
<tr>
<td>Your own opinion of the issue is vaguely mentioned or not present. No or minimal citations used.</td>
</tr>
<tr>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
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<tr>
<th>Overall</th>
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Domain 10

Foundations of School Psychological Service Delivery

Domain 10: Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Six Principles Paper
(DUE OCTOBER 1st)

Student knows six legal principles embodied in IDEIA (2004).

Students will write a three-page paper explaining how the six principles found in IDEIA (2004) advance (or fail to advance) social justice for all groups of children with disabilities and their parents with appropriate references to sections of the law. Compare and contrast how the principles function for parents of different racial, ethnic, and socio-economic status groups.
# Rubric for Domain 10: Six Principles Paper

<table>
<thead>
<tr>
<th>Element</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Principles</td>
<td>Knowledge of law is clearly explained for each of the principles with nuanced detail.</td>
<td>Knowledge of law is generally stated for all six principles.</td>
<td>Information is missing about one or more principles.</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Explain how each principle advances or hinders social justice.</td>
<td>General discussion of social justice and IDEIA.</td>
<td>No connection between the law and social justice.</td>
</tr>
<tr>
<td>References</td>
<td>References are made to specific sections of the law in the appropriate format.</td>
<td>References are included for all of the principles but not all use the correct format citing specific sections of the law.</td>
<td>The appropriate legal citation is not included.</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>Use critical thinking skills to explain the interaction between racial, ethnic, and socio-economic status in the functioning of the principles.</td>
<td>Briefly explain how the principles function for parents from diverse backgrounds.</td>
<td>No mention of differences in experience among families.</td>
</tr>
<tr>
<td>Domain 10 Standard VIII Element 8.2 Total Assessment</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
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<tr>
<th>Overall</th>
<th>Target</th>
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Domain 10

Foundations of School Psychological Service Delivery

Domain 10: Legal, Ethical, and Professional Practice

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

Ethical Dilemma Paper

(DUE FEBRUARY 1st)

Culturally responsive mental health service delivery involves, among other things, a thorough knowledge of the ethics code of your profession, being clinically savvy, and having the ability to think on your feet. While some situations are relatively clear in terms of the proper ethical/legal/clinical response (e.g., teacher asks you for confidential information about a student), other situations are not quite as clear (e.g., student drops by your office many times for personal “chats” but parents do not consent to counseling). For this assignment, you are to first generate an ethical “what if” situation that could plausibly occur in your role as a school psychologist and then write a short paper that takes the following format:

1. Begin with a short vignette containing the “what if” situation.
2. Follow with a description of the pertinent law/ethical principles involved in this situation and a summary of at least two pertinent scholarly writings that address this topic.
3. Analyze how you would approach this situation if you were a school based mental health professional confronted with this “what if.” What steps would you take and why? What would be the potential risks and benefits to your approach and are there any contingencies that would alter your course? What ethical and legal guidelines would apply in making your decision, as well as current best practices in the field?
Rubric for Domain 10: Ethical Dilemma

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td><strong>Identifies Ethical Considerations</strong></td>
<td>Describes the ethical consideration in detail having gathered pertinent facts. Ascertains exactly what must be decided. Grounds discussion in terms of the ethical guidelines (NASP and APA).</td>
<td>Identifies the ethical considerations, including pertinent facts, but only generally discusses what must be decided.</td>
<td>Only identifies some of the ethical considerations and misses the others.</td>
</tr>
<tr>
<td><strong>Identifies People involved in the Decision</strong></td>
<td>Accurately identifies “the client” and maintains the accurate focus on serving the client. Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints/interests of all involved.</td>
<td>Determines who should be involved in the decision making process, but does not discuss their viewpoints or interests with great detail.</td>
<td>Is unsure as to who should be involved in the decision-making process and how the viewpoints/interests may impact the decisions.</td>
</tr>
<tr>
<td><strong>Considers Alternatives and Consequences</strong></td>
<td>Identifies a number of alternatives and, in detail, evaluates each on the basis of whether or not there is interest and concern over the welfare of all involved in the decision.</td>
<td>Identifies at least two alternatives and predicts their associated consequences in some detail.</td>
<td>Identifies only one solution or does not identify any solution.</td>
</tr>
<tr>
<td><strong>Makes a Decision</strong></td>
<td>Makes a decision and formulates a plan that is a thoughtful reflection on the benefits and risks of action.</td>
<td>Makes a decision but neglects to formulate a plan that outlines the execution of the decision.</td>
<td>Has difficulty identifying an appropriate course of action. Does not make a clear decision.</td>
</tr>
<tr>
<td><strong>Identifies Ethical Considerations</strong></td>
<td>Describes the ethical consideration in detail having gathered pertinent facts. Ascertains exactly what must be decided. Grounds discussion in terms of the ethical guidelines (NASP and APA).</td>
<td>Identifies the ethical considerations, including pertinent facts, but only generally discusses what must be decided.</td>
<td>Only identifies some of the ethical considerations and misses the others.</td>
</tr>
<tr>
<td><strong>Domain 10 Standard VIII Element 8.2 CF 7 Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
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<tr>
<td>Domain</td>
<td>Assignment Name</td>
<td>Course</td>
<td>Year / Term</td>
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</tr>
<tr>
<td>1</td>
<td>Problem Solving Case Report</td>
<td>CIEP 479: School Based Consultation</td>
<td>2nd Year: Spring</td>
</tr>
<tr>
<td>2</td>
<td>PBS Consultation and Collaboration Case</td>
<td>CIEP 479: School Based Consultation</td>
<td>2nd Year: Spring</td>
</tr>
<tr>
<td>3</td>
<td>Academic Case Report</td>
<td>CIEP 477: Prevention, Assessment, and Intervention: Academic</td>
<td>1st Year: Fall</td>
</tr>
<tr>
<td>3</td>
<td>Full and Individual Evaluation</td>
<td>CIEP 463: Practicum in School Psychology II</td>
<td>2nd Year: Spring</td>
</tr>
<tr>
<td>3</td>
<td>Impact on Student Learning: Academic</td>
<td>CIEP 486: Internship in School Psychology</td>
<td>3rd Year</td>
</tr>
<tr>
<td>3</td>
<td>Impact on Student Learning: Behavior</td>
<td>CIEP 486: Internship in School Psychology</td>
<td>3rd Year</td>
</tr>
<tr>
<td>4</td>
<td>Functional Behavioral Assessment (FBA)</td>
<td>CIEP 482: Prevention, Assessment, and Intervention: Behavior</td>
<td>1st Year: Spring</td>
</tr>
<tr>
<td>4</td>
<td>Individual Counseling Case OR Group Counseling Experience</td>
<td>CIEP 463: Practicum in School Psychology</td>
<td>2nd Year: Spring</td>
</tr>
<tr>
<td>5</td>
<td>Development of Action Plan</td>
<td>CIEP 525: Leading for Social Justice</td>
<td>3rd Year: Summer</td>
</tr>
<tr>
<td>6</td>
<td>PREPaRE WS1 Reflection</td>
<td>CIEP 463: Practicum in School Psychology</td>
<td>2nd Year: Spring</td>
</tr>
<tr>
<td>7</td>
<td>Home-School Collaboration Project</td>
<td>CIEP 486: Internship in School Psychology</td>
<td>3rd Year</td>
</tr>
<tr>
<td>8</td>
<td>Personal Reflection Paper</td>
<td>ELPS 432: Multiculturalism for Social Justice in Higher Education</td>
<td>1st Year: Fall</td>
</tr>
<tr>
<td>9</td>
<td>Scholarly Review of Literature</td>
<td>CIEP 413: Psychopathology and Introduction to School-Based Mental Health</td>
<td>2nd Year: Summer</td>
</tr>
<tr>
<td>9</td>
<td>Comparison Paper: Integration Presumption</td>
<td>CIEP 410: Legal Issues: Educational Disabilities</td>
<td>1st Year: Spring</td>
</tr>
<tr>
<td>10</td>
<td>Six Principles Paper</td>
<td>CIEP 410: Legal Issues: Educational Disabilities</td>
<td>1st Year: Spring</td>
</tr>
<tr>
<td>10</td>
<td>Ethical Dilemma Paper</td>
<td>CIEP 413: Abnormal Psychology of Childhood and Adolescence</td>
<td>2nd Year: Summer</td>
</tr>
<tr>
<td>Domain</td>
<td>Assignment Name</td>
<td>Due Date</td>
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<td>Problem Solving Case Report</td>
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<td>PBS Consultation and Collaboration Case</td>
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<td>Academic Case Report</td>
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<td>Full and Individual Evaluation</td>
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<td>Impact on Student Learning: Academic</td>
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<td>Impact on Student Learning: Behavior</td>
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<td>Functional Behavioral Assessment (FBA)</td>
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<td>Individual Counseling Case OR Group Counseling Experience</td>
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<td>Development of Action Plan</td>
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<td>PREPaRE WS1 Reflection</td>
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<td>Home-School Collaboration Project</td>
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<td>8</td>
<td>Personal Reflection Paper</td>
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<td>Scholarly Review of Literature</td>
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<td>Comparison Paper: Integration Presumption</td>
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<td>Six Principles Paper</td>
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<td>Ethical Dilemma Paper</td>
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LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
RESEARCH AND PSYCHOLOGY IN THE SCHOOLS

Student Handbook and Procedures Form

By accepting admission into the Loyola School Psychology Program, I have read, understand and agree to abide by the policies and procedures and ethical standards as stated in the Student Handbook.

___________________________________                                  ___________________
Student Signature                                                                     Date

_________________________________
Student Name