

Department of Psychology



**Northern Illinois
University**

School Psychology

**Specialist (S.S.P.)
Program Handbook**

For Specialist Students Incoming Fall 2024

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Introduction

The purpose of this Handbook is to provide school psychology students with information about the procedures, regulations, and requirements for completing the master's degree, specialist degree, and educational licensure in the Department of Psychology. When used with other departmental literature (e.g., *Graduate Student Manual*, *Graduate School Catalog*), this handbook is designed to facilitate your progress through the program. It is important, therefore, that you read all sections of the Handbook so that you are thoroughly familiar with the program and department requirements.

If you have any questions regarding the program, department, or university, please contact the Program Director or Program Assistant. We hope that your educational career at Northern Illinois University is exciting, challenging, and educationally profitable.

Overview of the Program

The Specialist in School Psychology Program at Northern Illinois University (NIU) offers a 60-hour, full-time Specialist in School Psychology program that provides comprehensive training in general psychology as well as specialized training in the applied area of school psychology and results in educational licensure in the state of Illinois. Instituted in 1978, the NIU school psychology educational license program received full approval from the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE) in 1992 and has maintained this status. Our Doctoral program also achieved accreditation from the American Psychological Association (APA) in 2010. (Please contact the APA Office of Program Consultation and Accreditation with any questions: 750 First St., NE, Washington, DC 20002, phone: (202)336-5979, fax: (555)336-5978.) The primary goal of the program is to train professional psychologists to work in schools, state agencies, clinical practice, and university settings. Coursework and practica experiences provide a synthesis of essential theoretical and applied approaches across developmental, cognitive, social, and behavioral areas. Graduates of the program are prepared to function in multiple practitioner roles including treatment, assessment, and consultative modalities, as well as teaching and research roles.

Admission Requirements and Procedures

Our application process is competitive, and we receive many more applications than we can accept each year. Please note the Department of Psychology and our School Psychology program admits only full-time students and we do NOT have a re-specialization program. We strive to provide assistantship support or grant-funded support to all of our students, although funding is not guaranteed. Please see below for important application procedures. We encourage students with cultural and individual diversity to apply to the program.

Applying to the Graduate School:

Students applying to our doctoral program must submit the following materials to the NIU Graduate School by December 1:

- Graduate School application and fee (including statement of goals).
- Three letters of recommendation.

- Transcripts of all undergraduate and graduate work (unofficial is fine).
- Graduate Record Examination (GRE) scores (not required 2020 and 2021, required in 2022 (for Fall 2023 admittance); and permanently not required 2023 and forward).

The statement of goals, transcripts, and letters of recommendation should be uploaded to the MyNIU portal. Any hard copy items should be sent to the Graduate School, 223 Adams Hall, DeKalb, IL 60115. Additional optional materials, including writing samples and applications for assistantship, for example, should be sent to the Psychology Department, Northern Illinois University, Graduate Program Assistant, DeKalb, IL 60115.

Criteria Reviewed and Process:

For strongest consideration for admittance into NIU's doctoral program in school psychology, our candidates typically have:

- A B.A. or B.S. in psychology, although other related majors are considered.
- Earned a strong undergraduate GPA; typically above 3.40.
- Strong letters of recommendation.
- Relevant research and/or applied experiences.
- A successful interview at our interview day, in person or online.

Students with strong credentials are invited to interview during our annual *Interview Day* (typically in early February). Students unable to attend Interview Day have the option to be interviewed online (e.g. Zoom) or in person at a scheduled time prior to Interview Day. Candidates are notified of our admissions decisions as they are made following interviews. Assistantship decisions are made following admissions decisions; however, students typically have their assistantship offer (if there is one) prior to making their decision to accept admission to the program (by April 15th). Typically, three or four S.S.P. students are admitted to the program each year.

Transfer Students

NIU Specialist Program students interested in applying to the NIU Doctoral Program:

There is no guarantee that students in the NIU Specialist Program will be able to transfer to the Doctoral Program. Interested students should discuss this possibility with the Program Director and their respective faculty mentor. If the student wants to apply to the Doctoral Program, they should understand that they will be considered as a new applicant to the program. The student must provide a formal letter requesting this consideration along with a statement of goals (i.e., personal statement) to the Program Director. The program faculty will review this request along with other criteria listed above (e.g., GRE score, GPA, performance in program, etc.) at the time of admissions decisions and inform the student of the outcome in a letter by April 20 of that year.

Educational Philosophy and Training Model

The school psychology program is committed to the scientist-practitioner model and is designed to train professionals to contribute to the psychological well-being of children and adolescents. The faculty believe a school psychologist is characterized by the knowledge and ability to bring a scientific approach to the study, assessment, and treatment of children and adolescents to maximize their functioning in educational and other appropriate settings. The program is organized around four broad goals that graduates of the program will learn (a) a solid foundational understanding of broad psychological principles, (b) the profession and professional practice of school psychology, (c) appropriate assessment and intervention methodologies, and (d) to be consumers and producers of research. Knowing that new information and technologies are always being discovered, inherent throughout the program is the overarching goal to train psychologists committed to being life-long learners.

The dual emphasis of the scientist-practitioner model is more important than ever in this era of changing roles for school psychologists, and it is the primary goal of the program to provide rigorous training in both of these important roles. The scientist-practitioner role has been a longstanding tradition within psychology (Boulder Conference, 1949; Thayer Conference, 1954); however, the tenets of this model fit nicely with the most innovative of practices. Our training practices follow the principles of the National Association of School Psychologists' (NASP) Practice Model (2020) by training students with a solid basis of knowledge in psychological and educational principles and the application of science and the scientific method. Additionally, one of the approaches to practice that is emphasized in the program is the data-based collaborative problem-solving approach (e.g., Deno, 2002; NASP, 2020; Song et al., 2014; Tilly, 2008).

The problem-solving approach by nature requires the integration of systematic scientific inquiry and service delivery in meeting the needs of children and adolescents. The program components including research experiences and requirements, courses, and practica allow our students to embody the scientist-practitioner model.

The scientist role is an important one to all professional psychologists. Students in the NIU School Psychology Program are trained to be both critical consumers of psychological research, so that they maintain the highest professional standards of practice, and active contributors to psychological and educational knowledge through the conduct of original research. The scientist role is emphasized throughout the program in multiple ways through a series of sequenced, cumulative, and integrated experiences and processes. Being housed within a comprehensive Ph.D. level Department of Psychology, the School Psychology Program provides its students with rigorous, research-based training not only in the core areas of school psychology, but also in the basic psychological and educational foundation content areas that inform school psychology practice. For example, in addition to completing research-oriented course work from primary school psychology faculty, students also complete rigorous research-based course work from faculty in the other Ph.D. curricular programs within the department (e.g., Social, Developmental, Cognitive, Clinical). Less formally, students participate in multiple activities throughout the academic year that directly facilitate and model the scientist role. These include participation in ongoing faculty research projects as Research Assistants, participation as both attendees and presenters at a variety of departmental colloquium series (e.g., School Psychology Brownbags and Child Clinical-Developmental Brownbags), as well as participation in local,

state, and national conferences and workshops. Please see Appendix D for a listing of recent presentations and publications involving students.

The practitioner role also is central to the functioning of most school psychologists. It is necessarily a diverse role, requiring skills in psychological and educational intervention, consultation, and assessment. Course work and practica experiences provide a synthesis of theory, research, and applied aspects of school psychology practice. The program is designed to train students as problem-solving professionals who are competent to work in multiple capacities on a wide range of problems encountered in educational and other applied settings. The school psychology program provides students with a comprehensive set of graduated practicum experiences beginning their second semester on campus and continuing until the capstone internship experience. It is during these experiences that students apply the knowledge and skills they have acquired in their academic courses and research to educational and clinical settings. The synthesis of theory, research, and practice forms the foundation of the scientist-practitioner model adopted by the NIU program.

The Department of Psychology offers the Specialist degree leading to Illinois state educational licensure in school psychology and eligibility for the Nationally Certified School Psychologist (NCSP) credential through NASP. The educational license program involves a minimum of 60 semester hours, including a 9-month, full-time internship. The NIU School Psychology Program meets all of the ISBE requirements. Our SSP candidates get a Master of Arts degree in psychology and the Specialist in School Psychology degree as part of their licensure program. The Psychology Department requires a minimum of 30 credit hours for the M.A., thus, our students are required to have at least 60 credit hours altogether for the SSP.

Students are generally able to complete the educational license program in two years of academic course work, plus the full-time, school-year internship. The educational license program is designed to train qualified students as problem-solving professionals who are competent to work in multiple capacities on a wide range of problems encountered in the school setting. The following goals and objectives have been established for students in the educational license program.

S.S.P. Goals/Objectives/Competencies

Goal 1. To prepare entry-level psychologists who will have a solid foundational understanding of broad psychological principles.

Objective 1. Students will acquire knowledge of social and emotional, biological, cognitive/instructional, and developmental aspects of human behavior.

Competency 1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.

Competency 1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.

Goal 2. To prepare entry-level psychologists who will understand the profession and the professional practice of school psychology and will seek learning experiences throughout their career.

Objective 2. Students will acquire an understanding of the evolution of and key issues in the practice of school psychology.

Competency 2A. Students will develop an understanding of the history, roles, and functions of school psychologists.

Competency 2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.

Objective 3. Students will learn to practice as socially competent professionals who are effective communicators, collaborators, and life-long learners.

Competency 3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.

Competency 3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.

Competency 3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.

Competency 3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.

Goal 3. To prepare entry-level psychologists who use appropriate ecologically-based, empirically-validated assessment and intervention approaches for systems and individuals.

Objective 4. Students will take an ecological, evidence-based, problem-solving approach in their assessment of systems and individuals.

Competency 4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.

Competency 4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.

Competency 4C. Students will develop and demonstrate skills in the assessment of personality, social-emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.

Objective 5. Students will take an evidence-based, problem-solving approach in their prevention and intervention practices with systems and individuals.

Competency 5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.

Competency 5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.

Competency 5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.

Competency 5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.

Competency 5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.

Goal 4. To prepare entry-level psychologists who will be consumers and producers of research.

Objective 6. Students will acquire advanced understanding and skill in the process of scientific inquiry in research and practice.

Competency 6A. Students will develop skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research.

Competency 6B. Students will apply research and evaluation skills in the practice of school psychology.

Objective 7. Students will contribute work to the scientific community through publications and presentations.

Competency 7B. Students will develop skills in explaining and presenting research findings.

Typical Specialist Program of Study

A "typical" program of study leading to a Specialist degree and educational licensure in school psychology is presented below. Other significant program milestones are also noted with an *.

Fall Semester 1:

PSYC 604 – Analysis of Variance and Hypothesis Testing in Psychological Research
 PSYC 639 – Ethics, Law, and Professional Issues in School Psychology
 PSYC 640 – Theory and Assessment of Intellectual Functioning
 PSYC 517 – Principles of Behavior Modification or SESE 515
 PSYC 690 – Psychological Research

*Complete M.A. and S.S.P. program of courses forms

Spring Semester 1:

PSYC 595 – Seminar (Culturally and Linguistically Appropriate Academic and Literacy Assessment, Curriculum, and Instruction)
 PSYC 606 – Correlation and Regression Analysis in Psychological Research
 PSYC 611 – Cognitive Psychology I
 PSYC 646 – Psychological Assessment of Children (Behavioral, Social, Emotional)
 PSYC 653 – Practicum in School Psychology (First Year)
 PSYC 690 – Psychological Research

*ISPA conference – attendance required (January or February)

*NASP conference – attendance recommended

Summer Semester 1:

Optional elective courses (not required, examples listed below)

BCBA courses

HDFS or CAHC courses

LTIC 547: Assessment of Language-Minority Students

Independent Study with School Psychology faculty

*Complete second-year Competency Exam (August)

Fall Semester 2:

PSYC 620 – Experimental Social Psychology
 PSYC 595 – Seminar (Mental Health in Schools – Tiers 1 & 2)
 PSYC 653 – Practicum in School Psychology (Second Year)
 PSYC 645 – Developmental Psychopathology
 PSYC 690 – Psychological Research

*SSP students eligible for M.A. graduation if foundations requirements met

Spring Semester 2:

SESE 603 – Functional Analysis for Special Educators (formerly SESE 560) or SESE 708

PSYC 647 – Psychological Interventions with Children and Their Families

PSYC 648 – Consultative Interventions in School and Community Settings

PSYC 653 – Practicum in School Psychology (Second Year)

PSYC 676 – Social Personality Development

PSYC 690 – Psychological Research

*Internship interviews at ISPA (January or February)

*NASP conference

*SSP eligible for M.A. graduation if foundations requirements met (if have not already graduated with M.A.)

*Take/pass ISBE School Psychology Content Exam before internship begins

Summer Semester 2:

PSYC 653 Parent Training Practicum (required)

Optional elective courses (not required)

Fall and Spring Semester 3:

PSYC 656 - Internship

*On-campus intern meetings (Fall, Spring)

*Complete portfolio

*Graduation

*Obtain Illinois Educator License (School Psychology)

In addition to the content related courses and required practica, students also enroll in PSYC 690: Psychological Research during each semester they are on campus in the program. PSYC 690 is designed to develop students' research and professional skills related to their areas of specialty and is graded on a satisfactory / unsatisfactory basis.

Please note that students can apply for graduation with their M.A. once the foundation requirements are met, either Fall or Spring semester of second year. At that time, students will continue with the SSP program and continue to qualify for financial aid. The student's assigned faculty mentor will provide ongoing advisement regarding necessary course work, practicum experiences, and educational licensure requirements.

Specialist in School Psychology Program Requirements

I. Department Foundation Requirements

Students must complete the following required foundation courses in the Psychology Department (totaling 15 credits). Note that the bolded courses are also program requirements.

1. **PSYC 604 – Analysis of Variance and Hypothesis Testing in Psychological Research**
2. **PSYC 606 – Correlation and Regression Analysis in Psychological Research**
3. Three courses selected from: (**bold = also a program requirement**)
 - PSYC 611 – Cognitive Psychology I**
 - PSYC 620 – Experimental Social Psychology**
 - PSYC 645 – Developmental Psychopathology**
 - PSYC 665 - Behavioral Development or PSYC 603 – Biopsychology (neither required)

II. Educational Licensure Course Work Requirements

Listed below are the course requirements for the SSP degree and educational license program. A minimum of 60 semester hours at the graduate level is required for completion of the SSP.

Specialist-Level Educational Licensure and Foundation Course Work Requirements Table

Course	Credits
PSYC 517 Principles of Behavior Modification or SESE 515	3
PSYC 595 Seminar (Mental Health in Schools – Tier 1)	3
PSYC 595 Seminar (Culturally and Linguistically Appropriate Academic and Literacy Assessment, Curriculum, and Instruction)	3
PSYC 604 Analysis of Variance and Hypothesis Testing in Psychological Research *	3
PSYC 606 Correlation and Regression Analysis in Psychological Research *	3
PSYC 611 Cognitive Psychology I *	3
PSYC 620 Experimental Social Psychology *	3
PSYC 639 Ethics, Law, and Professional Issues in School Psychology	3
PSYC 640 Theory and Assessment of Intellectual Functioning	3
PSYC 645 Developmental Psychopathology *	3
PSYC 646 Psychological Assessment of Children (Behavioral, Social, Emotional)	3
PSYC 647 Psychological Intervention with Children and Their Families	3
PSYC 648 Consultative Interventions in School and Community Settings	3
PSYC 676 Social Personality Development	3
PSYC 690 Psychological Research	3
PSYC 653-1 First-Year Practicum in School Psychology	3
PSYC 653-2 Second-Year Practicum in School Psychology	6
PSYC 653-3 Parent Training Practicum	3
PSYC 656 Internship in School Psychology (3 credits each semester)	6
PSYC 690 Psychological Research	4-12
Total Credits	60+

Notes: Graduate students must register for PSYC 690 (1-3 CH) every fall and spring semester. Graduate students holding full or partial assistantships, fellowships, or similar assignments during a regular semester are required to enroll in a total of 12 semester hours of courses by the department. PSYC 102 TA's also register for PSYC 681A (1-3 CH).

III. Second-year Competency Exam

Second-year competency exam. In addition to completing the above curricular requirements, all students with a specialization in school psychology must complete a second-year Competency Examination. The examination is administered in a "closed-book" format in a computer lab, and students may not refer to any notes, books, articles, etc. during the examination. Students will be given two hours to write answers to questions covering two domains:

Legal, Ethical, and Professional Practice

Individual, Linguistic, and Cultural Diversity-Informed Assessment

Students will obtain a copy of the reading list from the program director. The reading list is intended to provide a basic background for questions asked on the examination. The list is not exhaustive, however, and students are encouraged to utilize information gained through course work and independent study.

Students specializing in school psychology must take the exam for the first time in the late summer before the second year (prior to fall classes). Students are given two opportunities to take the exam and are graded as follows:

High Pass - Represents an outstanding level of performance and is necessary for a student to be admitted to the Ph.D. program.

Pass - Represents a high level of performance and is necessary for completion of the M.A. and SSP degree and educational licensure as a school psychologist.

Fail - The student has not passed the examination. If this is the grade on the student's first attempt, the student must retake the examination. If no higher grade is achieved, the student will not be allowed to continue in the program.

IV. Practicum Experiences

The school psychology program provides students with a comprehensive set of graduated practicum experiences beginning their second semester on campus and continuing throughout their graduate career. During these experiences, students apply the knowledge and skills they have acquired in their academic course work to educational settings. All clinical hours spent in First and Second year Practicum and on Internship must be documented using Time2Track (program provided). See Program Director for more information.

The program director is responsible for selecting and placing students in practicum sites to ensure the placement, diversity of activities, opportunities to develop skills working with a wide range of diverse learners from varied backgrounds, experiences, and with varying needs, quality of supervision and collaboration with the program faculty and site supervisor are appropriate for the candidates, and that the site provides them with the best possible experience, and effectively prepares them for internship and professional practice. In addition, located within both the first and second year practicum syllabi, is a list of experiences that correspond to NASP standards of training which the student is expected to participate in so that a breadth of experiences is experienced, including diverse students, families, and programs. This list is provided to practicum site supervisors to ensure that students are getting the experiences necessary to develop their professional skills and competencies and readiness for internship.

A Practicum Evaluation rating scale, listing behaviors and competencies representing all NASP standards of practice, is utilized each semester of practicum to provide formative and summative feedback of practicum students' competency development. This evaluation is shared collaboratively among the supervisor, intern, practicum course instructor, and Program Director.

Prior to beginning practicum, students will have a background check according to the procedure at each school where they train/work during the program. Students will have to go through the process each year at each new district, following what is likely their new employee procedures. This will often (usually) include a fee that students will have to pay. One reason for this procedure is that schools will be the owners of the CBC information and they will decide on their own whether or not a conviction warrants exclusion from their schools and classrooms.

First-Year Practicum (75 clock hours)

The first-year practicum experience begins the spring semester of the first year. Students are required to observe and participate for a minimum of 75 clock hours in the public schools, while under the supervision of a practicing school psychologist. This semester involves work in regular education as well as special education classes in elementary, middle school, and high school buildings, and includes involvement with a practicing school psychologist in "on the job" observation and supervised experiences. Additionally, students are registered for and attend a weekly seminar in which their activities and observations are reviewed and discussed. Students are also evaluated by their site supervisor at the end of the semester. These evaluations are reviewed with the practicum instructor during individual conferences to provide students with feedback, and to evaluate their performance and development of professional characteristics and their progress towards program competencies. Speakers such as special-education teachers, administrators, and health-care professionals may also make presentations to the practicum group.

Second-Year Practicum (350 clock hours)

The second-year practicum consists of a minimum of 350 clock hours and is designed to provide students with more intensive experiences in assessment, consultation, and treatment interventions. Under the supervision of a Ph.D. school psychology faculty member, students are placed in a regional public school setting where they engage in assessment, intervention, and consultation with teachers and parents regarding student's academic, social, and emotional problems, using a problem-solving approach. All students enrolled in the second-year practicum participate in weekly group supervision meetings with other practicum students and the university-based supervisor. Similar to first-year practicum, students are evaluated by their site supervisor at the end of each semester and these evaluations are reviewed to evaluate professional development and progress towards program competencies.

Second-Year Summer Parent Training Practicum. The goal of this practicum experience is to have students provide a parent training intervention to parents in the Psychological Services Center. The students lead a six-session, manualized parent training group focused on addressing challenging behaviors and is targeted to parents of children ages 0-6.

V. The School Psychology Content Test for Illinois must be taken and passed before starting internship. Additional information can be obtained from the Illinois Certification Testing System

(ICTS) webpage: <http://www.icts.nesinc.com>. Students are required to request their scores be sent to NIU.

VI. Internship

The internship is the culminating experience in school psychology graduate preparation. Students are eligible to go on internship following completion of all course work and practica experiences.

During the second semester of the year preceding the internship, students make preliminary inquiries at several state approved internship sites (although out-of-state internships can be arranged as well), and typically students interview at the Illinois School Psychology Association convention. The student cannot formally accept an internship, however, until the plan submitted by the site has been approved by the program coordinator. Additionally, interns may not accept an internship until after March 15, a date mandated by the Directors of University School Psychology Programs (DUSSP).

All students are enrolled in a Blackboard Internship course webpage prior to starting internship. This Blackboard course provides access to all of the essential paperwork and communication necessary during the internship year.

The internship should include a comprehensive set of experiences through which the student integrates the knowledge and applied skills that entail school psychology practice. The internship should provide a wide range of experiences including assessment, direct intervention, and consultation activities on behalf of diverse populations of children, adolescents, or their families.

The ultimate selection of the training site is the student's responsibility. Faculty members provide assistance in helping students to obtain the best possible training experiences, and a strong emphasis is placed on the provision of balanced training and experiences in assessment, consultation, and therapy.

The internship will involve a full time, at least 9 month experience (**minimum of 1200 clock hours**) within a school or other appropriate clinical setting under the **supervision of a school psychologist or an appropriately credentialed psychologist**. Please note that 600 of the 1200 hours are required in a school setting. An average of 2 hours per week of on-site supervision is also required for students during the internship year. Internship hours are tracked using an online tracking system. For the past several years, our program has used the system "Time2Track" to document all hours completed during the internship.

Prior to internship, students complete an Internship Plan as well as a formative self-rating of their current competencies to document their placement and provide baseline data on their progress towards program competencies. Each semester, the intern supervisor forwards a report to the program coordinator, as well as an intern evaluation to determine the intern's progress towards program competencies and personal goals outlined in the self-rated formative evaluation completed prior to internship. As deemed necessary, the involvement of the university supervisor may be increased. Students on internship will attend on-campus seminars once each semester.

Students and the intern sites are monitored by program faculty using online logs, and evaluations by site supervisors completed twice each year.

Over the past several years, all NIU School Psychology students have secured their first or second choice internship site. While compensation is negotiated by the intern and the site, NIU requires that all internships be paid positions of at least \$9,000/year. A more detailed description of the internship is provided in the *Illinois School Psychology Internship Manual*.

VI. Internship Portfolio

As part of the evaluation process, students are to develop a portfolio of performance-based products related to their graduate training. Although students receive evaluation feedback from faculty and supervisors throughout their graduate experience, the portfolio assessment is intended to enable students to monitor their competency development progress on internship. The final result of the portfolio assessment will be a collection of “best-work” performance-based products that serve to document the student’s completion of program competencies for faculty evaluators. The specific contents of the portfolio will be unique to each student but should provide evidence of graduate performance in relation to the NIU school psychology program competencies. Items as assessment, therapy, and consultation reports, meeting agendas, professional development handouts, letters of reference, and internship logs would be appropriate components of the portfolio.

Impact on preK-12+ student learning. In addition to individual pieces of evidence from internship for each competency, students are required to submit two formal case studies to be evaluated using a Case Study Rubric (in portfolio handbook). One case study should be a behavioral case and one case study should be an academic case. Each case requires interns to provide progress monitoring data demonstrating student/client progress and their measurable impact on student/client learning.

Evaluation of students’ portfolios will be conducted by program faculty prior to the completion of the internship experience. Additional information about the content, procedures, and evaluation of student portfolios can be found in Appendix B: *Portfolio Assessment Procedures*.

Ongoing Student Advisement and Involvement

Advisement

After admission to the program, each student is assigned a faculty mentor, typically the Program Director. This mentor will coordinate annual student evaluations, serve as a resource regarding scheduling issues and, in general, be available to assist students in any area of their graduate training. It is expected that students will meet with their assigned mentor at least once each semester, although additional contact between the student and all members of the faculty are expected and encouraged. Additionally, soon after admission to the program, entering students will become involved in a student mentoring program in which they are assigned to an advanced student in school psychology. The names and phone numbers of participating students are exchanged so that new students may quickly establish contacts with other students in the department.

During the year, students are strongly encouraged to attend a variety of department sponsored activities, such as brown-bag lunches, open lab meetings, department colloquia, intern presentations, and state/regional workshops and conferences. These activities are viewed as an important aspect of students' development into scientist-practitioners who continue to engage in professional growth activities. During these activities, students will have ample opportunity to discuss informally topics relating to the program and profession with other students, faculty, and members of the professional community. Program faculty maintain an "open door" policy, and students are strongly encouraged to schedule additional meetings with their faculty mentor as needed.

Brown-Bag Seminars

Throughout each fall and spring semester, the School Psychology Program hosts a series of brown-bag seminars (every other week) intended to provide a forum for students and faculty to present school psychology research and information on topics that relate to the field. Students can present thesis or dissertation work, guest presenters share their knowledge on current topics, and program issues are sometimes discussed. Students are invited to bring their lunches and participate in the presentations and discussions. Attendance is required for all on-campus students. Often the School Psychology Student Organization (SPSO) meets on the "off" week from the brownbag, so students are encouraged to keep the scheduled time free each week.

School Psychology Student Organization

The School Psychology Student Organization (SPSO) is run by graduate students in the School Psychology Program. This organization is affiliated with the American Psychological Association's (APA), Student Affiliates in School Psychology (SASP) organization, and also the National Association of School Psychologists' (NASP) Student Leader Program. The Organization serves several functions including increased communication among students, a formal method to communicate with program faculty, a forum for formal presentations, a way to fundraise for program events, and a group to organize social events. Students in previous years have been involved in organizing "in-service days," planning and conducting large-scale community trainings, presenting to undergraduates about the field of school psychology during School Psychology Awareness Week, hosting an alumni event at the Illinois State Psychology Association (ISPA) conference, and planning social events.

Professional Involvement

Students are encouraged to be involved with the profession of School Psychology while in graduate school. This is encouraged via joining professional organizations such as the American Psychological Association (APA) Division 16, the National Association of School Psychologists (NASP), and the Illinois School Psychologists Association (ISPA). **Students are required to be members of at least one of these organizations each year.** Students are also encouraged to attend and/or present at local, state, and national conferences. Specifically, students are **required** to attend ISPA each year, are strongly encouraged to attend NASP, and are encouraged to attend APA.

Student Assessment

Requirements for Sufficient Progress

Students are expected to maintain sufficient progress in the program and are evaluated via several methods described below. To be considered to be making adequate progress students must (a) maintain an average GPA of 3.0, (b) pass the Competency Exam, (c) obtain a grade of B or higher in all practicum courses, (d) obtain no more than 6 credits with a grade of C or lower, (e) demonstrate adequate legal/ethical and professional responsibilities with no serious ethical violations, and (f) demonstrate adequate professional behavior and social skills. Students' progress in their professional development as school psychologists is monitored closely by faculty throughout the program. This includes formal assessment procedures such as course grades, exams, practicum and internship supervisor evaluations, research projects, and annual evaluations. It also includes less formal observation of students' performance during such activities as assistantships, presentations, and interactions with both NIU and other professional colleagues. Students also complete a self-assessment of their progress each year in the program. All of these procedures are designed to allow the program to assess candidates' professional work characteristics/dispositions on a continuing basis.

Annual Evaluation

Near the end of each academic year, each student's progress during the current year is evaluated by the school psychology program faculty. This process is initiated by students completing an Annual Report of Student Progress in which they summarize their educational activities and achievements during the past year. The progress of each student is then evaluated on such dimensions as: performance in course work, practica, assistantships, research, and professional conduct. Students receive written evaluation feedback regarding their performance in the program, and they are encouraged to meet with the program coordinator and/or advisor to discuss their performance during the year.

Students may request a re-consideration of their annual evaluation. Such requests should be made in writing to the coordinator of the program within 30 days of receipt of the evaluation. Students may also provide a written response to the annual evaluation for inclusion in their file.

Program Examinations

The Second-Year Competency Exam is a two-hour examination covering two major foundational domains of school psychology. More information on this exam was presented earlier in this Handbook.

Portfolio Assessment

Students develop a portfolio of performance-based internship products related to their graduate training in school psychology. The final result of the portfolio assessment is a collection of "best-work" products that serve to document students' completion of program competencies for faculty evaluators and others, such as future employers. Additional information on the portfolio can be found in the previous section on the Portfolio and in Portfolio Assessment Procedures appendix.

Follow-up Procedures with Students Making Insufficient Progress

Students' progress in their professional development as school psychologists is monitored closely by faculty throughout the program. This includes formal assessment procedures such as course grades, exams, research projects, and annual evaluations. It also includes less formal observation of students' performance during such activities as assistantships, presentations, and interactions with both NIU and other professional colleagues. Should serious concern arise about a student's professional development, these concerns will be identified and communicated to the student as part of their annual evaluation. If program faculty believe that more systematic feedback, remediation, and monitoring is necessary, the following procedures will be followed:

1. The Director and one other program faculty member (e.g., practicum supervisor) will meet with the at-risk student to understand the nature of the student's difficulties, explore options, specify identified weaknesses, and develop goals and strategies for remediation.
2. An individualized plan will be developed that will specify student activities, expected levels of performance, methods of faculty monitoring, and schedule of evaluation.
3. The student will be provided written feedback about his or her performance on a scheduled basis.
4. At the conclusion of the remediation period, the school psychology faculty will determine whether sufficient progress has been made for the student to be no longer considered "at risk," to continue or modify the remediation plan, or to terminate the student from the program. The faculty's decision will be communicated to the student in writing.
5. The student may appeal the faculty's decision to the department chair, who will review the recommendations with the student, coordinator, and other relevant parties. If the decision is unchanged the chair will inform the student of the process for further appeal.
6. If a student is dismissed from the program, a final meeting should be initiated by the Director to provide help or referrals for: academic counseling, personal counseling, status of future letters of recommendation, and any other issues of concern to the student.

Maintaining Student Records

The School Psychology Program maintains (a) digital records for program level documentation and evaluation (e.g. practica evaluations, annual evaluation letters, internship application and completion records, any remediation plans) and (b) individual, hard copy folders for each student for departmental paperwork showing completion of major milestones such as thesis proposal, candidacy exam, signature forms indicating passing of dissertation defense, etc. The School Psychology Program hard copy files are kept inside the Graduate Studies Assistant's office in a locked file cabinet, accessible only to her or authorized Departmental Administrators and staff and the Program Director. The digital files are kept on a secure OneDrive server accessible only by the Program Director, Program Assistant, and Graduate Studies Assistant.

Student Rights, Grievance and Other Procedures and Student Support

Several procedures and guidelines are in place to ensure that students feel respected, understand their rights, and know how to proceed with any complaints or grievances, and students have a right to having any grievances handled effectively and fairly.

First, there are informal procedures that students are encouraged to utilize to handle program complaints or grievances. Students are encouraged to bring the complaint to the attention of the program via the Program Director, their assigned faculty advisor, or through the School Psychology Student Organization (SPSO). All student concerns and grievances will be treated fairly and kept confidential. The nature of all grievances will be documented for program development and evaluation. Students may also opt to more formally bring complaints to the Department or University. Within the Psychology Department, students may contact the Director of Graduate Studies or the Graduate Student Advisory Committee regarding concerns. See the Department of Psychology Graduate Student Manual for information on the formal Departmental grievance procedures. This Handbook also provides information on appealing course grades. Students are encouraged to see *Procedures for Students Making Insufficient Progress* in this Handbook.

Regarding any perceived harassment or discrimination, students should please see the Nondiscrimination, Harassment, and Retaliation Policy and Complaint Procedures put forth by the NIU Ethics and Compliance Office. <https://www.niu.edu/policies/pdf/nondiscrimination-harassment-retaliation-policy.pdf>

Students are encouraged to familiarize themselves with the document "Northern Illinois University: Student Code of Conduct" <https://www.niu.edu/conduct/process/index.shtml>.

In addition, grievance procedures for students are detailed in the Constitution and Bylaws of Northern Illinois University (Article 6, Grievance Procedures for Students). <https://www.niu.edu/university-council/uc/constitution/bylaws/article06.shtml>

Finally, two of the most relevant University resources for students regarding grievances are listed below:

The NIU Ombudsperson, <https://www.niu.edu/ombuds>, (815) 753-1414, Ombuds@niu.edu. The University ombudsperson is independent of the university's formal administrative structure and will consider all sides of an issue in an impartial and objective manner. The ombudsperson cannot impose solutions, but will identify options and strategies for resolution.

The Office of Affirmative Action and Equity Compliance, Human Resource Services, 815-753-1118. Any student who experiences and/or witnesses possible acts of discrimination, harassment, or retaliation has the right to report this activity the Office of Affirmative Action and Equity Compliance. All complaints and/or allegations of discrimination will be examined in a reasonable, objective, confidential, and expedient manner, and in accordance with applicable federal and state employment laws. This office also offers alternatives to filing a complaint: Mediation and Confidential Counseling.

About Northern Illinois University and the College of Liberal Arts and Science

Chartered in 1895, Northern Illinois University is one of the nation's premier regional public universities, a comprehensive teaching and research institution with over 19,000 students. The mission of the University is to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service. NIU is included in the *Research Universities-Higher Activity* category of the Carnegie Foundation for the Advancement of Teaching. The University has 23 doctoral programs, with 15 Ph.D.-granting departments, including the Department of Psychology. NIU is accredited by the Higher Learning Commission and is a member of the North Central Association.

The College of Liberal Arts and Sciences is the largest of NIU's seven colleges, with 33 baccalaureate degree programs, 31 graduate programs, 18 departments, 11 doctoral level programs, 7 research centers, and 5 interdisciplinary research and teaching programs. The College is committed to promoting excellence in undergraduate liberal education and in graduate programs built around cutting-edge research, and to fostering the connections between teaching and research, to their mutual benefit.

About the Psychology Department

Housed within the College of Liberal Arts and Sciences, the Psychology Department is a vibrant and exciting atmosphere in which to develop and train as a psychologist. The Department provides advanced training in several areas of psychology including:

- Clinical psychology (APA-accredited)
- Cognitive-Instructional psychology
- Developmental psychology
- Industrial/Organizational psychology
- Neuroscience and Behavior
- School psychology (NASP approved and PhD program is APA-accredited)
- Social psychology

Students obtain training that integrates both basic and applied aspects of psychology. Each area of study is designed to thoroughly acquaint students with the theoretical content of the particular area and to provide training in the research skills needed to become competent and creative investigators. In addition to being prepared to succeed in academic settings, our students also find suitable placements as applied researchers or service practitioners in a variety of mental health, educational, physical health, and organizational (e.g., corporate and non-profit) settings. Financial support, in the form of research or teaching assistantships, is generally available to graduate students in the Psychology Department who are making satisfactory progress in the program. Study in Psychology at NIU is of the highest quality as we have over 30 full-time, Ph.D. faculty in the department. Each academic year approximately 135 students are enrolled in the graduate psychology program, including several on clinical or school internship, and several in the process of completing their dissertations while employed off-campus. At any point, there are approximately 85-90 students in full-time residence.

The Department is located in a large building which provides ample research, clinical, and office space for faculty and student use. The Department also administers *the Psychological Services Center*, a clinic facility designed to provide both training to departmental students and service to the community. The Psychological Services Center is equipped with extensive videotaping capabilities, observation facilities, and rooms designed for testing, as well as individual and group counseling.

Department and University Assistantship Support

Graduate students in the department may receive financial support from a number of sources within the university community to assist with some costs associated with the program. Students should note additional out-of-pocket expenses, such as student fees; ISPA, NASP, and APA conferences; and expenses associated with research activities. Listed below are the four most common of these sources of support for school psychology students:

1. **Graduate Assistantships**: The Department of Psychology awards a large number of full- and part-time graduate teaching and research assistantships each year. Teaching assistantship duties include classroom teaching under appropriate levels of faculty supervision and assisting with undergraduate laboratory sections and graduate courses in assessment and statistics. Teaching assistants are also assigned to support the research of faculty members, primarily through overseeing undergraduates in PSYC 485 (Independent Study), where undergraduates gain research experience working on faculty research. Research assistantships are also occasionally available on faculty research grants and contracts. Externships (placements in school districts or other community settings) are available typically after the third year in the program.

Stipends: Most students receive a full-time assistantship with expectations of working 20 hours per week. Depending on the availability of funds, assistantships may be awarded on a half-time basis, with a corresponding reduction in hours and stipend amounts. Assistantships are typically for a nine-month period. All assistantships include tuition remission for the academic year plus the following summer session. Students are responsible for the payment of fees and necessary insurance. Historically, the school program has supported all first-year

students with the vast majority of our students in good standing continuing to receive full funding until they depart for internship.

Summer Support: Limited financial support is available during the summer months.

2. Fellowships. The Graduate School offers a limited number of fellowships awarded on a university-wide competitive basis to graduate students whose performance has been outstanding. These awards include University Fellowships for students working on the M.A. degree and Dissertation Completion Fellowships.
3. Additional sources of support for minority students: The Graduate School provides funds on a matching basis with the department for a number of Rhoten Smith Assistantships for minority students. These assistantships carry stipend levels and duties consistent with other assistantships in the department. Because of the cost-sharing with the Graduate School, students receiving the Rhoten Smith Assistantship have priority funding during the summer months. Other programs are available to support minority students. The Diversifying Higher Educational Faculty in Illinois (DFI) is a state-supported program that provides one year of support that can be renewed for up to three years. The Carter G. Woodson Scholars Program (CGWSP) is funded locally by NIU and is reserved for doctoral level students with expressed interest in academic careers. The maximum length of tenure for the CGWSP is two years. All of these fellowships are competitive and open to minority students in all graduate departments. In addition to access to these special funds, minority students are eligible for the usual financial assistance available in the department. More information can be found at niu.edu/grad/funding/fellowships.shtml.

Costs Associated with Program

Just as with any graduate program, there are costs associated with the program that cannot be covered by the options mentioned above. Below is a table showing an estimate of out-of-pocket costs to expect. For your information, a Tuition and Fee Estimator is available at: <http://www.niu.edu/bursar/tuition/estimator.shtml>.

Year 1		
Program Activity	Estimated Amount	How often
Student Fees	\$139.04 per credit hour (12 CH = \$1668)	Each semester
Parking Pass (optional but typical)	\$92/year	Annual
Time 2 Track subscription	\$40 Annual and each year	Annual, each year
Criminal Background Checks	\$65 required for each practicum site	Typically, one each year
Books and Supplies	Variable	Each semester
Membership Dues	One membership required of the following: ISPA (\$40), NASP (\$80), APA Div. 16 (\$20)	Annually
ISPA Conference (required)	\$150 registration plus travel (gas/hotel usually shared among students)	Annually Fall
Student Health Insurance (optional)	If needed, \$1114 each fall/spring	Each semester if needed
PREPARE Crisis Intervention Training	\$35 for materials	Once during program
Professional Development Activities	Variable	Periodic opportunities offered by local districts
Years 2 and Beyond		
Program Activity	Estimated Amount	How often
Student Fees	\$139.04 per credit hour (12 CH = \$1668)	Every semester
Tuition for internship year only	\$357.00 per credit hour (15-17 CH)	Internship year only
Parking Pass	\$92/year	Annual
Criminal Background Checks	\$65 required for each site	Typically, one each year
Books and Supplies	Variable	Each semester
Student Health Insurance (optional)	If needed, \$1114 each fall/spring	Each semester if needed
Membership Dues	ISPA (\$40), NASP (\$70), APA Div. 16 (\$20). One membership required.	Annually
ISPA Conference (required)	\$150 registration plus travel	Annually Fall
NASP Conference (recommended)	\$104 registration plus travel	Annually Spring
APA Conference (optional)	\$95 registration plus travel	Annually Summer
Test Fees	School Psychology Content Test (\$122)	Second year
PREPARE Crisis Intervention Training	\$35 for materials	Once during program
Professional Development Activities	Variable	Periodic
Other Fees		
Forms and documents requiring the University Seal	\$5.00	As needed

The program faculty as well as the School Psychology Student Organization (SPSO) work hard to find ways to support students in their conference and research endeavors. There are times when the Department, the College, and/or SPSO are able to provide small travel grants to students presenting at conferences, for example. The above information is simply provided so that students can plan for opportunities that may not be fully or partially funded.

Program Faculty

Core School Psychology Faculty

Michelle Demaray, Ph.D., LCP

Professor, School Psychology Program

Dr. Demaray (Ph.D., University of Wisconsin-Madison) is a NIU Presidential Research Professor. She has authored and co-authored numerous peer-reviewed journal articles and has presented her research at many professional conferences throughout her career. Her research interests focus on bullying and victimization in schools, including cyber-bullying, cyber-victimization, and the role of bystanders in the bullying situation. Dr. Demaray has also spent over two decades focused on the measurement of social support and the relations among perceived social support in youth and positive and negative outcomes. She is also interested in both research and clinical practice issues relevant to Attention-Deficit/Hyperactivity Disorder (ADHD). More broadly, she is interested in social-emotional issues in schools. She has taught a variety of courses at Northern Illinois University including Psychological Assessment of Children, Principles of Behavior Management, and Developmental Child Psychology. Dr. Demaray was the 10th editor-in-chief for the Journal of School Psychology, a leading journal in our field that is managed by the Society for the Study of School Psychology.

Christine K. Malecki, Ph.D., LCP

Professor, School Psychology Program

Dr. Malecki (Ph.D., University of Wisconsin-Madison) joined the Psychology faculty in Fall 1999. She served as a practicing school psychologist in Carroll, Iowa for Heartland Area Education Agency 11 for two years before coming to NIU. She is clinically licensed and is the Director of Clinical Training for the School Psychology Program. Dr. Malecki is an NIU Presidential Engagement Professor. She has served nationally as the Chair of the Council of Directors of School Psychology Programs (CDSPP, 2014-15) and the Secretary of the Council of Chairs of Training Councils (2014-15). Dr. Malecki currently teaches first year students each semester (intro class and academic assessment and intervention). She has authored and co-authored many peer-reviewed journal publications and has presented her research at a number of professional conferences throughout her career. Dr. Malecki's research interests include the study of students' perceived social support and how that support is related to their adjustment and academic achievement, the complexities of bullying behavior, and curriculum-based measurement (CBM) in written language. She is also interested in the relationship between social context and academic achievement and innovative school psychology delivery services.

Julia Ogg, Ph.D., LCP**Associate Professor, School Psychology Program****Director, School Psychology Program**

Dr. Ogg (Ph.D., Michigan State University) joined the program in 2015. Dr. Ogg teaches a series of mental health focused courses in the program (e.g., Tier 1 and 2 mental and behavioral interventions, psychotherapeutic interventions, parent training). Dr. Ogg's research focuses on youth with externalizing behavior challenges, and home and school factors that supportive adaptive development. Dr. Ogg is particularly interested in studying this relationship in children starting kindergarten, as well as how family-school relationships change as children progress through school. Dr. Ogg is also studying parenting attitudes and behaviors that support the development of academic enabling classroom behaviors (e.g., engagement, prosocial skills) in children. Dr. Ogg is licensed as a clinical psychologist and provides clinical services to children and families one evening a week. She previously served as the Secretary for Division 16 (School Psychology) of the American Psychological Association, is currently the Vice President of Publications and Communications for the APA Division 16, and is the Incoming President of the Division. She is an Associate Editor for the *Journal of School Psychology*.

Kara Styck, Ph.D., LCP**Assistant Professor, School Psychology Program**

Dr. Styck (Ph.D., Arizona State University) studies psychological measurement. In particular, she is interested in developing tools that improve how we measure psychological attributes (i.e., cognitive ability, social skills, and academic engagement and motivation) for students in K-12 and higher-education classrooms. Dr. Styck is also interested how psychological measurement impacts educational decisions for students (e.g., screening, progress monitoring, probable diagnoses, etc...). Graduate courses recently taught by Dr. Styck include Theory and Assessment of Intellectual Functioning and Consultative Interventions in School and Community Settings.

Molly McDade, Ph.D., LCP**Regular Adjunct Professor, School Psychology Program**

Dr. McDade (Ph.D. Northern Illinois University) teaches the five Practicum Courses, including First-Year Practicum (spring) and full years of Second-Year Practicum and Advanced Practicum. Dr. McDade is clinically licensed and supervises the Advanced Practicum students in the Psychological Services center. She is also a practicing school psychologist in a nearby school district.

Gabrielle Francis, Ph.D.**Visiting Professor, School Psychology Program**

Dr. Gabrielle Francis, originally from Trinidad and Tobago, brings a wealth of knowledge and experience to Northern Illinois University. She completed her undergraduate studies at the University of Delaware, earning a BA in Psychology. She then pursued her passion for

psychology at the University of South Florida, where she received her Ph.D. in School Psychology. For the 2024-2025 school year, Dr. Francis will be joining NIU as a Visiting Assistant Professor. This Fall, she will be teaching PSYC 369 and PSYC 324. She looks forward to engaging with students and fostering a collaborative learning environment. Feel free to visit her office or reach out with any questions. Dr. Francis is excited to be a part of the NIU community and is eager to support her students' academic journeys.

Associated Faculty

Amanda Durik	Social Psychology Faculty Teaches PSYC 620 Social Experimental Psychology Serves on committees, consults w/students
Jesse Woody Johnson	Special and Early Education Faculty Teaches SESE 603 (FBA) SSP Training Grant Co-Project Director w/School Faculty
Molly McDade	Regular Adjunct Faculty Teaches entire practicum series (5 courses/year)
Nina Mounts	Developmental Psychology Faculty Teaches PSYC 676 Social Developmental Psychology Serves on committees, consults w/students
Laura Pittman	Child Clinical Psychology Faculty and Clinical DCT Often teaches PSYC 640 Intellectual Assessment or PSYC 645 Developmental Psychopathology
Alecia Santuzzi	Social/Industrial-Organization Psychology Faculty Teaches PSYC 606 Serves on committees, consults and publishes w/students

Affiliated Faculty

Danielle Baran	Director of Psychological Services Center (Aug, 2021)
David Bridgett	Child Clinical Faculty Often teaches PSYC 645 Developmental Psychopathology
Brad Sagarin	Social Psychology Faculty Teaches PSYC 604 and PSYC 606
Elizabeth Shelleby	Child Clinical Faculty Sometimes Teaches PSYC 646
Katja Wiemer	Cognitive Psychology Faculty, Teaches PSYC 611 Cognitive Psychology

School Psychology Advisory Board

The NIU School Psychology Advisory Board was formed in 2005 to provide the program with more formal, ongoing contact with the school psychology community. The advisory board meets at least once every other year to provide feedback about all aspects of the program. Most recently, the board reviewed the program structure and objectives, recruiting diverse students, and program strengths and weaknesses.

Current Advisory Board Members (2020 to present)

Jesse Woody Johnson, Ph.D.	Director of BCBA Program NIU
Kyle Gerdes, EdS	Director of Student Support of regional school district
Patti Palagi, Ph.D.	Director of Student Support of regional school district
Kelly Clark, Ph.D.	Assistant Professor, Louisiana State University, Program alumnus
Melissa Terry, Ph.D., LCP	School Psychologist and Psychologist in private practice, Program alumnus
Karen Enockson, M.A.	Sch Psych Supervisor in regional school district, alumnus
Jazmyn Styles, M.A.	School Psychologist in regional school district, PPAB program alumnus
Sarah Gebhardt, Ph.D., LCP	Dually licensed School Psychologist, Frequent supervisor, APA site (ISPIC)
Molly McDade, Ph.D., LCP	Adjunct Professor and School Psychologist, Ph.D. Program alumnus
DaShae Rodriguez-Harris	Current Ph.D. Student
Madeline Rodriguez	Recently graduated S.S P. Student

Appendix A: Competency Exam Reading List

Legal and Ethical Practice

- Song, S. Y., Miranda, A. H., Radliff, K. M., & Shriberg, D. (2019). *School psychology in a global society: Roles and functions*. Bethesda, MD: National Association of School Psychologists.
- Jacob, S., Decker, D. M., & Timmerman Lugg, E. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.
- American Psychological Association (2010). Specialty guidelines for the delivery of services by school psychologists.
- American Psychological Association (2002 w/2010 and 2016 updates). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.
- National Association of School Psychologists (2010). *Principles for Professional Ethics*. Stratford, CT: NASP.
- National Association of School Psychologists (2010). *NASP Ethical Problem Solving Worksheet*. Nasponline.org.

Cultural and Linguistic Diversity-Informed Assessment

- American Psychological Association. 2017. *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- Ecklund, K., & Johnson, W. B. (2007). Toward cultural competence in child intake assessments. *Professional Psychology: Research and Practice*, 38, 356-362.
- Fisher, E. S. (2014). Best practices in supporting students who are lesbian, gay, bisexual, transgender, and questioning. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 191-203.
- Hess, R. S., Pejic, V., & Castejon, K. S. (2014). Best practices in delivering culturally responsive, tiered-level supports for youth with behavioral challenges. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Student level services*, 321-334.
- Jones, J. (2014). Best practices in providing culturally responsive interventions. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 49-60.
- Miranda, A. H. (2014). Best practices in increasing cross-cultural competency. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 9-19.
- Proctor, S. L., & Meyers, J. (2014). Best practices in primary prevention in diverse schools and communities. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 33-47.
- Carvalho, C., Dennison, A., & Estrella, I. (2014). Best practices in the assessment of English language learners. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 75-78.
- Ortiz, S. O. (2014). Best practices in nondiscriminatory assessment. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 61-74.
- Assessment of English Language Learners. Best practices in school psychology: Foundations*, 6, 83-85.
- Assessing via Interpreters. Best practices in school psychology: Foundations*, 9, 117 & 123.

Appendix B: Portfolio Assessment Procedures

Portfolio Assessment Purpose

Students are to develop a portfolio of performance-based products from their internship year related to their graduate training in school psychology. The portfolio assessment is intended to enable students to celebrate the culmination of their progress through the school psychology program and ensure that primary program objectives were met as reflected in these internship products. The final result of the portfolio assessment will be a collection of “best-work” products that serve to document students’ completion of program objectives for faculty evaluators and others, such as future employers.

Portfolio Content

The specific contents of the portfolio will be unique to each student but should provide evidence of having met the NIU school psychology program competencies. High quality portfolios will provide relevant and high-quality products from the internship year for each program competency. The portfolio will also include evidence of students’ applied experiences with diverse populations. Students are also required to submit two formal case studies, one academic and one behavioral, to demonstrate a positive impact on student learning. Finally, the portfolio will also require students’ self-reflection on the evidence they provide in the portfolio for each program objective. Specific requirements on portfolio contents are provided in this document.

Suggested Portfolio Organization

Please organize the materials by piece of evidence, regardless of the association to the competencies. For example, a student might have a case study report that provides evidence for three or four competencies. They would only include that report once but would refer to it in the evidence table for each relevant competency for which it is being used. The Evidence List Table would note the location of each piece of evidence. The portfolio supporting documents should all be at the beginning of the portfolio. These items are listed below as part of the list of requirements.

Please number, label, or otherwise clearly identify each piece of evidence in your portfolio. In your evidence tables or other references to your evidence, please use these numbers or labels in addition to noting in which binder or location the evidence can be found. Page numbers can be used to serve this purpose but are not necessary if the evidence can be easily found in some other way.

Please de-identify, to the fullest extent, all case study reports or other pieces of evidence referring to children or adolescents.

Portfolio Format and Requirements

Each of the following documents should be included in your portfolio and should be easily accessible. Please title each document as noted and present the documents in the following order.

1. Overview Document

One or two paragraphs should be written as an introduction to the portfolio and as an overview of how it is organized.

2. Table of Evidence (One Piece of Evidence listed for Each Program Competency)

One “best practices” internship-based performance product should be listed for each Program Competency in this table (one table total, example later in this packet).

3. Impact on Student/Client Learning Evidence (2 reports and 2 case study rubrics)

Two cases studies will make up your two pieces of evidence from your internship highlighted as evidence that your work resulted in improved outcomes for a student/client. Please have one separate page titled “Impact on Student (or client) Learning Evidence,” list the location of the two reports, and describe the evidence and how it demonstrated student/client learning. This evidence should include two case studies, one academic and one behavioral. You should self-evaluate your reports using two of the Case Study Evaluation Rubrics. You need not have every element.

4. Reflective Statements (one per OBJECTIVE for 7 total)

A self-reflective statement must be written for each Program Objective. These statements typically will be one to two pages single spaced and must address two issues: (a) How have your courses, practica, professional development, and internship combined resulted in the completion of the relevant objective? (b) What are your self-reflection / self-evaluative thoughts regarding the objective as it relates to your professional strengths / weaknesses, goals, and plans for future development? Please refer to your entire graduate school journey including courses, supervision, practica, professional development, and internship in these statements. However, please also tie in the portfolio evidence that you are using to illustrate having met this objective (sometimes involving more than one competency).

5. Experiences with Diverse Students Table

This table should include a list of all practicum, assistantship, internship, and other settings in which you have had professional experiences during your time at NIU. For each setting, you will indicate if you have had experiences with individuals in the diverse populations (low income, limited English, disability, ethnic groups).

6. Self-Assessment Table (with Strengths/Weaknesses clearly highlighted)

This table should include a list of all competencies and should contain your self-ratings of the evidence in your portfolio. You will also highlight the competencies you believe are your strengths and areas in need of growth. The format of this table is provided in this document in Table 3.

EVIDENCE: The portfolio will provide one piece of internship evidence for each of the following Specialist Program competencies

Specialist Program Goals/Objectives/Competencies

Goal 1. To prepare entry-level psychologists who will have a solid foundational understanding of broad psychological principles.

Objective 1. Students will acquire knowledge of social and emotional, biological, cognitive/instructional, and developmental aspects of human behavior.

Competency 1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.

Competency 1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.

Goal 2. To prepare entry-level psychologists who will understand the profession and the professional practice of school psychology and will seek learning experiences throughout their career.

Objective 2. Students will acquire an understanding of the evolution of and key issues in the practice of school psychology.

Competency 2A. Students will develop an understanding of the history, roles, and functions of school psychologists.

Competency 2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.

Objective 3. Students will learn to practice as socially competent professionals who are effective communicators, collaborators, and life-long learners.

Competency 3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.

Competency 3B. Students will demonstrate appropriate, culturally competent, professional behavior and social competence in their practice of school psychology.

Competency 3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.

Competency 3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.

Goal 3. To prepare entry-level psychologists who use appropriate ecologically based, empirically validated assessment and intervention approaches for systems and individuals.

Objective 4. Students will take an ecological, evidence-based, problem-solving approach in their assessment of systems and individuals.

Competency 4A. Students will develop and demonstrate skills in empirically validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.

Competency 4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically validated methods to meet the needs of diverse populations.

Competency 4C. Students will develop and demonstrate skills in the assessment of personality, social-emotional functioning, and behavior using an ecological approach and empirically validated methods to meet the needs of diverse populations.

Objective 5. Students will take an evidence-based, problem-solving approach in their prevention and intervention practices with systems and individuals.

Competency 5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.

Competency 5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.

Competency 5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.

Competency 5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.

Competency 5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.

Goal 4. To prepare entry-level psychologists who will be consumers and producers of research.

Objective 6. Students will acquire advanced understanding and skill in the process of scientific inquiry in research and practice.

Competency 6A. Students will develop skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research.

Competency 6B. Students will apply research and evaluation skills in the practice of school psychology.

Objective 7. Students will contribute work to the scientific community through publications and presentations.

Competency 7B. Students will develop skills in explaining and presenting research findings.

Sample Portfolio Contents

Provided below is a list of the NIU student competencies and a sample of possible portfolio items that could work to document your competency. Students are encouraged, however, to include any products that you believe illustrate your competency. This list is not exhaustive!

Program Competency	Evidence
1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.	Social-emotional case study report
1C. Students will demonstrate knowledge of cognitive/instructional and developmental aspects of human behavior.	Case study report documenting developmental history
2A. Students will develop an understanding of the history, roles, and functions of school psychologists.	
2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.	
3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.	Report, emails, correspondence.
3B. Students will demonstrate appropriate, culturally competent, professional behavior and social competence in their practice of school psychology.	Correspondence with linguistically diverse parent, case study report of linguistically or culturally diverse student.
3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.	Conference or professional development documentation
3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.	Excel sheet showcasing data effectively
4A. Students will develop and demonstrate skills in empirically validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.	Case studies might work nicely for these competencies. You might also have session plans for a group, progress monitoring charts and explanation/interpretation, etc.
4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically validated methods to meet the needs of diverse populations.	
4C. Students will develop and demonstrate skills in the assessment of personality, social- emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.	
5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations	
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.	
5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.	
5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school	RtI paperwork related to Tier 1, Tier 2, or Tier 3.

psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.	
5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.	Data team data presentation, PBIS data and analysis, notes from Tier 1 team meetings, etc.
6A. Students will develop (advanced) skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research .	Any original research (theses, dissertation as relevant, or other studies for conference presentations, etc.), single case design for a case, presentations added that are rigorous and evidence-based, evidence-based topics being presented for professional development or conferences, etc.
6B. Students will apply research and evaluation skills in the practice of school psychology.	
7B. Students will develop skills in explaining and presenting research findings	
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – ACADEMIC case study report	Academic case study report
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – SE/BEHAVIOR case study report	Social-emotional or behavioral case study report
Quality of reflective statements (depth of reflection, quality of writing)	Personal reflections

Table of Evidence – Required Table

Program Competency	Evidence	Location
1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.		
1C. Students will demonstrate knowledge of cognitive/instructional and developmental aspects of human behavior.		
2A. Students will develop an understanding of the history, roles, and functions of school psychologists.		
2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.		
3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.		
3B. Students will demonstrate appropriate, culturally competent, professional behavior and social competence in their practice of school psychology.		
3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.		
3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.		
4A. Students will develop and demonstrate skills in empirically validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.		

4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically validated methods to meet the needs of diverse populations.		
4C. Students will develop and demonstrate skills in the assessment of personality, social- emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.		
5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations		
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.		
5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.		
5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.		
5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.		
6A. Students will develop (advanced) skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research.		
6B. Students will apply research and evaluation skills in the practice of school psychology.		
7B. Students will develop skills in explaining and presenting research findings		
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – ACADEMIC case study report		
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – SE/BEHAVIOR case study report		
Quality of reflective statements (depth of reflection, quality of writing)		

Experiences with Diverse Populations – Required Table

Setting (e.g., practicum, assistantship, internship, other)	Low Income	Limited English	Disability	Ethnically Diverse

Portfolio Evaluation Self-Evaluation – Required Table

Please include this **completed** self-assessment table in your portfolio.

1. Rate Quality of Internship Evidence as Unsatisfactory, Satisfactory, or Excellent.
2. Please identify at least two program competencies that you believe are a strength for you (per your evidence).
3. Finally, identify at least one program competency on which you believe you need further development.

Program Competency	Internship Evidence
1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.	
1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.	
2A. Students will develop an understanding of the history, roles, and functions of school psychologists.	
2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.	
3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.	
3B. Students will demonstrate appropriate, culturally competent, professional behavior and social competence in their practice of school psychology.	
3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.	
3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.	
4A. Students will develop and demonstrate skills in empirically validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.	
4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically validated methods to meet the needs of diverse populations.	
4C. Students will develop and demonstrate skills in the assessment of personality, social- emotional functioning, and behavior using an ecological approach and empirically- validated methods to meet the needs of diverse populations.	
5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations	
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.	
5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.	
5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.	
5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.	
6A. Students will develop (advanced) skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research	
6B. Students will apply research and evaluation skills in the practice of school psychology.	
7B. Students will develop skills in explaining and presenting research findings	
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – ACADEMIC case study report	

Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – SE/BEHAVIOR case study report	
Quality of reflective statements (depth of reflection, quality of writing)	

Quality of Evidence Ratings: E-Excellent; S-Satisfactory; U-Unsatisfactory (+/- denote half grade)

Case Study Evaluation Rubric (2 required)

Two of the required items to be submitted as part of the portfolio include an academic and a behavioral case study from the internship year. These case study reports should follow best practice in assessment, intervention, evaluation and consultation as much as possible and be consistent with NASP criteria. The case studies should follow the problem-solving process and the steps of this process should be documented throughout the report. The rubric below is used to evaluate the case studies using an adopted version of the criteria from the NCSP Case Study Evaluation Rubric. Students are evaluated on their total percentage of points earned compared to the number of total possible points (31 points). In addition, students are evaluated on whether or not they have evidence of positive impact on the student(s) with whom they worked. They are also to provide data to support that impact.

1. Problem Identification				
	Very Effective (2)	Effective (1)	Needs Improvement (0)	Not Applicable
1.1	The target behavior is operationally defined in the context of the student's grade and/or using peer comparisons/local norms.	The target behavior is operationally defined.	The target behavior is identified but not operationally defined.	
1.2	The discrepancy between the current and desired level of performance is clearly and explicitly explained.	The expected and current levels of behavior are both operationally defined.	The behavior is not operationally defined in terms of both current and desired levels of performance.	
1.3	The current and expected rate of improvement is operationally defined in the context of the student's grade and/or using peer comparisons/local norms.	The expected and current rates of improvement are operationally defined.	The students' current rate of improvement is not identified.	
1.4	Baseline data includes the student behavior and peer/grade norms and expectations with computed trend lines (if applicable).	A baseline for the student behavior is established using sufficient data.	A baseline for the student behavior is not established or has insufficient data.	
1.5		The student behavior is identified as either a skill and/or performance deficient.	The student behavior is not identified as a skill and/or performance deficit.	
Total Points:			___ out of 9	
2. Problem Analysis				

	Very Effective (2)	Effective (1)	Needs Improvement (0)	Not Applicable
2.1	Hypotheses are generated through collaboration with teachers and/or parents.	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home.	Hypotheses are not developed, hypotheses are developed in only one area, and/or hypotheses are not measurable.	
2.2	There are multiple sources of data that converge on each proposed hypothesis.	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self-report.	Appropriate data are not collected to confirm or reject the hypotheses.	
Total Points:			___ out of 4	
3. Intervention/Assessment (Plan Implementation)				
	Very Effective (2)	Effective (1)	Needs Improvement (0)	Not Applicable
3.1		Intervention/Assessment is linked to observable, measurable goal statement(s).	Intervention is not linked to observable, measurable goal statement(s).	
3.2		Intervention/Assessment selection is based on data from problem analysis and hypothesis testing.	Intervention(s)/Assessment selection is not based on problem analysis and hypothesis testing.	
3.3		Intervention(s)/Assessment is evidence based (e.g., research literature, functional analysis, single case design analysis).	Intervention(s)/Assessment is not evidence based.	
3.4		Intervention(s)/Assessment reflects sensitivity to individual differences, resources, classroom practices, and other system issues.	Intervention(s)/Assessment does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues.	
3.5		Logistics of settings, time, resources, and personnel are included in the intervention plan.	Logistics of settings, time, resources, and personnel are not included in the intervention plan.	
3.6		Intervention is monitored and data are provided to ensure that it is implemented as designed.	Treatment integrity is not monitored.	

3.7		Clear decision rules are made prior to intervention implementation or evaluation of progress monitoring data/assessment results.	No decision rules are made ahead of time.	
Total Points:			___ out of 7	
4. Plan Evaluation				
	Very Effective (2)	Effective (1)	Needs Improvement (0)	Not Applicable
4.1	Charting of progress monitoring data includes trend lines and/or goal lines.	Progress monitoring data are demonstrated on a chart.	Progress monitoring data are not demonstrated on a chart.	
4.2		Assessment data is presented in a clear and concise way.	Assessment data is not presented in a clear and concise way.	
4.3		Assessment results are linked to the problem behavior and considered within the context of the student's grade and/or using peer comparisons/local norms	Assessment results are not considered within the context of the problem behavior nor considered using grade and/or local comparisons.	
4.4	Response to intervention data are used to inform problem solving and decision making.	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention, eligibility).	Data are not used to inform further problem solving and decision making.	
4.5		Strategies for transfer/generalizing outcomes to other settings or using results to inform instruction and/or intervention are documented.	Strategies for transfer/generalizing outcomes to other settings or using results to inform instruction and/or intervention are not addressed.	
4.6	Modifications for future interventions are considered based upon collaborative examination of effectiveness data.	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel.	Effectiveness of intervention is not shared or communicated.	
4.7	Strategies for follow up are developed and implemented.	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	Suggestions for follow up are not developed.	
Total Points:			___ out of 11	

Evidence of Positive Impact on Student Learning Table

Must demonstrate at least of the following quantifiable evidence of positive impact on student learning/skill

	Effective	Needs Improvement
Percentage of non-overlapping data		
Goal attainment scaling (-2 to +2)		
R ² value		
Goal line comparison		
Trend line comparison		
Effect size		
Does student meet the “Effective” criterion using at least one of the above methods?	Yes No	Data (PND, effect size, etc.):

1. **Percentage of non-overlapping data points:** The most extreme baseline point (highest if the desired effect is an increase and lowest if the desired effect is a decrease) is determined and a line is drawn from that data point across the intervention data graph. The number of data points above or below (depending on the desired outcome) are counted and divided by the total number of data points to determine a percentage. Scruggs and Mastropieri (1998) recommend a percentage above 80 to be considered a large effect.
2. **Goal Attainment Scaling (Roach & Elliott, 2005):** Provide individualized approach to determine the effectiveness of an intervention using specific criterion. Involves selecting a target behavior (objective behavior), describing the desired outcome behavior, plan instruction/intervention, construct the goal attainment scale, implement the instruction or intervention and evaluate instruction or intervention using the GAS ratings. Goal Attainment Scale: create a 5 point scale ranging from +2 (best possible outcome) to -2 (worst possible outcome). A score of 0 represents no change in behavior. Determine the appropriate dimensions depending on the behavior (Frequency, quality, percentage, etc).
3. **No Assumptions Effect Size (Busk & Serlin, 1992):** subtracting the mean of the baseline from the mean of the intervention data and dividing by the standard deviation of the baseline. Burns and Wagner (2008) found a mean NAES of 2.87 for interventions that were considered effective. Since NAES often exceed 2, the cohen’s typically used es is not generally applicable to this effect size.
4. **R² :** Most widely accepted effect size. Can be easily computed using excel by creating a line graph, right click on the line and select “add trend line”. Next select the “display R-Square value on chart” option and close. Cohen (1988) recommends that .25 is considered large effect, .09 is moderate and .01 is small.
5. **Goal line comparison (Fuchs & Fuchs, 2011):** If the student’s most recent four consecutive scores are above the goal line, the student’s goal should be increased.
6. **Trend line comparison (Fuchs & Fuchs, 2011):** If the student’s trend line is steeper than the goal line, the goal should be increased.
7. **Student attained specified goal:** A decision rule or goal should be established prior to the implementation of the intervention to set a criterion to determine whether or not the intervention should be considered

successful or whether the student is making progress at an acceptable rate. If the student reaches this goal at the end of the intervention period, the intervention can be considered successful.

8.

References

- Burns, M. K., & Wagner, D. (2008). Determining an effective intervention within a brief experimental analysis for reading: A meta-analytic review. *School Psychology Review*, 37(1), 126-136.
- Busk, P. L. & Serlin, R. (1992). *Meta-analysis for single case research*. In: Kratochwill, T. R., Levin, J. R. (Eds). *Single case research design and analysis: New directions for psychology and education*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cohen, J. (1998). *Statistical power analysis for the behavioral sciences* (2nd edition). Hillsdale, NJ: Erlbaum.
- Fuchs, L. S., & Fuchs, D. (2011). Using CBM for progress monitoring. Washington, DC: National Center on Student Progress Monitoring, American Institutes for Research. Retrieved from <http://www.studentprogress.org/library/Training/CBM%20Reading/UsingCBMReading.pdf>
- Roach, A. T., & Elliott, S. N. (2005). Goal attainment scaling: An efficient and effective approach to monitoring student progress. *Teaching Exceptional Children*, 37(4), 8-17.
- Scruggs, T. E., & Mastropieri, M. A. (1998). Summarizing single subject research: Issues and applications. *Behavior Modification*, 22(3), 221-242.

Competencies Used to Measure the NASP Standards

The table below does NOT need to be in your portfolio. This document is for program data collection purposes only.

NASP Standards	Program Competencies
II - Data-Based Decision-Making and Accountability	3D, 4A, 4B, 4C, 5D
III - Consultation and Collaboration	3A, 5B
IV.1 - Interventions and Instructional Support to Development Academic Skills	1C, 4A, 5C
IV.2 - Interventions and Mental Health Services to Develop Social and Life Skills	1A, 5A, 5B, 5C
V.1 - School-Wide Practices to Promote Learning	2A, 2B, 3D, 5D
V.2 - Preventive and Responsive Services	5E
VI - Family-School Collaboration	3A, 5B
VII - Diversity	3B, 4A, 4B, 4C, 5A, 5B, 5C, 5D
VIII.1 - Research and Program Evaluation	3D, 6A, 6B, 7B
VIII.2 - Legal, Ethical, and Professional Practice	2A, 2B, 3C

Rubric Summary Table

Problem Solving Process Stage	Number of Points Earned
Problem Identification	
Problem Analysis	
Plan Implementation	
Plan Evaluation	
Total Points Earned:	_____ out of 31

Evidence of Positive Impact	Yes or No (and data presented as evidence):

Portfolio Evaluation

Evaluation of the student portfolio will be conducted by program faculty near the completion of the internship experience. Portfolios will be evaluated for the quality of products presented, the quality of the reflective statements, and self-evaluation of the academic and behavioral case study reports including the impact on student learning criterion.

Portfolio Evaluation Rubric:

1. Suitability/quality of evidence for each objective
 - a. Excellent: Relevance of portfolio product is evident; clear link made between evidence and competency and product is high quality.
 - b. Satisfactory: Relevant and adequate product available for each competency.
 - c. Unsatisfactory: Product is clearly not related to the program competency or is of low quality and not reflective of skills that would demonstrate competency.
2. Quality of reflective statements
 - a. Faculty will evaluate (overall) the quality of the reflective statements. Criteria or excellence will include demonstration of meaningful reflection on your competency in each objective area and will include the quality of your writing.
3. Case study self-evaluations (academic and social-emotional).
 - a. Case study rubrics will be complete. Students will show effective self-reflection in critically evaluating their own reports. Scores are not required for each element, but students are encouraged to have as many elements as possible in their reports. Similarly, positive impact is not required, but the report should address factors that can be addressed to change the trajectory if impact is not positive.

Portfolio Evaluation by Program Faculty

Program Competency	Internship Evidence
1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.	
1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.	
2A. Students will develop an understanding of the history, roles, and functions of school psychologists.	
2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.	
3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.	
3B. Students will demonstrate appropriate, culturally competent, professional behavior and social competence in their practice of school psychology.	
3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.	
3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.	
4A. Students will develop and demonstrate skills in empirically validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.	
4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically validated methods to meet the needs of diverse populations.	
4C. Students will develop and demonstrate skills in the assessment of personality, social- emotional functioning, and behavior using an ecological approach and empirically- validated methods to meet the needs of diverse populations.	
5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations	
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.	
5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.	
5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.	
5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.	

6A. Students will develop (advanced) skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research	
6B. Students will apply research and evaluation skills in the practice of school psychology.	
7B. Students will develop skills in explaining and presenting research findings	
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – ACADEMIC case study report	
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – SE/BEHAVIOR case study report	
Quality of reflective statements (depth of reflection, quality of writing)	

Note: See Portfolio Evaluation Rubric for description of evaluation criteria. E-Excellent; S-Satisfactory; U-Unsatisfactory (+/- denote half grade)

Appendix C: Student Support Services Available at NIU

Northern Illinois provides an exceptionally supportive environment for faculty and graduate students alike. Student support services are a priority for the university, and they are not only comprehensive in scope, but they are user friendly and competently run. The following is a selection of those services that are particularly relevant to school psychology graduate students:

- [**Child Development and Family Center**](#) – a licensed facility, as well as accredited through the National Academy of Early Childhood Programs. The center provides full-time and part-time childcare for children ages 2 months to 5 years. Parents must be a student or faculty/staff at Northern Illinois University to enroll their child in the center. Priority for enrollment is given to students. Students make up 70% of the Center's enrollment while faculty and staff make up 30%.
- [**Counseling and Consultation Services**](#) – a comprehensive human development service providing a full range of programs to meet the needs of a diverse student population. The mission of the Counseling and Student Development Center is to support the intellectual, emotional, social, and cultural development of students by offering a wide range of counseling, consultation, and educational services, including psychological counseling, group therapy, and crisis intervention. Drug and alcohol assessment and treatment are offered, as well as services related to interpersonal violence.
- [**Disability Resource Center \(DRC\)**](#) – ensures that NIU's academic and campus facilities are available to all students, faculty, and staff. The DRC advocates accessible opportunities by providing a wide range of support services tailored to individual needs and cooperates with a network of other NIU offices and outside agencies to enhance related services and assist individuals with disabilities.
- [**Gender and Sexuality Resource Center**](#) – helps to provide a university climate that supports the academic and professional success of these members of our university community. With the goal of fostering a welcoming campus environment, the university offers a variety of programs, services, and activities to serve the needs of individuals who are lesbian, gay, bisexual, or transgender as well as for the benefit and enrichment of the entire campus.
- [**Northern Illinois University Health Service**](#) – provides high quality primary health care and prevention services at reasonable cost to eligible students.
- [**Office of the Ombudsperson**](#) – provides confidential and informal assistance for resolving university related concerns. The ombudsman is independent of the university's formal administrative structure and considers all sides of an issue in an impartial and objective manner. The ombudsman cannot impose solutions but will identify options and

strategies for resolution. The ombudsman advises students of their rights and responsibilities within the university but cannot provide legal advice.

- [Student Legal Assistance](#) – an office that provides legal advice and assistance to students.
- [University Libraries](#) – NIU has several libraries including the Shapiro Law library. The main library includes an extensive collection containing 1,654,926 volumes and a large collection of journals and periodicals. It also participates in an interlibrary loan service. The library periodically consults with the Department of Psychology regarding books and periodicals pertinent to the educational objectives of the department. The NIU institutional web page contains information for students on all of the above resources.

Appendix D: Program History

History in progress, currently incomplete but here is a start if you are interested!

1978 – program instituted

1992 – full approval from the National Association of School Psychologists (NASP),
next up 2021

1992 – approval from National Council for Accreditation of Teacher Education
(NCATE) now

Council for the Accreditation of Educator Preparation (CAEP) – continuous
approval (last approval was Spring, 2021)

2009 – American Psychological Association (APA) accreditation (2014, next up in 2021)

2020 – M.A. + 30 program became Specialist in School Psychology (SSP) program

Faculty History (in progress)

Elise Masur (PhD 1976; retired 2009 perhaps??)

Irv Lotsoff

Greg Waas 1986 - 2015, Program Director 1988 - 2003

Karen Stoiber

Steve Little

Patrick Nolten 199X – 1998

Michelle Demaray 1998 – present, Program Director 2003 - 2008

Christine Malecki 1999 – present, Program Director 2008 - 2024

Corrie Ray-Subramanian 2007-2008

Amy Luckner approx. 2010 - 2014

Julia Ogg 2015 – present, Program Director 2024-present

Kara Styck 2018 – present

