



William & Mary School of Education

School Psychology Program
Master of Education
Education Specialist

STUDENT HANDBOOK

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Introduction

Welcome to the School Psychology Program!

We are housed in the William & Mary School of Education's Department of School Psychology and Counselor Education. Our NASP accredited program is a three-year, 71-credit experience that includes 59 course credit hours and a 12 credit, full-time internship. The program faculty look forward to working closely with you as you complete the program, and we encourage you to access the many resources and opportunities William & Mary, the School of Education, the Department, and our program have to offer. We are dedicated to high quality, effective training in school psychology and will provide you with as many opportunities as we can to facilitate your career development. For example, throughout our program you will be provided opportunities to obtain your National Certification as a School Psychologist (NCSP), state-level licensure, and certification in crisis prevention and intervention through PREPaRE. Further, our program values evidence-based practices and social justice, with aims to increase your knowledge and skills in these areas throughout your time with us. As such, we maintain a scientist-practitioner approach to training, with a heavy emphasis on equity, diversity, and inclusion.

This handbook is designed to provide important information you will need as a student in this program. Please read the handbook carefully as it outlines policies and procedures to help you successfully complete our program and achieve your career goals. This includes program expectations and goals, defined professional behaviors, programs of studies for both the M.Ed. and Ed.S. portions of the program, additional learning opportunities, and available resources. Additionally, the handbook includes a description of William and Mary (W&M), the School of Education (SOE), and the Department of School Psychology and Counselor Education (SPACE). A separate handbook addresses issues related to practicum and internship experiences; please refer to the Practicum and Internship Handbook for information about these field-based experiences.

Again, welcome to the program and the William & Mary community.

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William & Mary

William & Mary's [Vision, Mission, and Values](#) provide the foundation for all activities, programming, training, and collaborations for the college community. Below, we highlight each of these areas and how we as a program adhere to them.

The W&M Vision Statement is:

William & Mary transcends the boundaries between research and teaching, teaching and learning, learning and living. People come to William & Mary wanting to understand and change the world – and together we do.

As a program, we support this vision through our scientist-practitioner approach to training, balancing practical, field-based experiences with research- and data-driven classroom training. We strive to maintain a learning community of school psychologists, not only as a program but through community collaboration and partnership. Our program focuses on evidence-based practice to effective services that promote equity, diversity, and inclusion for children and their families in order to help build a better future.

The W&M Mission is to provide:

... a vibrant and inclusive community. Through close mentoring and collaboration, we inspire lifelong learning, generate new knowledge, and expand understanding. We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. William & Mary convenes great minds and hearts to meet the most pressing needs of our time.

The School Psychology Program contributes to this mission through faculty research that invites student participation and community engagement to contribute to the current knowledge base. We support the learning and well-being of K-12 students, their families, and the community as a whole. We maintain a global perspective of the role our field plays in the larger society and work to address those needs most pressing to education.

Finally, W&M's Statement of Values focuses on the collective effort of our community to uphold belonging, curiosity, excellence, flourishing, integrity, respect, and service. As a program, we uphold these values through program expectations, defined professional behaviors, scaffolding critical inquiry, celebrating diversity in culture and thought, supporting advocacy efforts, and facilitating the development of effective self-care skills.

School of Education

Vision, Mission, and Values

The SOE [Vision, Mission, and Values](#) extends those of W&M and provides a targeted focus for education faculty, staff, and students.

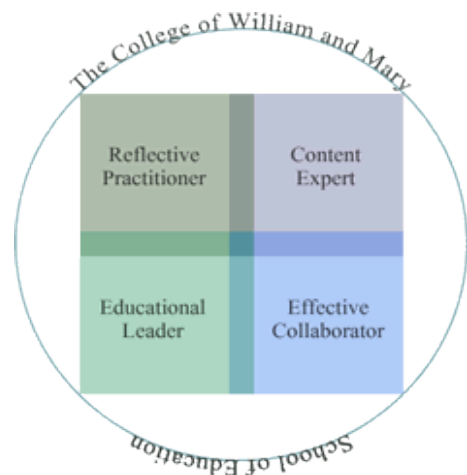
The SOE Vision is “to be a model of excellence for solving complex educational problems through innovative and participatory teaching, scholarship, and community engagement.” The School Psychology Program supports this vision through faculty scholarship that provides evidence-based recommendations for the field, immersive and student-informed training both inside and outside of the classroom, and community partnerships that support comprehensive training for students.

The mission of the SOE is to “transform students, schools, and communities through professional preparation, collaborative partnerships, and the translation of research into action.” Our program aligns with this mission through adhering to professional standards for school psychology training, interdisciplinary collaborations, and multiple research opportunities that inform best practices in education.

The vision and mission are supported by the SOE Values, which are 1) influential teaching and learning, 2) influential research, 3) community engagement, 4) cultural competency and diversity, 5) positive climate, and 6) clear and supportive organization structures. We adhere to these values through program engagement, student-informed and data-based decisions regarding program governance, research opportunities, and targeted opportunities for community engagement and training in equity, diversity, and inclusion.

Conceptual Framework

The SOE [Conceptual Framework](#) incorporates a shared view--across all professional preparation programs--of the broad aims intended for SOE students. The faculty believes that SOE graduates are characterized by four essential qualities which enable them to deliver services to children, schools, families, and communities in a manner that promotes educationally and psychologically healthy environments in a pluralistic society. As an integrative framework the four strands represented below contribute to the preparation of highly qualified professionals who contribute to the nourishing development of students, families, colleagues, communities, and the profession.



Content Expert

We believe that professionals must have specific content knowledge to learn and problem solve throughout their careers. A profound understanding of disciplinary subject matter is vital. To accomplish this goal, we facilitate students' mastery of content appropriate to their disciplinary foci, and encourage students to consider diverse perspectives, participate in engaged learning, reflect on their actions, and respond to situations based on research and best practice.

Within the school psychology program, we support the aim of content experts by providing several

school psychology-specific courses (e.g., introduction to the field, multicultural school psychology), with field-based experiences (e.g., practicum, internship) that are facilitated and supervised by practicing school psychologists. Students are provided multiple opportunities for professional identity development, reflection, and exploration. We also provide opportunities for specific certifications, including national certification as a school psychologist and certification in workshops one and two of the PREPaRE School Safety and Crisis Preparedness Curriculum.

Effective Collaborator

We promote a collaborative style for working effectively and cooperatively in professional communities. We believe it is vital to foster positive and effective relationships among the racially, culturally, economically, and linguistically diverse families and communities we serve. Therefore, meaningful partnerships among professionals, as well as between academic and non-academic realms, are critical for the successful education of all students.

Our program supports the aim of effective collaboration through shared course experiences with special education and school counseling students. Furthermore, school psychology students are encouraged to engage in interdisciplinary research and volunteer opportunities and receive specific training in consultation and collaboration with diverse populations.

Educational Leader

We expect our graduates to assume leadership roles across a variety of educational and societal settings. Among the important abilities that inform the leadership practices of our graduates are research-based technical skills, conceptually sound decision-making, thoughtful and informed problem-solving, and clear and inclusive communication. We foster among our graduates a personal sense of principled integrity, professional competence, and personal confidence in the assumption of leadership roles.

Students in the school psychology program benefit from mentorship processes and provide opportunities to provide guidance, support, and leadership for earlier cohorts. The student organization is supported by the program and students are encouraged to participate in state and national organizations and events.

Reflective Practitioner

We believe that ideal professional preparation produces an educator who can “reflect-in-action” and “reflect-on-action.” The School of Education cultivates a style of reflective practice that embraces the role of data, active inquiry, careful analysis, and thoughtful decision-making that leads to effective and culturally responsive pedagogy. We focus on the development of analytic and creative practices through which students can approach new issues and problems in a proactive manner throughout their educational career.

The school psychology program includes several reflection points through students’ programs of studies, including annual reviews and personal statements. Reflections are also included in several courses as a means of reflecting on personal biases, growth, passions, and cultural identities that intersect with school populations. Data-based decision making, problem solving models, and culturally responsive practices are integral and core to our training model (see School Psychology Program Conceptual Framework).

School Psychology Program

Program Overview

Although we function as one program, there are technically two programs of School Psychology at William & Mary. The first is the Masters of Education (M.Ed.), which is a one year, 32 credit program of studies. The M.Ed. program focuses on the role of school psychologists in educational assessment, intervention implementation with students with disabilities, research and evidence-based practice, and foundational courses related to the field and providing equitable and inclusive services to diverse student populations. While the first year is largely coursework, several courses include field-based experiences that provide early, direct experiences in educational settings.

The second program is the Educational Specialist (Ed.S.) program, which is a two year, 39 credit program of studies. The Ed.S. program provides a deeper understanding of school psychology, our role within education, and services that school psychologists provide. Targeted areas include legal/ethical concerns, school-based mental health services, developmental psychopathology, school-wide practices, crisis prevention/intervention, and consultation. The first year of the Ed.S. program includes a practicum, which is a 360 hour field-based experience that is supervised by program faculty and local practitioners. The third year of the Ed.S. program is a 1200 hour school-based internship that includes university supervision and continued professional development. Our Ed.S. program is NASP approved and upon completion students are eligible for licensure in the state of Virginia and national certification as a school psychologist.

In the following sections we describe our vision, mission, values, conceptual framework, and program goals. These tenants and principles of our program were informed by graduate student and stakeholder feedback regarding program identity and values they would want to see promoted in school psychology training. This input was integrated with the needs of the field (e.g., [NASP Strategic Goals](#)) and core components of school psychology preparation and training (e.g., [NASP Standards for Graduate Preparation of School Psychologists](#)).

Vision, Mission, and Values

Vision. Our vision is to sustain a premier program that is self-reflective, rooted in evidence-based and socially just practices, and trains students to provide equitable, inclusive services for diverse student populations and needs across multiple tiers and systems.

Mission. Our mission is to provide integrative, collaborative training for future school psychologists as a means of improving education for all students. We take a hands-on, developmental approach that includes multiple field-based experiences. We promote evidence-based practices in assessment, prevention, intervention, and consultation to improve the academic and mental and behavioral health services in schools. Our program supports the progression of the field through a culturally responsive, social justice orientation that emphasizes collaborative relationships with schools and communities. We hope to help advance the field of school psychology and foster a thriving community of school psychologists through self-reflection, critical thinking, discourse, solution-focused approaches, and self-care.

Values. Faculty and students must agree to a set of values to support our vision and mission. This shared understanding of professional behavior, dispositions, expectations, and ethical principles is key to our school psychology community. These core values include, in no particular order:

1. **Respect.** In all interactions and case conceptualizations, school psychologists must maintain

respect for all persons. Respect is demonstrated by attending to personal biases, honoring others' dignity, and protecting the rights of youth, families, and communities. Respect can also be shown through punctuality, being prepared for meetings and discussions, and being cognizant of others' time, capacity, and expertise.

2. **Compassion.** School psychological services benefit from a person-centered, non judgemental approach that we support as a program. We emphasize the need for healing and supportive interactions that focus on growth. Empathy and positive regard are cornerstones of this approach, providing youth, families, and communities with compassionate responses over detached, distanced interactions.
3. **Social Justice.** School psychologists are in a position of privilege to help advocate with, and on behalf of, marginalized populations. We must understand the various systems which oppress and impede the wellbeing of others and work to create change within those systems. We promote equity in all services, inclusivity and representation of underrepresented and unheard communities, and seek to experience, understand, and advance diversity in worldview, perspective, and lived life.
4. **Cultural Curiosity and Humility.** As school psychologists we must be culturally aware and responsive as we work with diverse populations and systems. As such, it is important to maintain an open, curious approach to understanding identities and cultural experiences. Our framework is one of humility, recognizing the limitation of our understanding while working to expand our awareness of other cultures.
5. **Evidence-Based Practices.** Decisions must be rooted in data and evidence, adhering to empirically supported recommendations, strategies, and processes. From assessment tool selection to intervention implementation and monitoring, we rely on individual and group data, as well as literature, to inform our practices. We are careful to consider what is evidence-based, and for whom, throughout all service delivery.
6. **Collaboration.** We are not alone as school psychologists. There are several other professionals and stakeholders that we interact and collaborate with in order to ensure the educational success of all students. As a program, we appreciate and seek out these collaborative relationships across disciplines and contexts as a means of improving our own services as well as the fields of school psychology and education as a whole. Further, we value collaboration between graduate students, faculty, supervisors, and other stakeholders in training, as well as practice.
7. **Self-Reflection.** It is crucial that school psychologists engage in self-reflection regarding their progress, effectiveness, biases, and wellbeing. We cannot function responsibly nor fulfill our duties and obligations without careful attention to our own functioning, how we interact with others, and the impact of our services. As such, we promote self-reflection as part of routine practices.
8. **Strengths-Based.** Our program emphasizes a strengths-based approach wherein students are encouraged to identify and develop their personal strengths and interests. Further, we maintain that all services with you, families, and communities should avoid deficit thinking and instead highlight areas of strength and resiliency as a means of promoting growth.
9. **Critical Thinking.** As data-based decision makers, it is important that we maintain a critical and solution-focused approach to school psychological services. Students are trained to evaluate the effectiveness and appropriateness of any given assessment, intervention, or system of services. This requires the use of unbiased analyses and inclusion of factual knowledge to the greatest extent possible. Further, we advocate for approaches that build on strengths and provide creative, culturally responsive solutions to presenting concerns.
10. **Transparency & Communication.** In our efforts to continue to progress the field and our training, we strive to maintain transparency through open communication with graduate students, instructors, supervisors, and community stakeholders. As school psychologists, transparency can be offered as a means of building trust and community, opening pathways

to greater communication and subsequent collaboration.

11. Integrity and Fidelity. School psychologists provide services with consistency, honesty, and in good faith. We value actions that are aligned with our stated positions, maintaining our obligations, and upholding our responsibilities towards others. We monitor our services to ensure we are maintaining treatment integrity, fidelity to the field and our clients, and are having the intended impact on youth and families.

12. Leadership. Our program aims to train school psychologists who become leaders in their schools and districts, as well as state and national organizations. We hold the premise that our graduates represent the future of our field and we hope to scaffold the leadership skills they will need to help school psychology and education progress.

Conceptual Framework

Our mission, vision, and values informed the development of our program's conceptual framework, as did the NASP Practice Domains (NASP, 2020). Our framework has four constructs: professional identity, evidence-based practice, social justice, and prevention/intervention. Each domain has three to four components, which are described in the following sections (see Figure 1).



Figure 1. School Psychology Program conceptual framework for training.

Professional Identity. The school psychology program guides students in developing their own professional identity through a thorough understanding of the field, intersections with other fields, and an awareness of their own strengths and passions. There are four components within Professional Identity: legal and ethical considerations; educational and psychological foundations; discipline-specific knowledge and dispositions; and interdisciplinary collaboration.

Educational and Psychological Foundations. In order to fully understand, and work within, educational systems from a psychological perspective, our graduates must have strong foundational

knowledge and skills related to these two areas and how they intersect. This component includes, but is not limited to, educational organization and systems, learning and adaptive behaviors, skill acquisition, neurobiological contributors to functioning, and mental health supports. This component is closely related to NASP Domain 5 (School-Wide Services to Promote Learning) and 6 (Services to Promote Safe and Supportive Schools), as well as CAEP Standard I.1 (The Learner and Learning).

Discipline-Specific Knowledge and Dispositions Building on educational and psychological foundational knowledge and skills, graduates of our program gain a thorough understanding of the field of school psychology. This includes the NASP Practice Domains, defined professional behaviors and expectations in the field, organization and infrastructure of the field in general, and various services that school psychologists offer. Further, our program supports graduates in understanding their own role within the field, identifying their strengths and passions within their work as school psychologists and areas for leadership and professional growth. This component most closely aligns with NASP Domain 10 (Legal, Ethical, and Professional Practice) and CAEP Standard I.2 (Content).

Interdisciplinary Collaboration. In addition to understanding the field of school psychology, graduates must also recognize and respect the intersections of school psychology with other professionals, including but not limited to general and special education teachers, administrators, school staff, social workers, school counselors, school nurses, intervention specialists, behavior analysts, pediatricians, and community members. School psychologists must be able to effectively collaborate across disciplines to effectively serve youth and families. This component aligns with NASP Domain 2 (Consultation and Collaboration) and 10 (Legal, Ethical and Professional Practice), as well CAEP Standard I.4 (Professional Responsibility).

Legal and Ethical Considerations. The final component of Professional Identity is legal and ethical school psychological practices. Graduates must have knowledge of legal precedent and guidance regarding the services we provide, as well as the field's expectations for ethical behaviors and decision-making. Our program emphasizes established steps to ethical decision making and reflective practice to ensure ongoing adherence to legal and ethical standards and processes. This component most closely aligns with NASP Domain 10 (Legal, Ethical, and Professional Practice) and CAEP Standard I.4 (Professional Responsibility).

Evidence-Based Practices. It is imperative that in addition to knowledge and awareness about the profession as a whole, school psychologists use skills related to evidence-based practices. These skills include using data to inform decisions and develop solutions, evaluating research and the effectiveness of services, providing assessments that are evidence-based and demonstrating reliability and validity with populations being served, and implementing interventions shown to be effective and appropriate for clients within their ecological contexts. Each component of Evidence-Based Practices is described in the next sections.

Data-Based Problem-Solving. School psychological services are informed by data, whether that data is individual, group, systems, and literature based. Our role is largely that of a collaborative problem-solver, and as such we should work to co-create solutions that are grounded in evidence and data. Graduates of our program are trained in a data-based problem-solving approach to service delivery and monitoring. This component aligns with NASP Domain 1 (Data-Based Decision Making) and CAEP Standard I.3 (Instructional Practice).

Research and Evaluation Methods. Using data to inform decisions requires that school psychologists be versed in research methods, evaluating available research, and evaluating programs, services, and interventions. Our graduates obtain knowledge and skills related to understanding and using research methods and designs to help inform practices and determine best practices with youth and

their families. Further, graduates gain abilities related to evaluating services across multiple tiers in order to help improve their own practice as well as the educational programming and practices within schools. The research and evaluation methods component aligns with NASP Domain 9 (Research and Evidence-Based Practice) and CAEP Standard 1.3 (Instructional Practice).

Evidence-Based Assessments. When providing assessment services, school psychologists must ensure that the assessment process and tools are culturally appropriate and shown to be valid for the population being served. As such, graduates are trained to evaluate assessment tools to determine for which populations they are most reliable and valid (e.g., populations used in norming the test compared to characteristics of the client) and processes that are shown to be most accurate in determining the psychoeducational and psychosocial functioning of youth. This component aligns with NASP Domain 1 (Data-Based Decision Making) and 9 (Research and Evidence-Based Practice), as well as CAEP Standard 1.3 (Instructional Practice).

Evidence-Based Interventions. Evidence-based assessments must be linked to evidence-based intervention implementation and/or recommendations. Strategies for improving the academic, mental health, and behavioral functioning of youth should be grounded in research and data demonstrating their efficacy, reliability, and validity for the specific child or population being served. This includes the design, implementation, progress monitoring, treatment integrity checking, and evaluation of intervention services. The evidence-based intervention component aligns with NASP Domain 1 (Data-Based Decision Making) and NASP Domain 9 (Research and Evidence-Based Practice), as well as CAEP Standard 1.3 (Instructional Practice).

Social Justice. In addition to Evidence-Based Practices, our program also ensures that graduates engage in socially just practices as well. The Social Justice domain of our conceptual framework focuses on the need for equity, diversity, inclusion, and advocacy on behalf of, and with, marginalized populations. Components of the Social Justice domain are listed below.

Equitable, Inclusive Services. The school psychology program emphasizes the need for the equitable provision of support and resources for youth and families. These services should be fair and attentive to individual needs, with attention to the systems and processes that may oppress and act as barriers to student success. Services should be freely accessible to all youth and students, and provide safe, supportive environments for promoting growth and development. This component aligns with NASP Domain 8 (Equitable Practices for Diverse Student Populations) and CAEP Standard 1.3 (Instructional Practice).

Culturally Responsive Practices. School psychological services require a multicultural perspective that supports cultural humility and responsiveness. Graduates of our program obtain knowledge and skills related to determining for whom services are evidence-based, effective methods of modification and adaptation of services to ensure they are culturally appropriate, and integrating cultural and ecological information into case conceptualization and treatment planning. Graduates are encouraged to be open, curious, and respectful in their interactions with others with diverse and intersecting identities, with attention to how their own identities influence the services they provide. This component aligns mostly closely with NASP Domain 8 (Equitable Practices for Diverse Student Populations) and CAEP Standard 1.3 (Instructional Practice).

Advocacy. School psychologists are in the position to work on behalf of, and with, marginalized and systemically oppressed populations. Graduates of our program gain knowledge and skills in effective ways to support and promote equitable, inclusive, diverse practices within educational settings and communities. Advocacy efforts should span across the three domains (e.g., individual, school/community, and public arena) and include methods for empowering students, protecting their

rights, and valuing their voices and experiences. Advocacy efforts are aimed at disrupting oppressive systems and educating others on the need for socially just services. The advocacy component aligns with NASP Domains 8 (Equitable Practices for Diverse Student Populations) and 10 (Legal, Ethical, and Professional Practice), as well as CAEP Standard I.4 (Professional Responsibility).

Family-School-Community Collaborations. Social justice requires collaborative relationships between families, schools, and communities. Families and communities can help enhance school-based services by serving as cultural brokers, providing voice and perspective relevant to student experiences, and providing additional avenues for prevention and intervention. As such, our program seeks to build graduate students' competency in establishing and maintaining effective collaborative relationships with and between stakeholders from schools, families, and community agencies. Doing so helps create comprehensive services that attend to all ecological, cultural, and systemic contributors to student functioning. This component is most closely aligned with NASP Domain 7 (Family, School, and Community Collaborations) and CAEP Standard I.4 (Professional Responsibility).

Prevention & Intervention. The core domain of school psychology training and practices is preventive and intervention services. Graduates of our program are trained in effective means of preventing and intervening academic, mental, and behavioral health concerns in schools. These services are embedded within the other domains and each component is described below.

Prevention and Preparation. Our program functions under the premise that prevention is the best means of addressing concerns within the school setting. This includes school violence prevention, crisis preparedness, effective universal and systems-level strategies for facilitating student success, and promoting positive school climate. Graduates are well versed in school factors to promote student resiliency and reduce the risk of academic and psychosocial concerns. This component aligns with NASP Domains 5 (School-Wide Services to Promote Learning) and 6 (Services to Promote Safe and Supportive Schools), as well as CAEP Standard I.1 (The Learner and Learning).

Direct Intervention. When students struggle within school settings, school psychologists are well prepared to provide intervention and appropriate educational programming. Graduates of our program are trained to respond to student needs regarding academic, mental, and behavioral health with evidence-based, data-informed strategies. Knowledge and skills in intervention design, implementation, treatment integrity, progress monitoring, and evaluating outcomes are targeted in our training. This component aligns with NASP Domains 3 (Academic Interventions and Instructional Supports) and 4 (Mental and Behavioral Health Services and Interventions), as well as CAEP Standard I.3 (Instructional Practice).

Consultation. At times, services provided will not involve direct intervention with clients but rather through consultation with school personnel, school systems, families, and communities. School psychologists often serve the role as consultant to help address concerns and areas of growth within schools. School psychology students are trained in multiple models of consultation, effective consultation skills, and methods for creating change by supporting others who work directly with youth and families. This component aligns with NASP Domain 2 (Consultation and Collaboration), as well as CAEP Standard I.4 (Professional Responsibility).

Multi-tiered Systems of Support. The final component of the Prevention and Intervention focuses on multi-tiered systems of support when providing services. Best practice is for efforts to promote successful education of all youth to span levels of increasing intensity, starting with universal strategies (Tier 1) through intensive individual interventions (Tier 3). Graduates of our program are trained to use a tiered approach to service delivery, including best practice in using data to determine the appropriate level of services and evaluating the needed changes to educational programming. This

component aligns with NASP Domain 1 (Data-Based Decision Making) and CAEP Standard I.3 (Instructional Practice).

Program Goals

Our program goals are the ways in which we ensure that the four domains of our conceptual framework are integrated throughout programming and training. Our program goals are:

- I. Experiential Learning.** To ensure that students obtain applied and practical knowledge, as well as exposure to the field, we aim for students to have effective experiential learning experience in schools or similar settings across all three years of training. Field experiences are valuable in ensuring that classroom-based information is translated to practice. We attempt to meet this goal through practica paired with specific courses in Year 1, practicum in Year 2, and internship in Year 3.
- II. Comprehensive Training.** Our program seeks to continue to promote high quality school psychologists and provide training that is informed by current best practices and input from relevant stakeholders (e.g., supervisors, local practitioners). Our aim is for graduate students to obtain training in comprehensive services with an ecological and developmental understanding of youth functioning and systems. These services should integrate multiple sources, multiple informative perspectives, and fully explore the contextual and cultural factors contributing to both concerns and solutions for improving youth's psychosocial and academic well-being across multiple levels of support.
- III. Leveraging Expertise.** Providing well rounded and comprehensive training requires that instructors are able to use and share their expertise. That is, instructors teach courses that are relevant to their areas of interest and expertise to ensure that students are provided high quality instruction and training for each course from experts in that topic. Instructors are able to leverage their expertise in providing professional development. Further, students are encouraged to lean on their own strengths and areas of interest or expertise to facilitate their learning.
- IV. Community Collaboration.** In line with our focus on interdisciplinary work and collaboration, one fourth goal is to collaborate with communities within the university and regionally. Building positive, collaborative relationships with community agencies, other programs and departments within William & Mary, and state/national organizations helps ensure that our program continues to function within our conceptual framework and effectively train future school psychologists to meet the needs of youth and families.
- V. Advocacy.** Our final goal is for the program to promote advocacy efforts and to promote social justice on behalf of, and with, culturally oppressed populations. This includes events such as town halls and summits to process and respond to events and needs among marginalized populations, as well as shared resources and opportunities for civic engagement.

Evaluating Program Goals

The effectiveness of experiential learning (Goal I) is assessed by field-supervisor evaluations, stakeholder feedback (e.g., employer and alumni surveys), and feedback from current students and the School Psychology Advisory Committee. For Goal II (Comprehensive Training), the program has several key assessments that are used to help evaluate progress towards our program goals (see Appendix C). Formative assessments include annual student reviews and field-based supervisor evaluations. A summative assessment, the Comprehensive Portfolio, is used in the third year to demonstrate competencies gained through the school psychology program. Additional assessments include alumni (i.e., program completers) and alumni employer surveys which provide additional measures of graduates' competencies and level of preparation. Key assessments are described in Appendix C, as well in relevant sections of this handbook.

Goal III (Leveraging Expertise) is evaluated through course evaluations that specifically ask students to rate instructors' demonstrated knowledge and skills in the topic area. Feedback from the School Psychology Advisory Committee is elicited once a year to help identify experts to serve as instructors as needed when core faculty are not able to serve as the instructor for a specific area. Goals IV (Community Collaboration) and V (Advocacy) are assessed through field-based supervisor evaluations and feedback from the School Psychology Advisory Committee regarding developed collaborations and advocacy opportunities and to provide additional considerations for collaborative opportunities.

Organizational Structure

The School Psychology Program is facilitated by three core faculty: Drs. Ryan McGill, Janise Parker, and Leandra Parris. There is no hierarchical structure among faculty, with all three faculty holding particular responsibilities for program management. Dr. McGill is the current Chair of the SPACE Department, directing the larger department and serving as the program's liaison. Dr. Parker is the Practicum Coordinator and University Supervisor, managing all practicum placements and field experiences in the second year of the program. She is also the Faculty Advisor for the School Psychology Graduate Student Organization. Dr. Parris is the Program Coordinator and University Supervisor for internship. She facilitates program activities and accreditation efforts, while serving as the University Supervisor for students while they complete their internship.

The core school psychology faculty also provide their training expertise in many of the courses taken by school psychology students. In addition to the core faculty, there are several adjunct faculty that help with courses and orientation to the field (see Appendix A). Adjunct faculty are invaluable and provide considerable feedback regarding programming, student progress, and opportunities for student growth.

Programming is also informed by the School Psychology Advisory Committee (SPAC; See Appendix B). Chaired by the Program Coordinator, this advisory committee consists of 12 members that includes an additional school psychology instructor, one school psychology graduate student, representatives from related fields (e.g., special education), the Dean of Academic Programs, local school psychology practitioners, field-based supervisors working with school psychology students and a school psychology trainer from a similar institution. SPAC meets virtually once a semester to review programming, evaluation data, and to revisit programs' mission, vision, and goals to ensure that the highest quality training is being provided to students. SPAC members are provided evidence of meeting program goals (e.g., newly developed collaborations, advocacy opportunities provided to students) and work as a team to identify any areas of need for improvement.

There is also the School Psychology Graduate Student Organization, which includes all school psychology graduate students in the School of Education. Students vote for their peers to hold the office of President, Vice-President, Treasurer, Social Chair, Secretary, and Student Representative. Typically, the President and Vice-President are appointed as the NASP and VASP student leaders, respectively. The student organization provides mentorship and support for students and facilitates community among graduate students in school psychology.

Accreditation

The School Psychology Program is fully accredited through the [National Association of School Psychologists](#). As such, graduates are eligible for the National Certification in School Psychology (NCSP), a valuable and important certification, particularly if students are interested in practicing outside of Virginia. Our program, as part of the School of Education, is also accredited by the [Council for the Accreditation of Educator Preparation \(CAEP\)](#) and by the [Virginia Department of Education](#)

([VDOE](#)). Our program meets the standards and requirements of all three of these accrediting bodies, which is crucial for ensuring our students are able to obtain and maintain employment across the country.

Admissions

Applications must be submitted to the School of Education's [Applicant Portal](#) by January 15th of the semester prior to their desired enrollment. Applications must include a personal essay outlining their understanding of school psychology, motivations for seeking a degree with our program, as well as their ability to complete program requirements and match with program mission, vision, and goals. Other required materials include official undergraduate and graduate transcripts, GRE scores, current resume or curriculum vitae, and letters of recommendations form at least three references.

Applications are reviewed by the core school psychology faculty in January, with invitations for interviews sent to candidates in early February. Interviews are typically held on a Friday in late January or early February, with virtual options available for those who cannot travel to campus. Following interviews, the core school psychology faculty make final admissions decisions and candidates are notified by the end of March. Accepted candidates have until April 15th to decide on enrollment, when the enrollment deposit is due. The admission process is handled by the [Admissions Office](#), who welcomes questions and can be contacted via their website or during one of their virtual office hours or webinars.

Financial Assistance

Updated tuition costs and fees can be found on the [Graduate Programs](#) website, not including costs of textbooks and course materials. Information regarding tuition payment plans and available financial aid and support can be found on the [Financial Aid, Scholarships, and Assistantships](#) website provided by the School of Education's [Admissions Office](#). Please note that there is a one-time fee of \$125 for *LiveText*, a web-based storage application that students and stakeholders use to complete key assessments (e.g., submit evaluations, upload field-based hours, etc.). This program is used extensively by the program throughout all three years. Finally, students should be aware that during the internship year, they are not full-time students and will pay tuition per credit hours (6 credits each semester) as opposed to the full-time tuition schedule.

Programs of Study

Our program consists of two degree programs of studies. Students who complete our program obtain their Masters of Education (M.Ed.) as well as their Educational Specialist (Ed.S.) degrees. The next sections provide the program of studies for each degree. The program of studies for these degrees are presented in the following table.

Degree Program	Semester	Course	Credit
Masters of Education			
Year 1: 32 Credits	Fall: 16 Credits	<u>EDUC F67 Psychological and Educational Measurement</u> An introduction to the use of educational and psychological assessment procedures used by educators and other helping professionals. The course deals with the	3

		selection, administration, and scoring of psychological assessment techniques and the interpretation and application of their results.	
		<u>CRIN X51 Language Development and Reading Instruction for Exceptional Students</u> A course which focuses on normal language development and language communication disorders in exceptional children and youth. Topics discussed include language acquisition in the normally developing child contrasted with developmentally disordered children diagnosed with mental retardation, emotional disturbance, visual and hearing impairments, aphasia, and autism. Emphasis is placed upon development, teacher assessment, and classroom techniques in teaching reading and written language.	3
		<u>CRIN X54 Characteristics and Adaptations for Students with Developmental Disabilities and Autism Spectrum Disorder</u> A comprehensive overview of the diagnoses and characteristics of developmental delay, autism spectrum disorder (ASD), and intellectual disability (ID) (i.e., mental retardation). The impact characteristics have on student participation and learning in the general education curriculum, and adaptations to enhance learning while emphasizing individual goals and objectives are addressed.	3
		<u>EDUC P23 Introduction to Professional School Psychology*</u> This course provides an introductory survey of school psychology as a specialty of professional psychology. The roles and functions of the school psychologist will be explored as they relate to Virginia and the nation; political and legal implications of these roles are identified. This introduction encompasses numerous topics including the historical development of the specialty; relationship to other specialties in psychology and education; graduate training and models of professional preparation; licensure and certification; special education laws relevant to the practice of school psychology; diversity of practice settings; and diversity of client populations served. The course includes an experiential component in which students are required to visit local schools and observe a variety of educational and psychological programs and practices.	3
		<u>EDUC P20A Psychoeducational Assessment for School Psychologists*</u> This year-long course sequence is designed to introduce	4

		<p>students to a problem-solving model of assessment for addressing children's educational and behavioral problems. The model defines educational problems situationally as the difference between what is expected and what occurs. These difficulties do not reside solely within the individual child, but result from the interaction between student behavior, curriculum, and instruction. The model defines 'effective assessment' as assessment which evaluates the situation as well as the child and which produces effective interventions. Effective assessment employs standardized tests, rating scales, structured interviews, record review, systematic observation, and curriculum-based measurement. Training and practice in the assessment techniques and application of this problem-solving model will be the focus of this course. Specifically, students will develop competencies in the following areas of assessment: intellectual ability, academic achievement, processing skills, personality and behavior problems, observations and interviews. Students will communicate assessment findings and recommendations clearly and concisely in jargon-free, family-friendly reports. A practicum is an essential and necessary component of this course.</p>	
	Spring: 16 Credits	<u>EDUC F12 Advanced Educational Psychology and Development</u> A course that examines psychological theories and research findings dealing with child and adolescent development and learning. Special emphasis is placed upon the ways in which theoretical and empirical findings in educational and developmental psychology have been translated into educational practice.	3
		<u>EDUC F65 Research Methods in Education</u> A study of the methods and techniques generally employed in research. Emphasis is placed on understanding the research literature which forms the basis of professional education. The course includes the study of some selected statistical methods used as tools in research, data analysis, and the field of educational tests and measurement.	3
		<u>EDUC 669 Neuropsychological Bases of Behavior</u> This course provides the advanced level graduate student with an overview of research emanating from such representative disciplines of the neurosciences as anatomy, physiology, psychology, chemistry, and medicine.	3
		<u>EDUC P30 Multicultural School Psychology*</u>	3

		<p>This course provides a comprehensive examination of multiculturalism in school psychology. Issues of equity, diversity, inclusion, and social justice are discussed within the broader context of education and the profession. Students will learn best practices in providing school-based psychological services to underrepresented and marginalized youth and their families.</p>	
		<p><u>EDUC P20B Psychoeducational Assessment for School Psychologists II*</u></p> <p>This course is the second half of a year-long course sequence designed to introduce master's-level students to a problem solving model of assessment for addressing children's educational and behavioral problems. Instruction and practice in the application of this problem solving assessment model will be the focus of this course.</p>	4
Educational Specialist			
Year 2: 27 Credits	Fall: 15 Credits	<p><u>EDUC P24 Practicum in School Psychology*</u></p> <p>A field-based experience designed to provide opportunities for students to gather knowledge and skills most appropriately learned in the field and to refine skills learned in the university training program. Practicum experiences include administration and interpretation of diagnostic assessment instruments; participation in team meetings; consultation with teachers, parents, and administrators; and intervention with children.</p>	3
		<p><u>EDUC 675 Theories & Strategies for Counseling School-Aged Children</u></p> <p>The focus of this course is on the understanding and application of contemporary theories of counseling for school-aged children and adolescents. Theories will be studied with respect to key concepts, the therapeutic process and goals, and specific techniques. Students will apply their skills in practice sessions with school-aged children. The physiological, cognitive, social, and emotional development of children as well as their environment (including the school) will be emphasized so that interventions are consistent with the children's needs.</p>	3
		<p><u>EDUC 644 Developmental Psychopathology</u></p> <p>This course is designed to familiarize students with the psychological disorders of children and adolescents that are most frequently encountered by school psychologists. The content of the course will focus on developmental issues, defining characteristics, associated features, etiologic factors, assessment and diagnostic classification, and evidence-based interventions for effective treatment.</p>	3

		<u>EDUC 626 Seminar in Professional School Psychology: Ethical & Legal Issues*</u> This course, designed for students in the School Psychology Program, provides students with the opportunity to become familiar with the roles and functions of fellow professionals in educational and agency settings. This course also examines professional issues in school psychology including principles of professional ethics, ethical dilemmas, and relevant legislation and litigation. Emphasis is placed on active student participation in the exploration of these issues.	3
		<u>X56 Classroom Management and Positive Behavioral Supports for Students with Disabilities</u> This course explores models, programs, and interventions for meeting the behavioral needs of students with disabilities in the general education curriculum. Classroom organization and management, functional behavioral assessment, behavioral interventions, social skills instruction, and the role of the teacher in designing and delivering classroom management and behavioral supports are stressed.	3
	Spring: 12 Credits	<u>EDUC P24 Practicum in School Psychology*</u> A field-based experience designed to provide opportunities for students to gather knowledge and skills most appropriately learned in the field and to refine skills learned in the university training program. Practicum experiences include administration and interpretation of diagnostic assessment instruments; participation in team meetings; consultation with teachers, parents, and administrators; and intervention with children.	3
		<u>EDUC P56 Consultation in the Schools*</u> The course assists students in developing their skills in consultation with particular emphasis upon working with parents and teachers.	3

		<u>EDUC 638 Prevention and Intervention within Public Schools*</u> This course informs school psychology graduate students about effective prevention and intervention programs and strategies that can be implemented within public school settings. The course highlights empirically supported methods for promoting school success through both preventative and remedial strategies across the grade levels. School-based strategies for enhancing academic achievement, fostering social competence, and preventing behavior and adjustment problems will be presented. Students will begin to develop expertise in designing, implementing, and evaluating prevention and intervention programs within public school settings.	3
		<i>Choose One of the Following:</i>	
		<u>EDUC 622 Counseling Theories & Techniques</u> This course is designed to provide an overview of the theories and techniques of counseling that can be applied in diverse helping professions with school-aged and college-aged students. Emphasis will be placed on key concepts, therapeutic process and goals with respect to each theory/technique; and the application of skills.	3
		<u>CRIN X57 Advanced Procedures in Classroom Management and Social Intervention</u> This course explores advanced issues in and procedures for addressing the social and behavioral needs of students exhibiting persistent and/or severe challenging behavior in school. The course emphasizes examination, synthesis, analysis, and classroom applications of research bases for effective behavioral support strategies and teaching for these students.	3
Year 3: 12 Credits	Fall: 6 Credits	<u>EDUC 659 Internship in School Psychology</u> The culminating evaluation experience in the Ed.S. Program in School Psychology is the internship which must occur on a full-time basis over a period of one year or on a half-time basis over a period of 2 consecutive academic years in an accredited school. Evaluation of performance is conducted cooperatively between the College and the appropriate school personnel. Students typically receive a stipend during the internship year.	6
	Spring: 6 Credits	<u>EDUC 659 Internship in School Psychology</u> The culminating evaluation experience in the Ed.S. Program in School Psychology is the internship which must occur on a full-time basis over a period of one year or on a half-time basis over a period of 2 consecutive academic years in an accredited school. Evaluation of	6

		performance is conducted cooperatively between the College and the appropriate school personnel. Students typically receive a stipend during the internship year.	
Total Credit Hours:			71
*must pass with a B or above			

Additional Training Opportunities

Please note that information regarding course-bound field-based experiences (i.e., practicum and internship) can be found in the *Field-Based Experience Handbook,* including information about matching to sites, interviewing for internship, timelines for field-placement, and associated key assessments (e.g., field-based supervisor evaluations, Comprehensive Portfolio).

Beyond coursework, there are several other training experiences available to students. We encourage students to discuss these opportunities with their faculty advisor to determine what opportunities would be most beneficial in helping develop their professional identity. Note that not all students will benefit from the same experiences, and students should not feel obligated or pressured to engage in all of these opportunities. It is our hope that students choose the opportunities that are best matched with their needs and professional goals. Participation in these opportunities are secondary to completion of program requirements and students should be clear in their ability to commit when considering participating. These opportunities include, but are not limited to:

1. **Faculty Research**. All three core faculty, as well as faculty in other programs, are eager to have students engage in their research projects. Research team membership can help provide greater insight into evidence-based practices and methods for research that enhance school psychological practices. Students are encouraged to reach out to faculty with similar research interests (see Appendix A) to see if they are accepting volunteer research assistants.
2. **Success of Students (S.O.S.) Program**. This program is supported by a partnership between local predominantly Black churches and the SPACE Department, specifically Drs. Natoya Haskins and Janise Parker. Students are provided the opportunity to provide individualized plans for academic and/or social-emotional growth for preK-12 students in the local community.
3. **Social Justice & Diversity Graduate Research Fellows**. Directed by Drs. Nataoya Haskins and Janise Parker, this program helps scaffold the research skills of graduate students interested in research that promotes social justice, equity, diversity, and inclusion.
4. **Oceanside Evaluations**. Our partnership with Oceanside Evaluations provides opportunities for students to gain additional experiences related to psychoeducational assessments within their comfort of supervision. Anyone interested should reach out to Dr. Leandra Parris.

Procedures

Advisement

Each student is paired with one of the core school psychology faculty as their advisor. Advisors meet with incoming students prior to coming to campus in order to make sure they have registered and are prepared to start the semester. Each semester, advisors will reach out to advisees to set up a progress meeting. That said, students are able, and encouraged, to seek advisement as often as they feel necessary. They do not need to wait until the end of each semester to seek support from their advisor. At the end of each year, an annual review will be conducted by the advisor in collaboration with the

students. Feedback from instructions, supervisors, grades, evaluations, and any other relevant work samples/feedback will be used to determine students' progress towards competency in each of the 10 NASP Practice Domains (see Appendix D). During advisement meetings, students will be able to provide input towards their annual evaluation, help determine goals or areas of strength, and make note of particular accomplishments for the year. Student annual evaluations are submitted online and used to monitor student progress. Aggregated data is used to improve programming and provide data for accreditation and program evaluation.

Student Growth Plans

It may be determined that a student requires a growth plan in order to ensure they reach sufficient progress across an area, or areas, of competency. A faculty advisor, in collaboration with instructors, core school psychology faculty, and the student, will identify any areas that require additional support beyond the general curriculum or program of studies in order for the student to be successful in the program. Students in need of a Student Growth Plan will be notified via email (see Appendix E) with reference to the specific area(s) of concern. The student will be given time to reflect and respond to these concerns before a meeting is scheduled with the faculty advisor to develop the Student Growth Plan. Student Growth Plans can be triggered by one or both of the following:

1. Insufficient progress in one or more domains of the Annual Student Review Form
2. Behavioral or academic incident that is severe enough to warrant immediate attention at the discretion of the program faculty.

The student, faculty advisor, and relevant stakeholders (e.g., field-based supervisor) will meet to develop the student growth plan (see Appendix E). The purpose of the plan is to a) operationalize the areas of concern, b) develop a system of support and resources for addressing these concerns, and c) identify goal criteria for improving student performance in each area. The plan will include dates for continued monitoring and a date for assessing growth (see Appendix E). Student input will be elicited and valued as part of the growing process.

Failure to successfully meet the goals of the Student Growth Plan may result in extending the program of studies to include additional time for growth or being dismissed from the school psychology program. Should a student satisfy a Student Growth Plan, they are still considered to be on academic probation. As such, additional Student Growth Plans will not be considered and further incidents or concerns may be grounds for dismissal from the program, at the discretion of the core program faculty.

Grievances and Complaints

It is possible that at any point in the program, a student will have a grievance or complaint regarding the program, a certain course, or field-based experience. The program provides a guideline for how to resolve conflicts and address concerns under the NASP ethical principles. When addressing a concern, students are to first approach the person(s) that are the target of their complaint. Students are encouraged to use problem-solving and collaborative skills to first try to solve the problem with the person directly. If this is not successful, and the concern is related to field-based experience, then the student should bring the concern to their field or university supervisor for consultation. If trying to solve the problem directly or through supervision is not successful, then the student should arrange to meet with their advisor to discuss the issue. This process continues through the relevant stakeholders until the problem has been addressed adequately. The order in which students should approach someone when trying to solve a conflict is as follows:

1. The person(s) involved with the concern
2. Field or University Supervisor

3. Program Advisor
4. Program Coordinator
5. Chair of the Department
6. Dean of Academic Programs
7. Dean of the School of Education
8. William & Mary's [Office of Compliance and Equity](#)

It should be noted that any violations of ethical guidelines or processes should be reported directly to the Office of Compliance and Equity in addition to the relevant stakeholders. Students reporting violations or making complaints can do so without fear of penalty or reprisal. Faculty, staff, and other students are not able to engage in retaliation for such reports. Students are encouraged to follow the above sequence of stakeholders; however, we acknowledge that in some cases the student may not feel comfortable with a particular person/office and may seek consultation or support outside of this order or the program itself. The program does ask that they be notified of any complaints or grievances and provided the opportunity to address these concerns in collaboration with and on behalf of the student(s).

Credit Exceptions and Transfers

Students who are transferring or have a degree in a field similar to school psychology may be able to obtain credit exceptions or transfers. Please note that obtaining a waiver for a particular course does not mean that the credit hours will transfer, in some cases the class will not be required but the credit hours will need to be met with another course. Students seeking credit exceptions and transfers should meet with their program advisor and the School of Education registrar office to determine which classes, and credits, can be transferred and counted towards their degree requirements in school psychology. Additional information regarding the process for credit and course transfer can be found through the [Transfer Credit Evaluation](#) section of the William & Mary [University Registrar Office](#).

Graduate Assistantships and Employment

Graduate assistantships are not guaranteed as part of enrollment in the school psychology program. Upon application to the program, candidates are able to indicate their interest in obtaining a graduate assistant position through the application process. Applicant packets and information are pooled and accessed by faculty and staff with graduate assistant positions. Students are selected for graduate assistantships based on position needs (e.g., hours of availability, etc.) and identified skills. While school psychology faculty have some input into their own graduate assistantship positions, they do not have any input into the selection of school psychology students for other available graduate assistant positions. Information about graduate assistant positions can be found on the [School of Education Graduate Assistantships](#) website. Further, funding opportunities are listed on the [School of Education Scholarships and Awards](#) page and frequently shared on the student listserv.

Though not encouraged, we understand that students may seek outside employment while in the program if they do not obtain a graduate assistantship. Students in this position should seek advice from their faculty advisor on the feasibility of employment and the potential impact it may have on program completion.

Program Dismissal

While rare, there are times in which a student may be determined to be ineligible for program completion and dismissed from the program. As a program, we have the responsibility to ensure that graduates of our program are competent and demonstrate legal, ethical, and professional behaviors related to psychological and educational practices. Failure to do so could result in harm to youth,

families, schools, or communities. If a student is determined to be ineligible for program completion, they will be notified in writing by the Program Coordinator, co-signed by the other core school psychology faculty members. Additional actions, such as notification of reasons for dismissal to relevant stakeholders (e.g., William & Mary Dean of Students), may be taken in accordance with legal, ethical, and William & Mary policies. Ineligibility for program completion may be determined by:

1. Failure to successfully meet Student Growth Plan goals within established timeline;
2. Need for multiple Student Growth Plans (e.g., successful Student Growth Plan followed by newly developed or intensified concerns that would necessitate another Student Growth Plan);
3. Not obtaining a B or higher in core school psychology courses after two attempts;
4. Illegal or unethical behaviors that result in direct or indirect harm, or potential for harm, towards youth, their families, schools, or communities.

Graduation & Elevation

[Graduation applications](#) are due by October 1st of the school year that students intend to graduate. This means that students will apply to graduate the M.Ed. program in their first semester of the program, and apply for graduation from the Ed.S program in the fall of their third year. Failure to apply by the October 1st deadline may result in the student delaying graduation. Further, application for graduation does not guarantee that a student will graduate. Students must complete all requisites of program completion prior to approval for graduation.

In the spring of the first year, students will transition from the M.Ed. program to the Ed.S. program, called elevation. Students will use the [Applications Portal](#) to apply for the Ed.S. program; however, application fee is not required and this process is only to formalize students' transfer from one program to the other. The program coordinator will notify students when the portal is open for the Ed.S. program and students must apply for elevation by April 15th.

Alumni

After graduation, alumni are invited to continue to engage with the program through updates and listserv participation. Alumni are valuable stakeholders for continuing to improve the program and provide feedback regarding efficacy of the program. Alumni and their employers are invited and encouraged to complete annual completer and employer surveys. These surveys ask alumni and their employers to rate their competency in the ten NASP Practice Domains (NASP, 2020), as well as their satisfaction with the training provided by William & Mary (see Appendix F).

Resources

There are several resources available for students as they complete the school psychology program. In addition to the faculty advisor, students are paired with a peer mentor within the program. Further, self-care is a critical aspect of our program. Resources will be shared throughout the program to help students enhance their self-care skills and engage in support. Some of these resources include:

1. [Learning Resources Center](#) (LRC). The LRC offers several resources and sources of information within the School of Education Building. Located on the second floor, the LRC is where students can have library books delivered and returned to the main libraries, access computers, and check-out intervention and curriculum resources. Most importantly, the LRC houses the Test Library where educational assessment kits and protocol are kept and can be checked out by students. Classes that require materials from the LRC will provide specific information for obtaining/purchasing testing materials.
2. [Graduate Education Association](#). This organization is open to all graduate students in the

School of Education. They often host networking events, support and self-care opportunities, and general support across programs and departments.

3. **[William & Mary Student Organizations](#)**. Beyond the School of Education, there are several student organizations that may be beneficial for school psychology graduate students. The directory for the William & Mary Student organizations provides a full list of [graduate-level student organizations](#) as well as other clubs that may be open to graduate students.
4. **[William & Mary Care Support Services](#)**. These services are provided by the Office of the Dean of Students and are open to all William & Mary students. Services include accessibility, academic enrichment, campus ministries, the center for student diversity, the Cohen Career center, and counseling services. Information regarding grief support and substance use support is also available through this office.
5. **[William & Mary Libraries](#)**. With extensive research databases and electronically accessible books, the William & Mary Libraries offer a plethora of information resources for students. Students are encouraged to engage with the library resources when helping complete research projects or course assignments.
6. **[NASP Self-Care Resources](#)**. NASP provides a list of resources for school psychologists hoping to engage in self-care techniques and promote mental and physical wellbeing. We encourage students to routinely check these resources as they are updated regularly.
7. **[APA Self-Care Resources](#)**. Similar to NASP, the American Psychological Association provides a list of resources for psychologists and educators that are applicable to graduate students.
8. **[NASP Membership & Communities](#)**. NASP membership includes access to communities and interest groups, who are groups of school psychologists interested in similar topics within the field. These communities can be a source of support and information for graduate students, particularly those targeting graduate and early career school psychologists. Further, NASP Communities can provide safe and supportive spaces for school psychologists holding marginalized identities.

Appendix A: Important Contacts

William & Mary

Katherine A. Rowe, President

Office of the President; Office: Brafferton 202; Phone: 757-221-7892; Email: president@wm.edu

Peggy Agouris, Provost

Office of the Provost; Office: Brafferton; Phone: 757-221-1993; Email: provost@wm.edu

Virginia Miller Ambler, Vice President for Student Affairs

Office of Student Affairs; Office: Campus Center 219; Phone: 757-221-1236;

Email: studentaffairs@wm.edu

School of Education

Robert C. Knoeppel, Professor, Dean

Office: 1112C; Phone: (757) 221-2315; Email: rknoeppel@wm.edu

James Barber, Clark F. & Elizabeth H. Diamond Associate Professor, Senior Associate Dean for Academic Programs

Office: 3090; Phone: (757) 221-6208; Email: jbarber@wm.edu

Natoya Haskins, Associate Professor, Associate Dean and Director of Diversity & Inclusion

Office: 3092; Phone: 757-221-2345; Email: nhhaskins@wm.edu

Elizabeth Talbott, Professor, Associate Dean for Research & Faculty Development

Office: 2121; Phone: 757-221-2335; Email: ehalbott@wm.edu

Dorothy Osborne, Senior Assistant Dean for Academic Programs & Student Services

Office: 1071B; Phone: 757-221-2308; Email: dot.osborne@wm.edu

Tammy Gainer, Registrar

Office: 1115; Phone: 757-221-2316; trgainer@wm.edu

Department of School Psychology and Counselor Education

School Psychology Faculty

Lloyd English, Adjunct Instructor, School Psychology

Email: lenglish@nps.k12.va.us

Ryan McGill, Associate Professor, Chair

Office: 3120; Phone: 757-221-6072; Email: rmcgill@wm.edu

Interests: Psychological Assessment, Judgement and Decision-Making in School Psychology, Identification of Specific Learning Disability

Janise Parker, Assistant Professor

Office: 3127; Phone: 757-221-6086; Email: jparker@wm.edu

Interests: Sociocultural Factors and Positive Youth Development Among Black Students, Culturally Responsive Behavioral and Mental Health Services, Religious/Spiritual Diversity Among Minoritized Youth

Leandra Parris, Assistant Professor, School Psychology Program Coordinator

Office: 3067; Phone: 757-221-2341; Email: lparris@wm.edu

Interests: Trauma-Informed Care, Crisis Intervention/Prevention, Coping, Peer Victimization, Healthy Relationships, Impact of Social Media, Social Justice

Rachel Sleeth, Adjunct Instructor, School Psychology

Email: rknevi@wm.edu

Stephen Smith, Adjunct Instructor, School Psychology

Email: swsmith@wm.edu

Susan Wallace, Adjunct Instructor, School Psychology

Email: sbwallacesmooth@gmail.com

Counselor Education Faculty

John Brendel, Clinical Associate Professor

Office: 2107L; Phone: 757-221-2328; Email: JMBren@wm.edu

Interests: Counselor Education, School Counseling

Elizabeth Burgin, Assistant Professor

Office: 3090; Phone: 757-221-2346; Email: eeburgin@wm.edu

Interests: Military Populations, Moral Injury, EMDR, Play Therapy, Child-Centered Play Therapy, Adverse Childhood Experiences

Craig Cashwell, Professor

Office: 3086; Phone: 757-221-1712; Email: cscashwell@wm.edu

Interests: Spirituality and Religion in Counseling, Counseling Couples, Behavioral Addictions, Trauma-informed and Trauma-focused Counseling

Charles Gressard, Chancellor Professor

Office: 3050; Phone: 757-221-2352; Email: cfgres@wm.edu

Interests: Addiction Counseling, Transpersonal Counseling, Counselor Ethics, Counselor Education, Counselor Education Accreditation, Counselor Licensure and Certification

Daniel Gutierrez, Vera W. Barkley Associate Professor

Office: 3070; Phone: 757-221-1824; Email: dgutierrez@wm.edu

Interests: Addictions Counseling, Clinical Mental Health Counseling, and Spirituality in Counseling

Pamela Harris, Clinical Assistant Professor

Phone: 757-634-3876; Email: pnharris@wm.edu

Interests: School Counseling, School-Family Partnerships, College & Career Readiness of K-12 Black Females, Culturally Responsive Counselor Preparation

Natoya Haskins, Associate Professor, Associate Dean and Director of Diversity and Inclusion

Office: 3092; Phone: 757-221-2345; Email: nhhaskins@wm.edu

Interests: Supportive Structures for African American Graduate Student Women, Socially Just School Counseling, Antiracism Curriculum Development in Counselor Education

Denita Hudson, Assistant Professor

Office: TBD; Phone: TBD ; Email: hudsondenita@gmail.com

Interests: Forthcoming

KH Kim, Professor

Office: 3122; Phone: 757-221-1328; Email: kkim@wm.edu

Jessica Martin, Clinical Assistant Professor

Phone: 409-651-9117; Email: jlmartin@wm.edu

Interests: Clinical Mental Health Counseling, Rehabilitation Counseling, Multicultural Counseling, Clinical Supervision

Patrick R. Mullen, Associate Professor, Counselor Education Program Coordinator

Office: 3076; Phone: 757-221-6071; Email: prmullen@wm.edu

Interests: School Counseling, Counselor Education and Supervision, Stress and Burnout among Counselors

Spencer Niles, Professor

Office: 1112C; Phone: 757-221-2315; Email: sgniles@wm.edu

Interests: Career Counseling, Vocational Psychology

Rebecca Sheffield, Director of the Flanagan Counselor Education Clinic

Office: 2107-L; Phone: 757-221-1458; Email: rlsheffield@wm.edu

Interests: Couples, Marriage, and Family Counseling, Clinical Mental Health Counseling

Noelle St. Germain-Sehr, Clinical Assistant Professor, Counseling Clinical Field Experience Director

Office: 3096; Phone: 940-268-4273; Email: nstgermainsehr@wm.edu

Interests: Counselor Training and Supervision, Transpersonal Perspectives in Counseling, Mindfulness Meditation, LGBTQ+ Affirmative Counseling, and Gender Socialization and Women's Issues

Coralis Solomon, Assistant Professor

Office: TBD; Phone: TBD; Email: drcoralissolomon@gmail.com

Interests: Forthcoming

LoriAnn Stretch, Clinical Associate Professor, Online Counseling Program Coordinator

Office: 3094; Phone: 312-619-1359; Email: LSSStretch@wm.edu

Interests: Creativity, Experiential Therapies, Global Counseling, Telehealth, Supervision, Ethics, Counseling Law, Trauma Recovery and Stabilization

Appendix B: School Psychology Advisory Committee



William & Mary School of Education

School Psychology Program Advisory Committee

Purpose

The purpose of the School Psychology Advisory Committee (SPAC) is to strengthen the William & Mary school psychology programs through collaboration between students, faculty, and administration in the School of Education, as well as community and field stakeholders.

Structure

SPAC consists of appointed members from departments in the School of Education, at least one representative from a school psychology faculty member at a comparable regional institution, regional school psychology practitioners, and two supervisors of William & Mary school psychology students. SPAC is chaired by the Program Coordinator of School Psychology and meets once per semester.

Charge of the Committee

SPAC collaborates with and advises the faculty and administration of the School of Education in the effective preparation of school psychologists in direct support of the mission of the field of school psychology, the School of Education, and the broader William & Mary community. Responsibilities include, but are not limited to:

- Development and refinement of program mission, values, and goals;
- Curriculum and program design for effective training of school psychologists;
- Adherence to professional standards of practice (e.g., NASP, CAEP, VDOE);
- Facilitating and supporting student entry into the field of school psychology;
- Identification and pursuit of internal and external funding to support programming.

Membership of the Committee

Membership on the committee is for a one-year term for all members. Members are eligible for reappointment, with no limit to the number of terms served. Membership includes, but is not limited to, the following:

Member	Role	Institution	No.
School Psychology Coordinator	Chair	William & Mary	1
Associate Dean for Academic Programs	Member	William & Mary	1
School Psychology Student	Member	William & Mary	1

School Psychology Instructor	Member	William & Mary	1
School Counseling or SPED Faculty	Member	William & Mary	1
School Psychology Practitioner	Member	K-12 School Setting	4
School Psychology Supervisor	Member	K-12 School Setting	2
School Psychology Faculty	Member – At Large	External School Psychology Program	1

Total 12

SPAC meetings are open to members of partnering groups (e.g., additional William & Mary school psychology instructors, school psychology supervisors). Additional presenters and participants may be invited by the Chair on behalf of the committee, as warranted.

Current Members

W&M School of Education			
Leandra Parris	Chair	School Psychology	lparris@wm.edu
Jim Barber	Member	Associate Dean of Academic Programs	jpbarber@wm.edu
Fiona Ross	Member	School Psychology Graduate Student Organization President	fcross@email.wm.edu
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Erika Daniel	Member - Supervisor	Newport News Public Schools, VA	erika.daniel@nn.k12.va.us
Tiffany Hornsby	Member – At Large	James Madison University, VA	hornsbtc@jmu.edu

Appendix C: School Psychology Program Key Assessments



William & Mary School of Education

School Psychology Program Key Assessments Guide

Assessment Framework

The school psychology program has developed a framework for all School Psychology Key Assessments. The purpose for this consistency across scales is to ensure that ratings are comparable across all data collection points. It is expected that students demonstrated growth across their program of studies, with gains in each domain varying based on course sequence and field-based assignments. For example, gains related to evidence-based assessment would be expected within the first year when the psychoeducational assessment sequence occurs, with additional gains in skills following the second year when the students have had a year of practicum. In contrast, gains may not occur in the areas of consultation and counseling until year two when those courses and subsequent field experiences occur. These variations are expected and can be assessed comprehensively over time using the framework developed by the school psychology program.

Our key assessment framework is grounded in the [NASP 2020 Domains of Practice](#). The practice domains are evaluated by all evaluations and scales. Some assessments provide a singular rating of each domain (e.g., Completer Survey) while others assess multiple components of each domain (e.g., Field-Based Supervisor Evaluation). These domains are as follows:

- 1. Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
- 2. Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.
- 3. Academic Interventions and Instructional Supports.** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School

psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

4. **Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
5. **School-Wide Practices to Promote Learning.** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
6. **Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
7. **Family, School, and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.
8. **Equitable Practices for Diverse Student Populations.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- 9. Research and Evidence-Based Practice.** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.
- 10. Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Student competency in each domain is assessed on a scale of 0 (Novice) to 4 (Mastery). Evaluators are asked to use all available data to rate students in terms of their awareness, knowledge, skills, and self-efficacy in accordance with NASP recommendations. Scale ratings are designed to capture progress across each of these components of competency, which are:

- 0. Novice.** The student has not obtained formal training nor demonstrates awareness, knowledge, skills, or confidence related to this practice domain. Students will most likely be novices across all practice domains upon entry to the program and/or prior to completing formal coursework.
- 1. Limited Competency.** The student has foundational awareness and knowledge (e.g., coursework) related to the domain of practice. They have obtained a basic understanding of the domain but have yet to complete applied field-based experiences or do not feel confident in using any emerging skills even with direct supervision. Students may fall in this category if they have completed a course but have yet to successfully complete a field-based assignment related to this practice domain.
- 2. Emerging Competency.** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience) and is clearly developing skills related to the practice domain. They have most likely completed some form of field-based experience or assignment related to the domain and feel confident they could continue to do so with direct supervision.
- 3. Competency.** The student demonstrates sufficient skills (i.e., awareness, knowledge, and skill confidence appropriate for field entry) related to the practice domain. Students are expected to reach this level of competency after formal coursework and multiple field-based experiences related to the practice domain. Students in this category are capable of, and confident in, using skills in this practice domain as needed, with little or no supervision.
- 4. Mastery.** The student demonstrates proficient skills (e.g., exceeds expectations for entry to the field) and exhibits strengths (e.g., leadership ability) related to practice domain. Students in this

category demonstrate a strength in this particular area and feel confident they could teach others, provide guidance, and take on leadership roles related to the domain.

Upon entering the program, it is expected that students would be novices in school psychology, having lacked formal course work and applied field-experiences related to the practice domains. It is possible that students transferring from similar fields will have some previous awareness and knowledge related to a specific domain of practice. Throughout the course of their program of studies, students are expected to grow from being a novice to demonstrating competency in all ten domains. We allow for a mastery rating to reflect personal and professional strengths in skills and potential for leadership that we hope to promote and scaffold among students. Using this framework, key assessments were developed to help monitor student progress in their program of studies and ensure that all graduating students are competent and ready for entry to the field of school psychology. Key assessment descriptions are provided in the next section of this guide.

Key Assessment Descriptions

Student Annual Review

At the end of their 1st and 2nd years, students meet with their faculty advisor to complete an annual review which serves as a formative assessment of program progress. Information from course instructors, field-based supervisors, the student, and other stakeholders (e.g., graduate assistantship supervisors, school psychology faculty) will be used to inform the annual review. The faculty advisor and student go through each NASP Practice Domain (2020) and determine their current level of competency, as well as strengths and areas of growth, related to that practice domain. One rating is provided per practice domain. In addition, the students' grades are monitored and any noted concerns or general strengths are documented. If a Student Growth Plan is required, it is uploaded as part of this annual review progress. A 3rd year annual review is not conducted given the comprehensive portfolio requirement for program completion.

Field-Based Supervisor Evaluation

Field-based supervision evaluations are formative assessments used in the second and third year of the program. Practicum and internship supervisors provide evaluations of their supervisees four times a year (i.e., mid- and end-of-semester evaluation in Fall and Spring). The purpose of the practicum/internship supervisor evaluation assessment is to provide detailed information regarding students' awareness, knowledge, and skill development during field-based experiences. To show progress over the course of their field-based experiences (e.g., from 2nd to 3rd year), field-based supervisors use the same tool to evaluate students during each course. Supervisors evaluate students across each NASP Domain, providing ratings across subdomains that are averaged when examining students' progress across each domain in general. Specifically, ratings are provided for:

1. Data-Based Decision Making:
 - 1.1. Assessment
 - 1.2. Progress Monitoring

- 1.3. Problem Solving Approach
 - 1.4. Multisource Data
 - 1.5. Ecological & Cultural Contexts
2. Consultation & Collaboration:
 - 2.1. Models of Service
 - 2.2. Effective Service Delivery
 - 2.3. Effective Communication
3. Academic Interventions and Instructional Supports
 - 3.1. Ecological, Cultural, and Evidence-Based Contexts
 - 3.2. Direct Support
 - 3.3. Indirect Support
4. Mental and Behavioral Health Services & Interventions
 - 4.1. Ecological, Cultural, and Evidence-Based Contexts
 - 4.2. Direct Support
 - 4.3. Indirect Support
5. School-Wide Practice to Promote Learning
 - 5.1. Systems-Level Implementation
 - 5.2. Support Services
 - 5.3. Supportive Learning Environments
6. Services to Promote Safe & Supportive Schools
 - 6.1. Ecological & Cultural Contexts
 - 6.2. Multitiered, Evidence-Based Services
 - 6.3. Safety & Crisis Response
7. Family, School, and Community Collaboration
 - 7.1. Ecological & Cultural Contexts
 - 7.2. Evidence-Based Strategies
 - 7.3. Culturally Responsive Services
 - 7.4. Collaborations
8. Equitable Practices for Diverse Student Populations
 - 8.1. Awareness & Respect
 - 8.2. Ecological & Cultural Contexts
 - 8.3. Evidence-Based
 - 8.4. Inclusivity
 - 8.5. Equity & Advocacy
9. Research & Evidence-Based Practice
 - 9.1. Evidence-Based
 - 9.2. Scientist-Practitioner
 - 9.3. Collaboration & Technology
10. Legal, Ethical, & Professional Practice
 - 10.1. Foundation & History
 - 10.2. Professional Standards
 - 10.3. Responsiveness
 - 10.4. Interpersonal & Professional Skills
 - 10.5. Commitment

- 10.6. Technology
- 10.7. Advocacy
- 10.8. Supervision

In addition to ratings across the 40 items assessing the subdomains above, supervisors provide open-ended information regarding supervisees' strengths and areas for growth. University supervisors collect supervisor evaluations twice each semester to help monitor progress and may determine a Student Growth Plan is required.

Comprehensive Portfolio

At the end of their program, students submit a comprehensive portfolio to highlight their awareness, knowledge, skills, and self-efficacy across each of the NASP Practice Domains and required activities for licensure. Since this is the summative assessment of students' program completion, there are two raters to ensure interrater reliability and consensus on scoring. Raters use an established rubric for evaluating each section of the portfolio based on the students' demonstration of knowledge and skills through their written reports and artifacts. The portfolio consists of:

- 1. Personal Statement (4 possible points).** Students provide a reflection of their career development and future goals. Raters evaluate the degree to which the student displays knowledge of the field, self-reflection, and an awareness of the various contexts in which school psychologists provide services.
- 2. Vita (4 possible points).** Students include an updated copy of their curriculum vita. Raters evaluate the vita based on organization, relevancy, and concise but thorough descriptions of experiences.
- 3. Transcript (4 possible points).** A copy of their program transcript is included and is rated based on final GPA.
- 4. Reflective Practice (4 possible points).** Information from across the portfolio is used to evaluate the degree to which the student engages in practices that include self-awareness, self-reflection, and monitoring of personal progress and career development.
- 5. Leadership (4 possible points).** Information from across the portfolio is used to evaluate the degree to which the student demonstrates a commitment to the field, the use of skills related to advocacy and promoting evidence-based practices, and ability to empower and promote growth in others.
- 6. Documentation of Hours (4 possible points).** Students provide a verification of 1200 completed hours in a school-based setting, signed by their field- and university-based supervisor.
- 7. Praxis Test (3 possible points).** Documentation of passing the School Psychology Praxis test must be provided, and is graded as either Novice (0, not passed) or Competency (3, passed). Failure to provide documentation of any of these requirements results in an automatic "Novice" score for the entire portfolio.
- 8. Required Training Modules (3 possible points).** Documentation of the required training modules (e.g., Mandated Reporter Training) is required and rated simply as being present or

not present. Failure to provide documentation of any of these requirements results in an automatic “Novice” score for the entire portfolio.

- 9. NASP Domains (40 possible points).** A Comprehensive Portfolio score for each of the ten NASP Domains is determined using the following information:
- a. **Field-Based Evaluations.** Internship Field-Based Supervisor Evaluation scores from across the year are aggregated across each of the NASP Practice Domains. However, only final evaluation scores are used in determining comprehensive portfolio scores across each NASP Domain.
 - b. **Assignment Exemplars.** The portfolio includes written descriptions/reports/data summaries that serve as exemplars and include seven assignments: psychoeducational assessment, consultation case, academic intervention case, behavioral intervention case, counseling case, systems-level prevention project, and a caregiver/school personnel professional development provided by the student. Raters are provided a rubric specific to each exemplar that assesses each of the ten NASP Practice Domains as they relate to the assignment. Ratings use the same framework as other key assessments. Exemplar ratings are used in conjunction with field-based supervisor evaluations to determine the level of competency demonstrated by the student for each NASP Practice Domain.

For components one through six above, the same five-point scale is used from the Key Assessments Framework (Novice to Mastery). For the seventh and eighth component, available scores are only Novice (0, did not complete) or Competency (3, completed) as these components are not rated but rather are pass/fail. Scores for component nine are averaged ratings from field-based supervisor evaluations and assignment rubric scores across the ten NASP Practice Domains. For example, if a student has an average score of 3 for NASP Domain 1 across their exemplar assignments, and an average score of 4 for their final field-based supervisor ratings in NASP Domain 1, then their comprehensive portfolio score for NASP Domain 1 would be 3.5. As a result, final scores for component eight range from 0 to 40.

A final Comprehensive Portfolio Score sums ratings across all components and can range from 0 (Novice across all components) to 70 (Mastery across components one through six and nine, and Competency for the seventh and eighth component). A passing Comprehensive Portfolio is a minimum score of 54 and no scores falling below 3 (Competency) for any component or NASP Domain. The Comprehensive Portfolio serves as the students’ annual review for their 3rd year, with no additional faculty advisor meeting required.

Alumni Surveys

There are two annual surveys related to alumni of our program. The first is the School Psychology Completer Survey, which is sent to all graduates of our program. Alumni are asked to rate themselves using the same 5-point scaling from our framework across the ten NASP Practice Domains (NASP, 2020). They are asked to give one general score of competency for each domain. They are also asked how satisfied they are with their training, how prepared they felt compared to their peers, and to provide general feedback regarding their experience in the program.

A similar survey is sent to all employers of graduates of our program. Employers are asked to provide similar ratings of their employee's competency across the ten NASP Practice Domains (NASP, 2020). They are also asked to indicate how satisfied they are with their employer's performance, with their training, and to provide any general feedback regarding graduates of our program. These two surveys provide longitudinal data regarding students' skills and confidence after program completion and entry to the field.

Appendix D: Student Annual Review Form



William & Mary School of Education

School Psychology Program Student Annual Review Form

Student Name:

Faculty Advisor Name:

Please indicate the student's current enrollment status:

- ☐ 1st Year
- ☐ 2nd Year

Is the student showing satisfactory academic progress?

- ☐ Exceeds Expectations (GPA > 3.60)
- ☐ Meets Expectations (GPS = 3.0-3.59)
- ☐ Below Expectations (GPA < 3.0)

The following sections will ask you to rate your advisee across the [NASP 2020 Practice Domains](#) based on their engagement and performance in the program so far. These ratings should be informed by instructor feedback, reports, and supervisor evaluations (as available) and determined in collaboration with the student. Ratings range from Novice to Mastery; please see the *Key Assessments Guide* for comprehensive descriptions of rating options.

NASP Domain 1: Data Based Decision Making

Please choose the rating that best describes the student's competency in Data-Based Decision Making using the provided description of ratings.

- ☐ **Novice:** The student has not obtained formal training or demonstrated knowledge related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.
- ☐ **Limited Competency:** The student has foundational awareness and knowledge (e.g., coursework) related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.
- ☐ **Emergency Competency:** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across

multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.

- **Competency:** The student demonstrates sufficient skills related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 2: Consultation and Collaboration

Please choose the rating that best describes the student's competency in Consultation and Collaboration using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
- **Limited Competency:** The student has foundational awareness and knowledge (e.g., coursework) related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
- **Emergency Competency:** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
- **Competency:** The student demonstrates sufficient skills related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 3: Academic Interventions and Instructional Supports

Please choose the rating that best describes the student's competency in Academic Interventions and Instructional Supports using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.
- **Limited Competency:** The student has foundational awareness and knowledge (e.g., coursework) related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.
- **Emergency Competency:** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.
- **Competency:** The student demonstrates sufficient skills related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.
- **Mastered:** The student demonstrates proficient skill and exhibits strengths (e.g., leadership ability) related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Please choose the rating that best describes the student's competency in Mental and Behavioral Health Services and Interventions using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.
- **Limited Competency:** The student has foundational awareness and knowledge (e.g., coursework) related to assessing student mental and behavioral health, including rating scale

administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.

- **Emergency Competency:** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.
- **Competency:** The student demonstrates sufficient skills related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 5: School-Wide Practices to Promote Learning

Please choose the rating that best describes the student's competency in School-Wide Practices to Promote Learning using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.
- **Limited Competency:** The student has foundational awareness and knowledge (e.g., coursework) related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.
- **Emergency Competency:** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing

skills, related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming..

- **Competency:** The student demonstrates sufficient skills related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 6: Services to Promote Safe and Supportive Schools

Please choose the rating that best describes the student's competency in Services to Promote Safe and Supportive Schools using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.
- **Limited Competency:** The student has foundational awareness and knowledge (e.g., coursework) related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.
- **Emergency Competency:** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response
- **Competency:** The student demonstrates sufficient skills related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and

protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 7: Family, School, and Community Collaboration

Please choose the rating that best describes the student's competency in Family, School, and Community Collaboration using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.
- **Limited Competency:** The student has foundational awareness and knowledge (e.g., coursework) related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.
- **Emergency Competency:** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.
- **Competency:** The student demonstrates sufficient skills related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 8: Equitable Practices for Diverse Student Populations

Please choose the rating that best describes the student's competency in Equitable Practices for Diverse Student Populations using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to diverse characteristics of people in school settings, families, and communities; evidence-based

strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.

- **Limited Competency:** The student has foundational awareness and knowledge (e.g., coursework) related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.
- **Emergency Competency:** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.
- **Competency:** The student demonstrates sufficient skills related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.
- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 9: Research and Evidence-Based Practice

Please choose the rating that best describes the student's competency in Research and Evidence-Based Practice using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.
- **Limited Competency:** The student has foundational awareness and knowledge (e.g., coursework) related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.
- **Emergency Competency:** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.
- **Competency:** The student demonstrates sufficient skills related to research methods and program evaluation; technology/information services; techniques for evaluating research;

methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.

- **Mastered:** The student demonstrates proficient skills and exhibits strengths (e.g., leadership ability) related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.

Please note any strengths and/or areas for growth related to this domain:

NASP Domain 10: Legal, Ethical, and Professional Practice

Please choose the rating that best describes the student's competency in Legal, Ethical, and Professional Practice using the provided description of ratings.

- **Novice:** The student has not obtained formal training or demonstrated knowledge related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.
- **Limited Competency:** The student has foundational awareness and knowledge (e.g., coursework) related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.
- **Emergency Competency:** The student has intermediate awareness and knowledge (e.g., coursework and some additional training experience, minimal field experience), and developing skills, related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.
- **Competency:** The student demonstrates sufficient skills related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.
- **Mastered:** The student demonstrates proficient skills, and exhibits strengths (e.g., leadership ability) related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.

Please note any strengths and/or areas for growth related to this domain:

What are some areas of growth for this student over the next year?

What are general areas of strength for the student this year?

If a Student Growth Plan is required, please upload it here.

Appendix E: Student Growth Plan Forms



William & Mary School of Education

School Psychology Program Student Growth Plan Notification

Faculty Advisor Name

Faculty Advisor Address 1

Faculty Advisor Address 2

Faculty Advisor Phone Number

Faculty Advisor Email

DATE: _____

RE: Notification of Below Expectations Performance in School Psychology Program To: *Student Name*

This letter is to inform you that your performance has been determined to be below expectations in the following areas:

According to the policies outlined in the School Psychology Program Handbook, you need to schedule a meeting with your advisor to develop a School Psychology Student Growth Plan. Your advisor will determine whether other program faculty needs to be involved in the Student Growth Plan development.

Please schedule this meeting within 5 business days of the date of this letter.

Faculty Advisor Signature



William & Mary School of Education

School Psychology Program Student Growth Plan

Student:

Date:

Level of Program:

Faculty Advisor:

University Supervisor (if applicable):

Field-Based Supervisor (if applicable):

Directions: The Student Growth Plan is to be developed cooperatively by the student, the student's faculty advisor, and when applicable, their university and field-based supervisor. This form is completed when the student's progress in the program is below expectations in one or more competency domains or according to the School of Education performance standards. The plan is to assist the student in making satisfactory progress towards competency and completion of the program.

I. Specific area(s) for growth:

II. Behavioral description of the student's difficulties:

III. Objectives for performance improvement, with identified, measurable goal:

IV. Plan for meeting objectives:

V. Implementation timeline:

VI. Assistance/resources to be provided by the advisor and/or program faculty (and when applicable the university or field-based supervisor):

VII. Assessment criteria & procedures:

VIII. Date for re-evaluation:

Student Signature

Date

Faculty Advisor Signature

Date

University Supervisor (if applicable)

Date

Field-Based Supervisor (if applicable)

Date



William & Mary School of Education

School Psychology Program Student Growth Plan Follow-Up

Student:

Date:

Level of Program:

Faculty Advisor:

University Supervisor (if applicable):

Field-Based Supervisor (if applicable):

Directions: The Student Growth Plan Follow-Up is used to assess the degree to which the student has or has not made progress towards their Growth Plan objectives. The student and faculty advisor, along with other relevant stakeholders, will assess student growth and determine appropriate next steps.

I. Objective 1: *description of first objective of growth plan*

Assessed Using/By:

Meet Growth Goal? Y/N

Description of growth:

II. Objective 2: *description of second objective of growth plan*

Assessed Using/By:

Meet Growth Goal? Y/N

Description of growth:

III. Objective 3: *description of third objective of growth plan*

Assessed Using/By:

Meet Growth Goal? Y/N

Description of growth:

IV. Objective 4: *description of fourth objective of growth plan*

Assessed Using/By:

Meet Growth Goal? Y/N

Description of growth:

V. Final Assessment of Growth, check one:

- Below Expectations
- Meets Expectations

VI. Next steps:

If student growth is below expectations and growth goals are not met within identified implementation timeline, program dismissal may be warranted.

If the team does not recommend program dismissal, then a justification for such a decision and specific next steps must be outlined here. If a new Student Growth Plan is warranted, then complete a new form to ensure all information is included.

Student Signature

Date

Faculty Advisor Signature

Date

University Supervisor (if applicable)

Date

Field-Based Supervisor (if applicable)

Date

Appendix F: Annual Completer and Employer Evaluations



William & Mary School of Education

School Psychology Program Annual Completer Evaluation Form

You have been identified as a graduate of the School of Education (SOE) at The College of William & Mary (W&M).

(If you are not a graduate of the SOE at W&M, then we apologize for the error and request that you use the opt out link at the bottom of the email you received. If you have received more than one invitation to complete this survey, please complete the survey only once. We apologize for any redundancy in our correspondence.)

Purpose: The purpose of this survey is to gather information from our graduates following completion of their studies/preparation at the SOE. Specifically, our faculty seek information about the design and effectiveness of our education programs. The experiences, impressions, and judgments of graduates such as you are extremely important to this effort. In addition, we seek information from you to provide information on our program's effect on graduates for accreditation and assessment purposes.

Content of the Survey: The survey consists of no more than 30 questions and may take 15-25 minutes, depending upon your specific program and responses. Most of the questions are select-response items. The questions address such topics as your area of study, current employment status, experiences in the program, professional competencies, career plans, and professional recognition/certifications.

Protection of Human Subjects: The information gathered for this survey is intended primarily for program evaluation.

Responses will be aggregated and anonymous. After the anonymous portion of the survey you will be directed to a second form where you can choose to share contact information and personal information regarding employment. Your survey responses will not be linked to your contact information.

There is no obligation to complete this survey. You may choose to answer only some of the questions present in this survey. You may choose to end your participation in the survey at any time. By completing the survey you are consenting to participation.

Which of the following best describes your current status of employment?

- I am employed in a position in the field for which I prepared at William & Mary. (1)

- I am seeking employment in the field for which I prepared at William & Mary. (2)
- I am employed, but my position is not in the field for which I prepared at William & Mary. (3)
- I am seeking employment in a field outside of that for which I prepared at William & Mary. (4)
- I am unemployed by choice. (5)
- Other (6) _____

Select the one category that best describes your current employment setting.

List is provided by Jake via Qualtrics

Please identify your career plans for next academic year. (check all that apply)

- Work in the field for which I prepared at William & Mary (1)
- Seek a leadership role in the field for which I prepared at William & Mary (2)
- Work outside of the field for which I prepared at William & Mary (3)
- Other (4) _____

Are you currently employed in a high-needs school (e.g., difficult to staff, not meeting AYP, high percentage of students on free/reduced lunch, Title I)?

- Yes (1)
- I don't know (2)
- No (3)

Please rate your level of competence in each of the NASP Practice Domains

Domain	Novice (0)	Limited Competency (1)	Emergency Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	I do not have training or knowledge related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using	I have foundational awareness and knowledge related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions;	I have intermediate awareness and knowledge, and developing skills, related to problem-solving approaches to decision making; systematically collecting data and using data	I have sufficient skills related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource	I have proficient skills and strengths (e.g., leadership ability) related to problem-solving approaches to decision making; systematically collecting data and using data to inform

	multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.
Consultation & Collaboration	I do not have training or knowledge related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	I have foundational awareness and knowledge related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	I have intermediate awareness and knowledge, and developing skills related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across	I have sufficient skills related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	I have proficient skills and strengths (e.g., leadership ability) related to consultation frameworks/models; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.

			multiple tiers of service.		
Academic Interventions & Instructional Supports	I do not have training or knowledge related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	I have foundational awareness and knowledge related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	I have intermediate awareness and knowledge, and developing skills, related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	I have sufficient skills related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	I have proficient skills, and strengths (e.g., leadership ability) related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.

Mental and Behavioral Health Services & Interventions	I do not have training or knowledge related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment	I have foundational awareness and knowledge related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress,	I have intermediate awareness and knowledge, and developing skills, related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral	I have sufficient skills related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and	I have proficient skills and strengths (e.g., leadership ability) related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health
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	fidelity, and intervention effectiveness.	treatment fidelity, and intervention effectiveness.	health progress, treatment fidelity, and intervention effectiveness.	intervention effectiveness.	progress, treatment fidelity, and intervention effectiveness.
School-Wide Practices to Promote Learning	I do not have training or knowledge related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.	I have foundational awareness and knowledge related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	I have intermediate awareness and knowledge, and developing skills, related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation	I have sufficient skills related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	I have proficient skills and strengths (e.g., leadership ability) related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming

			school-wide programming		
Services to Promote Safe & Supportive Schools	I do not have training or knowledge related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	I have foundational awareness and knowledge related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	I have intermediate awareness and knowledge, and developing skills, related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	I have sufficient skills related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	I have proficient skills and strengths (e.g., leadership ability) related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.
Family, School, and	I do not have training or	I have foundational	I have intermediate	I have sufficient	I have proficient

Community Collaboration	knowledge related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	awareness and knowledge related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	awareness and knowledge, and developing skills, related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	skills, related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	skills and strengths (e.g., leadership ability) related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.
Equitable Practices for Diverse Student	I do not have training or knowledge related to	I have foundational awareness and knowledge	I have intermediate awareness and knowledge,	I have sufficient skills related to diverse	I have proficient skills and strengths (e.g.,

Populations	diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	and developing skills, related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	leadership ability) related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.
Research & Evidence-Based Practices	I do not have training or knowledge related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data	I have foundational awareness and knowledge related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data	I have intermediate awareness and knowledge, and developing skills related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied	I have sufficient skills related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and	I have proficient skills and strengths (e.g., leadership ability) related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study

	analysis, and interpretation; and providing recommendations and resources based on research and evidence.	collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.	settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.	interpretation; and providing recommendations and resources based on research and evidence.	design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.
Legal, Ethical, and Professional Practice	I do not have training or knowledge related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaboratively	I have foundational awareness and knowledge related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working	I have intermediate awareness and knowledge, and developing skills, related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional	I have sufficient skills related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaboratively with others to	I have proficient skills and strengths (e.g., leadership ability) related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development

	with others to enhance services for children and families.	collaborating with others to enhance services for children and families.	development opportunities; and working collaborating with others to enhance services for children and families.	enhance services for children and families.	opportunities; and working collaborating with others to enhance services for children and families.
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It is the goal of the School of Education to provide exemplary preparation for aspiring and practicing education professionals. Please rate your general level of satisfaction with the preparation that you received in the School of Education.

- Extremely satisfied (5)
- Satisfied (4)
- Neither satisfied nor dissatisfied (3)
- Dissatisfied (2)
- Extremely Dissatisfied (1)

Compared to your professional peers, how effective do you feel in the role for which your degree from William & Mary has prepared you?

- Highly Effective (5)
- Moderately Effective (4)
- Minimally Effective (3)
- Not Effective (2)
- Does Not Apply (1)

Please provide any additional information that you feel would be valuable to the School of Education faculty in improving the effectiveness of our programs.



William & Mary School of Education

School Psychology Program Annual Supervisor Evaluation Form

You have been identified as an employer of a graduate of the School of Education (SOE) at The College of William & Mary (W&M).

(If you are not an employer of a graduate of the SOE at W&M, then we apologize for the error and request that you use the opt out link in the email, and close this survey. If you are the employer of more than one W&M graduate, you may receive more than one survey. You can respond to the survey based on the individual, or based on an aggregate of the individuals that you supervise.)

Purpose: The purpose of this survey is to gather information from our graduates after completion of their studies/preparation at the SOE. Specifically, our faculty seek information about the design and effectiveness of our education programs. The experiences, impressions, and judgments of employers such as you are extremely important to this effort. In addition, we seek information from you to provide information on our program's effect on graduates for accreditation and assessment purposes.

Content of the Survey: The survey consists of no more than 30 questions and may take 15-25 minutes. Most of the questions are select-response items. The questions address such topics as your area of study, current employment status, experiences in the program, professional competencies, career plans, and professional recognition/certifications.

Protection of Human Subjects: The information gathered for this survey is intended for program evaluation.

There is no obligation to complete this survey. You may choose to answer only some of the questions present in this survey. You may choose to end your participation in the survey at any time. By completing the survey you are consenting to participation.

Portions of this survey are based on the Maryland Public Schools Professional Standards for Educational Leaders Rubric, used with permission.

I am answering this survey for:

- An individual (1)
- W&M students in aggregate. (2)

Please rate your employee's competence in each of the following NASP 2020 Practice Domains.

Domain	Novice (0)	Limited Competency (1)	Emergency Competency (2)	Competency (3)	Mastery (4)
Data-Based Decision Making	My employee does not have training or knowledge related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	My employee has foundational awareness and knowledge related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	My employee has intermediate awareness and knowledge, and developing skills, related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	My employee has sufficient skills related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.	My employee has proficient skills and strengths (e.g., leadership ability) related to problem-solving approaches to decision making; systematically collecting data and using data to inform decisions; using multisource data to progress monitoring across multiple tiers of service; or how to, and the purpose of, participating in interdisciplinary team-based decision making.
Consultation & Collaboration	My employee does not have training or knowledge related to consultation frameworks/models; effectively working with	My employee has foundational awareness and knowledge related to consultation frameworks/models; effectively	My employee has intermediate awareness and knowledge, and developing skills related to consultation frameworks/m	My employee has sufficient skills related to consultation frameworks/models; effectively working with school personnel to	My employee has proficient skills and strengths (e.g., leadership ability) related to consultation frameworks/models; effectively

	school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	odels; effectively working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.	working with school personnel to develop solutions; build and maintain successful collaborations with school personnel, families, and communities; and utilizing consultation strategies to provide effective indirect services across multiple tiers of service.
Academic Interventions & Instructional Supports	My employee does not have training or knowledge related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing	My employee has foundational awareness and knowledge related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and	My employee has intermediate awareness and knowledge, and developing skills, related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate	My employee has sufficient skills related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and providing evidence-based interventions	My employee has proficient skills and strengths (e.g., leadership ability) related to assessing students' academic needs, including testing administration, scoring, and interpretation; linking evidence-based assessments to evidence-based, culturally appropriate interventions; designing and

	evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	interventions; designing and providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.	providing evidence-based interventions for improving students' academic performance across multiple tiers of service; and monitoring academic progress, treatment fidelity, and intervention effectiveness.
Mental and Behavioral Health Services & Interventions	My employee does not have training or knowledge related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and	My employee has foundational awareness and knowledge related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health;	My employee has intermediate awareness and knowledge, and developing skills, related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and	My employee has sufficient skills related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health; designing and implementing mental and	My employee has proficient skills and strengths (e.g., leadership ability) related to assessing student mental and behavioral health, including rating scale administration and scoring, interviewing, and functional behavioral assessments; linking evidence-based assessments with evidence-based, culturally appropriate interventions for mental and behavioral health;

	implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.	designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.	behavioral health; designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.	behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.	designing and implementing mental and behavioral health-focused evidence-based interventions (e.g., behavioral plans, individual and group counseling) across multiple tiers of service; and monitoring student mental and behavioral health progress, treatment fidelity, and intervention effectiveness.
School-Wide Practices to Promote Learning	My employee does not have training or knowledge related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and	My employee has foundational awareness and knowledge related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and	My employee has intermediate awareness and knowledge, and developing skills, related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and	My employee has sufficient skills related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and engaging	My employee has proficient skills and strengths (e.g., leadership ability) related to applying organizational principles to school settings; understanding school systems and subsystems; promoting effective school climate and organization across diverse situations, contexts, and

	characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming.	contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	across diverse situations, contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming	contexts, and characteristics; and engaging in systems-wide consultation, needs assessment, implementation, progress monitoring, and evaluation school-wide programming
Services to Promote Safe & Supportive Schools	My employee does not have training or knowledge related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and	My employee has foundational awareness and knowledge related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs	My employee has intermediate awareness and knowledge, and developing skills, related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students;	My employee has sufficient skills related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs assessment and linking with culturally	My employee has proficient skills and strengths (e.g., leadership ability) related to applying educational and psychological principles to promote student resiliency; reducing and mitigating student risk for harm; providing evidence-based prevention services across multiple tiers service; promoting environments and services that empower and protect students; conducting needs

	linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	conducting needs assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.	responsive prevention programming; and engage in safety planning and crisis response.	assessment and linking with culturally responsive prevention programming; and engage in safety planning and crisis response.
Family, School, and Community Collaboration	My employee does not have training or knowledge related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and	My employee has foundational awareness and knowledge related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family	My employee has intermediate awareness and knowledge, and developing skills, related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development;	My employee has sufficient skills related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote healthy family and community	My employee has proficient skills and strengths (e.g., leadership ability) related to using evidence-based, culturally appropriate strategies for promoting collaboration among families, schools, and communities; using educational and psychological principles to understand family and community systems; understanding how family and community characteristics impact student development; and how to promote

	community functioning to facilitate students' academic and psychosocial well-being.	and community functioning to facilitate students' academic and psychosocial well-being.	and how to promote healthy family and community functioning to facilitate students' academic and psychosocial well-being.	functioning to facilitate students' academic and psychosocial well-being.	healthy family and community functioning to facilitate students' academic and psychosocial well-being.
Equitable Practices for Diverse Student Populations	My employee does not have training or knowledge related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	My employee has foundational awareness and knowledge related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	My employee has intermediate awareness and knowledge, and developing skills, related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	My employee has sufficient skills related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.	My employee has proficient skills and strengths (e.g., leadership ability) related to diverse characteristics of people in school settings, families, and communities; evidence-based strategies to address issues of diversity, equity, an inclusion; providing equitable, inclusive, and culturally appropriate services across multiple tiers of service; advocating for social justice; and promoting respect for all persons.
Research & Evidence-Based	My employee does not have training or	My employee has foundational	My employee has intermediate	My employee has sufficient skills related to	My employee has proficient skills and

Practices	knowledge related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.	awareness and knowledge related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.	awareness and knowledge, and developing skills, related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.	research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.	strengths (e.g., leadership ability) related to research methods and program evaluation; technology/information services; techniques for evaluating research; methods in interpreting data in applied settings; study design, data collection, data analysis, and interpretation; and providing recommendations and resources based on research and evidence.
Legal, Ethical, and Professional Practice	My employee does not have training or knowledge related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision	My employee has foundational awareness and knowledge related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical	My employee has intermediate awareness and knowledge, and developing skills, related to legal, ethical, and historical foundations of school psychology; the need for continued professional development;	My employee has sufficient skills related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains; legal-ethical decision making; promoting	My employee has proficient skills and strengths (e.g., leadership ability) related to legal, ethical, and historical foundations of school psychology; the need for continued professional development; practice domains;

	making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.	decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.	practice domains; legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.	social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.	legal-ethical decision making; promoting social justice and advocating for student needs; engaging in self-evaluation and reflection; seeking supervision and consultation; attending professional development opportunities; and working collaborating with others to enhance services for children and families.
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As a supervisor and/or employer, how satisfied are you with the quality of graduates from the School of Education at The College of William & Mary?

- Not Satisfied (1)
- Somewhat Satisfied (2)
- Satisfied (3)
- Extremely Satisfied (4)

Compared to other individuals in a similar position(s) in your organization, how effective is this graduate of W&M (or these graduates) in their role?

- Not Effective (1)
- Minimally Effective (2)
- Moderately Effective (3)
- Highly Effective (4)

As a faculty, we are committed to preparing the highest quality education professionals. Please provide any additional information that you feel would be valuable to us in improving the effectiveness of our programs.