Alliant International University

PPS School Psychology and School Counseling

Advisory Board Meeting Report

Date: November 14, 2024

Departments: School Psychology and School Counseling

Program Directors: Dr. Sherri Sedler (SC) and Dr. Laura Mueller (SP)

Attendees

Jesus Perez

- James Hiramoto
- Maureen Schroeder
- Jamie Lawler
- Rodrigo Encisco
- Malia Mulherin
- Gina Beaman
- Penny Duarte
- Jennifer Parker

Agenda and Discussion

Overview Presentation

The meeting began with a presentation summarizing program updates, the recent CTC review findings, and proposed plans to address those findings. Following the presentation, attendees provided insights and recommendations.

Board Member Input

Program Structure and Communication with Site Supervisors

• Rodrigo Encisco:

- o Emphasized increasing contact with site supervisors to address CTC findings.
- Supported the use of banners across Canvas courses to clarify processes for supervision and training before candidates do assessments with students in PK-12.

Jamie Lawler:

- Suggested making competency forms term-specific and aligning them with site supervisor expectations.
- o Recommended a practicum form with checkboxes for required experiences, with space for additional notes to ensure clarity and comprehensive documentation.

Placement Process and Supervisor Engagement

Jennifer Parker:

- o Raised questions about how students are connected with placements and the level of support they receive.
- o Highlighted variability in site supervisors' willingness to meet university expectations.

James Hiramoto:

- o Proposed maintaining a vetted list of past site supervisors based on feedback from students.
- o Suggested creating a database of alumni who meet supervision requirements to act as site supervisors.

Maureen Schroeder:

o Reinforced that site supervisors must have at least three years of experience, as required by the CTC.

Training and State Requirements

Jesus Perez:

- Shared insights from recent Riverside Office of Education training for PPS credentialing.
- o Discussed the benefits of training in line with new state requirements, emphasizing the importance of ongoing updates for site supervisors.

Fieldwork Placement Quality and Coordination

Malia Mulherin:

o Recommended targeting districts with structured intern programs, citing San Francisco Unified School District (SFUSD) as a model for organized placements.

• Rodrigo Encisco:

 Highlighted the structured practicum program at San Diego Unified School District (SDUSD), where fieldwork is coordinated by a dedicated practicum coordinator rather than individual supervisors.

Maureen Schroeder:

 Noted the value of large, organized districts like those in Northern California, where a single coordinator manages practicum and internship placements.

Limitations and Challenges in Placements

• Penny Duarte:

o Shared experiences overseeing internship and practicum programs, reinforcing the need for structured oversight.

Jamie Lawler:

 Warned against overburdening supervisors by assigning more than two interns per NASP guidelines. o Advocated for quarterly leadership training for site supervisors and monthly surveys to gauge their engagement and effectiveness.

• Jennifer Parker:

o Recommended mechanisms to prevent problematic supervisors from overseeing students, such as those who deviate from established plans or overextend themselves with too many students.

Leadership and Supervision Training

• Jamie Lawler:

o Presented on the requirements for site supervisors, advocating for leadership training and increased communication.

• Rodrigo Encisco:

o Clarified that in districts like SDUSD, a coordinator handles organization while a separate individual supervises students directly.

Conclusion

The advisory board identified actionable strategies to enhance the School Psychology and Counseling programs by addressing key challenges in supervision and fieldwork placement. These recommendations will inform future program improvements and align with CTC requirements.