



School Psychologist Apprentice Program & "Grow Your Own" Opportunities



Objectives & Agenda

Objective: Participants will learn about Grow Your Own Opportunities in the State of Michigan (and beyond) to help remedy shortages

Agenda:

- University Background: Distance Program at WSU, Dr. Lauren Mangus
- Grow Your Own On-site: West Shore ESD, Dr. Amanda Unger
- Other options and possibilities with Grow Your Own: Michele Millhouse

This session is an open Q&A, so please feel free to ask questions during the content or put questions in the chat box; there will be also opportunities at the end of each presenter's portion

Setting the Stage: WSU Distance Program

- Shortages across the state of Michigan; had MASP support
- Largest shortages were in rural areas (we see this state-wide)
- Desire to Increase Access
 - To qualified school psychologists
 - To qualified applicants
 - To diverse applicants
- Our program is in the evening, which has allowed for us to have school personnel be students and work with districts/LEA's to have their support in obtaining pre-practicum experiences (and, at times practicum and internship)

WSU SCP Program Structure

- Three-year, 64 credit-hour program, cohort model, full-time only
- Dual training program for School Psychology certification and master's level Psychology licensure (both in the State of Michigan; also opportunity for NCSP)
- Classes are all in the evening, which accommodates working students and for obtaining field-based experiences during the day
- Pre-practicum experiences begin the first semester and continue through middle of year 2; 500 hour school-based practicum plus 500 hour clinical practicum in the 2nd half of year 2; 1200 hour, paid, school-based internship in year 3.

1) Identical programs for distance and on-campus students (synchronous)

- Allowed us to minimize the complexity of a transition to distance education
- Kept all program structure the same as always
- Distance students are connected into the on-campus classroom
- All students attend all courses synchronously
- Each fall's "cohort" now comprised of traditional on-campus group + distance group
- Distance students conduct pre-practicum, practicum, and internships in their LEAs.
- Same program requirements, experiences, and expectations for all students.

This started prior to the pandemic and has lended a hand to a more easeful transition

2) Assure quality school sites for distance students (and for “Grow Your Own”)

- Requires extra attention and time on the front-end
- Necessary to ensure quality of unfamiliar remote sites
- Emphasis on ensuring that the sites engage in current best practices
- Or ensure that sites are willing to provide the experiences students need to develop competency and support NASP training standards, including the full practice mode

Some of our students had been employees in districts and had already had connections/supports; with a distance program, we have been able to open doors with different opportunities; this is negotiated by the student with individual contracts (with advising and mentorship available from the university); students have also been employed as subs or paraprofessionals (and some have been able to obtain pre-practicum experiences)

3) Ensure equivalent outcomes

- No differences in on-campus and distance students'
 - perceptions of technology quality, ease of use, and impact on learning process.
 - performance data reported by practicum and internship supervisors
 - performance during coursework
 - NASP Praxis scores (100% passing rate on first attempt)
 - professional growth ratings by faculty

Conclusion

- Both groups are thriving and performing well overall.
- With relatively small investment of time and money from the university side, this model has allowed us to expand student career opportunities while also impacting underserved communities with School Psychologist shortages.

Overall

- It was important for us to have ongoing partnerships, and it is so vital to establish these relationships at the forefront and to have ongoing communication
- We have benefitted from support from our state organization and university partners-- lots of collaboration; including from districts/LEA's (Relationships Matter)
- We have seen great success for distance students in their local areas to have such partnerships
- We do see that when students have an opportunity to work in the schools, the experiences they obtain are invaluable
- The feedback we have received from supervisors has been incredibly positive (for distance and from "Grow Your Own" Opportunities)

Questions?

Contact:

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Board Proposal for Apprentice Program

Board Proposal for School Psychologist Apprentice -meets a more long-term need of addressing the school psych shortage and a more immediate need of subbing for paraprofessionals and teachers in the classroom.

- Bachelor's Degree
- Admitted to a School Psychology Master's or Specialist Program
 - Wayne State University has a Distance Cohort that the SPAs are a part of, which makes this position feasible.
- School Psychologist Apprentice Program
 - 2 school years
 - \$22 / hour
 - 28 hours / week
 - Pre-practicum experiences are handled on case-by-case basis
 - Practicum experiences embedded
- Internship
 - 1 year
 - \$40,000
 - Insurance benefits
- Full School Psychologist



NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Services by School Psychologists



We decided to track hours by NASP domains. This helps us to understand where time is spent and what areas we can grow in the future - our own “**check and adjust.**” It also helps align the School Psych Apprentice program with our training at Wayne State University.

NASP 1

Data-Based Decision Making and Accountability

16%

- Score protocols and rating scales - electronically and by hand
- Open and close MET reports
- Upload REEDS, physician statements, extensions, and other data to Illuminate
- File protocols and special education paperwork
- CA-60 record reviews
- Interview Title I Interventionist at 2 local buildings and generate report
 - Discover ways we can assist locals in supporting virtual learners with reading interventions
- Cost benefit analysis of Q-Interactive online testing
 - This school year we switched to iPad administration for the WISC, WPPSI, WIAT, and KTEA - just in time for COVID!



NASP 2

Consultation and Collaboration 24%

- Team meetings
 - Psych department meetings
 - TC-Psych meetings
 - Bi-weekly SPA-Intern check In
 - Monthly PLCs
- Student Assistance Team (SAT) and H2o “Help to Orioles”
 - Start weekly SAT meetings in new district
 - Elementary and secondary buildings



NASP 5

School-Wide Practices to Promote Learning

4% MTSS

21% Subbing

- Subbing in center-based classrooms
 - Teacher, paraprofessional
 - Reintegration program subbing
- MTSS support in locals
 - TFI
 - SWIS
 - PBIS
 - Remote professional learning presentations
- Career outreach

[Mason County Press Article](#)



NASP 7

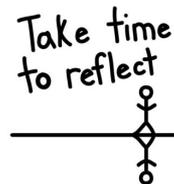
Family-School Collaboration Services

8%

- Develop webpages to assist in remote learning
 - [WSESD Special Education](#)



Apprentice Reflections:



- *The opportunity to be an Apprentice has made the teaching concept of 'I Do, We Do, You Do' come alive for me. I've had many opportunities that I wouldn't have gotten to experience that have widened my scope of understanding and left me feeling well prepared.*
~Gretchen
- *"Because I have had this experience as a School Psych Apprentice, it was an easy transition into my practicum placement. I have been able to form relationships within the school system and I have a better understanding of what a School Psychologist does daily, which in turn, has solidified my career choice. I feel that I have had a wider variety of experiences than a typical practicum experience and am more proficient in day-to-day tasks. For example, as an Apprentice, I have been exposed to common paperwork as well as a part of school-based teams that typically would not be experienced until internship year. This experience has helped me feel more prepared and confident in going into my internship year".* ~Syriah
- This program has been helpful when applying the information learned in the classroom to a 'real-world' experience on the job.
 - **Projects** - both those selected by apprentices personally and those that are assigned by the supervisor, or other administrators.
 - **Subbing** is an invaluable experience and helps us better relate to teachers. Getting to work with students in center-based programs exposes us to different student populations than only general education.
 - **Meetings** - we are easily able to attend REEDs, IEPs, SAT, PLCs, and other trainings offered by the ESD that otherwise might be difficult to coordinate, especially during COVID. We get to build relationships in the ESD and the locals sooner than other students in our cohort.
- **Working directly with students is incredibly rewarding and one the best aspects of this position!**

Other / Recommendations



- We are finishing up a ‘training manual’ for this position as we learn more about how to incorporate psych apprentices into our structures and culture.
- There are ‘growing pains’ along the way to look and plan for how to best address. (ex: as an apprentice enters the practicum year and realizes that they may not know as much as they think they know ;).
~Balancing humility and confidence~
- An introduction to staff members in the local districts is helpful in building connections.
 - This also includes things like where to park on your first day and meeting other employees from different departments. We try to include this in the first week of employment and revisit it at check-ins throughout the first year.
- Assigning a School Psychologist supervisor to the Apprentice is helpful.
 - The second year SPA is able to assist the first year SPA but having a designated School Psychologist to act as a mentor in year one and year two is beneficial. The overall supervisor needs to also meet regularly with the apprentice to touch base about the experience and what they are learning in class.

Questions?

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“Grow Your Own Program”

- Partnership between graduate student and Northwest Ohio Education Service Center (Northwest Ohio ESC)

- University of Toledo connects graduate students with Education Service Center

- Students sign a contract to agree to work for Educational Service Center for five years after graduation in exchange for ESC covering the cost of their tuition

- Legal agreement is created between student and educational service center by attorney from the educational service center

Cost of Program for Educational Service Center

-1st Year-ESC covers 30 semester hours of tuition (fall, spring, summer) \$16,500

-2nd Year-Practicum-ESC pays \$12,000.00 - \$13,000.00 in tuition

-3rd Year-Internship-ESC pays the cost of tuition for program semester hours (Fall, Spring, Summer; 16 semester hours; equates to \$8,800)

-Internship salary paid by Ohio Department of Education

Tuition Repayment Schedule if Student Does Not Remain with ESC for 5 years after graduation

-If the student leaves the program/does not graduate-Full repayment of tuition expenses

-If the offer given by the ESC after graduation is not accepted by the student-Pay back 100% of tuition

-Student leaves after completing Employment:

1. Year 1 – pay back 90% of tuition investment
2. Year 2 – pay back 70% of tuition investment
3. Year 3 – pay back 50% of tuition investment
4. Year 4- pay back 30% of tuition investment

Graduate Student Tasks at Educational Service Center-1st Year Students

- Work for 30 hours a week
- Set up IEPs, METs, and send out paperwork
- Serve as paraprofessional in the classroom
- Work as a substitute teacher

2nd Year Student Tasks-Practicum

- 30 hours a week
- Student completes requirements of practicum and additional tasks
- Achievement testing
- Serve as MTSS coach
- Assisting in setting up PBIS
- Observations of students, teacher interviews, parent interviews

3rd Year Student Responsibilities

- Student works as an intern in the district/ESC
- Similar level of expectations as other interns
- Students are able to take on more responsibilities earlier in the year than other interns since they are already familiar with placement and staff
- Counseling, achievement testing, IQ testing, consultation, MTSS/PBIS support

Advantages of “Grow Your Own” Program

- Invest in future of department-Help build capacity
- Provide assistance for shortages in department
- Student able to take on tasks and help support schools/current school psychologists
- Rethink how to address a short term/long term shortage in department-Student takes on tasks instead of covering schools

Programs that Currently Participate/Are Interested in Supporting Students in the “Grow Your Own” Initiative

- Wayne State University-Dr. Lauren Mangus- Lauren.Mangus@wayne.edu
- Central Michigan University-Dr. Daniel Drevon- drevo1dd@cmich.edu
- Grand Valley State University-Dr. Amy Campbell- campbeam@gvsu.edu
- Michigan State University-Dr. Jana Aupperlee-aupperl3@msu.edu
- University of Toledo-Dr. Jennifer Reynolds- jennifer.reynolds21@utoledo.edu