



16

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A photograph of a workspace. In the foreground, a silver laptop is open on a light-colored wooden desk. Behind the laptop, a green fern is in a glass vase. To the right, a black desk lamp is partially visible. The background shows a window with a view of a city skyline under a clear sky.

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TABLE OF CONTENTS

An Examination of Bilingual School Psychology Training Programs: Implications for Serving English Language Learners

Michele E. Stathatos, Desireé Vega, Jaclyn N. Wolf, Charlotte L. Iurino, Lily M. Hammer, & Dylan Okechuoku Barton 3

About the Division 16 Legacy Fund

Committee on Professional and Corporate Sponsorship of School Psychology (CPCSSP) 14

Early Career Mentoring: The Need for an Intersectional Perspective

Devadrita Talapatra, Leandra Parris, & Celeste Malone 16

SASP Student Corner - Leading Through Service in School Psychology Graduate Programs

Elizabeth Starr & Jillian Talley 25

A Note from the SASP Student Corner Editor

Cydney Quinn 31

Division 16 Executive Committee 33

Author's Instructions and Publication Schedule 34

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AN EXAMINATION OF BILINGUAL SCHOOL PSYCHOLOGY TRAINING PROGRAMS: IMPLICATIONS FOR SERVING ENGLISH LANGUAGE LEARNERS

By Michele E. Stathatos, Desireé Vega, Jaclyn N. Wolf, Charlotte L. Iurino, Lily M. Hammer, & Dylan Okechuoku Barton
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According to the National Center for Education Statistics, there are over four million English language learners (ELLs) in the United States (U.S.) public school system (McFarland et al., 2017). Spanish represented the most common home language of over three million ELL students in the 2014-2015 school year (McFarland et al., 2017). Moreover, in the same year, there were over three million Latinx ELL students, and Latinx students comprised close to 80% of U.S. public school enrollment (McFarland et al., 2017). In 2014, for the first time ever,



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the percentage of White students enrolled in a public elementary or secondary school fell below 50% (McFarland et al., 2017). In contrast, the number of Latinx students increased from 19% to 25% (McFarland et al., 2017). Projections for 2026 indicate that the number of White students enrolled in public schools will continue to decrease, while the enrollment of both Latinx students and Asian/Pacific Islander students is projected to increase (McFarland et al., 2017). These data suggest that public schools in the U.S. are becoming increasingly diverse, with more ELL students than ever before.

These demographics also represent an increased demand for practitioners, specifically, bilingual school psychologists (BSPs), to address, intervene, and advocate on behalf of these students and their families. However, historically, the field of school psychology has lacked diversity. As of 2015, 87% of school psychologists identified as White, five percent identified as Black, three percent identified as Asian, and six percent identified as Latinx (Walcott & Hyson, 2018). Further, there is an extreme shortage of BSPs (López, 2008; O'Bryon & Rogers, 2010; Olvera & Olvera, 2015), which was also reflected in the most recent National Association of School Psychologists (NASP) member survey where 86% of school psychologists indicated they speak English only (Walcott & Hyson, 2018). Coupled, these statistics suggest that school psychologists are not well equipped to meet the demands of the changing field. The need for bilingual programs, or, at the very least, programs focusing on diversity and multiculturalism, is becoming increasingly important in response to the changing demographics of the population school psychologists serve.

Review of Literature

Bilingual School Psychology Training

ELL students encompass a heterogeneous group of students that demonstrate distinct abilities and needs related to their language proficiency and academic skills (Elizalde-Utnick & Romero, 2017; O'Bryon, 2014). When these students experience academic difficulties, often compounded by the second language learning process and sociocultural factors including immigration status, acculturation levels, cultural identity, and socioeconomic status (O'Bryon, 2014; Romero & Branscome, 2014), they are at an increased risk for special education referral, identification, and placement (Samson & Lesaux, 2008; Sullivan, 2011). A lack of understanding of the factors that affect these students' academic performance can lead to inappropriate interpretation of assessment



results, and improper classification and placement in special education (Elizalde-Utnick & Romero, 2017; Sullivan, Artiles, & Hernandez-Saca, 2015). Inappropriate placement in special education is associated with outcomes including less rigorous instruction, low teacher expectations, peer stigmatization, and lower persistence rates (Harry & Klingner, 2006).

Preparing trainees to work effectively with students of varying linguistic, cultural, racial, and ethnic backgrounds should be characteristic of all school psychology training programs. Though, school psychology programs with bilingual specializations represent a means to provide unique training to future BSPs to work effectively with ELL students and their families (Vega, Lasser, & Plotts, 2015). These programs are distinctive in that they provide coursework and field experiences that focus intently on service delivery for ELL populations. Nonetheless, uniform or universal guidelines or standards for this specific emphasis do not exist; thus, each program may construct its own curriculum.

Fordham University developed one of the nation's first BSP programs. It was designed to produce well-trained, competent BSPs with specialized skills in working with children with limited English proficiency (Rosenfield & Esquivel, 1985). The program identified three major competences for working with this population: language, cross-cultural expertise, and assessment; which serve as the basis for its training objectives (Rosenfield & Esquivel, 1985). Currently, many existing BSP programs are setting similar competencies and training goals. Programs offering a bilingual specialization provide "coursework, fieldwork/immersion opportunities (local and abroad), and research opportunities with the mission of preparing bilingual school psychologists to work with this unique population" (Olvera & Olvera, 2015, p. 169).

Vega et al. (2015) outlined the importance of increasing the number of highly qualified BSPs, stating that it will "improve teaching and learning by ensuring that language differences and assessment of the need for special education

services are competently assessed for the purpose of appropriate educational interventions” (p. 364). In addition, competent bilingual assessment by school psychologists “may reduce the likelihood of over-identification and under-identification for special education, increase the recognition of special needs that may be masked by language differences, and promote collaboration among families and educators to maximize intervention effectiveness” (Vega et al., 2015, p. 364).

Bilingual training programs can play an integral role in preparing future BSPs to work effectively with ELL students. However, the lack of uniform or universal guidelines and standards for bilingual training makes identifying, or generalizing, a training model difficult. Thus, the purpose of this paper was to examine the characteristics of school psychology programs with bilingual specializations. Due to limited research in this area combined with the urgent need to meet the complex needs of ELL students, it is critical to gain a better understanding of how these programs prepare future BSPs, especially if other school psychology programs seek to develop similar specializations.

Method

Procedure

Eight school psychology programs with bilingual specializations in the U.S. were identified using the NASP “Multicultural and Bilingual School Psychology Graduate Programs” webpage. Of these eight programs, all have NASP approval and five are APA accredited. An additional five programs with bilingual specializations were identified using an Internet search engine (Google). The following search terms were used: “bilingual school psychology programs”, “bilingual school psychology specialization”, “bilingual school psychology extension”, and “bilingual school psychology specialty track”. Bilingual

programs that were not NASP approved/APA accredited were found; however, we did not keep track of them or review them. For the purpose of this paper, only universities with school psychology programs that hold NASP approval and/or APA accreditation are discussed. A total of 13 programs were identified; all programs hold NASP approval and five are APA accredited. Program approval and accreditation was confirmed on the NASP approved programs and APA accredited programs webpages.

Each school psychology program’s website was reviewed to confirm whether they had a bilingual specialization. In this paper, we use the phrase “bilingual specialization” to refer to school psychology programs providing bilingual training. However, it is important to note that school psychology programs utilize different phrases including bilingual specialty track, bilingual specialization, bilingual concentration, and bilingual extension. Among the 13 programs, two offer trainees the opportunity to obtain a bilingual specialization at both the masters and doctoral level. Five programs offer the bilingual specialization solely at the master’s level, three at the specialist level, two at doctoral level, and one offers a professional diploma. Programs represent various regions of the U.S., including nine from the East (70%), three from the West (23%), and one from the South (7%). See table 1 for additional program information.

The following information was gathered from each program’s website: criteria for admission, criteria for program completion, total number of program credits, total number of bilingual specialization credits, required courses for bilingual specialization, and practicum and internship requirements. In addition to the program website, available documents such as program handbooks and academic catalogs and bulletins were used to collect information about each program. Information obtained for each program was organized using an Excel

TABLE 1: BILINGUAL PROGRAM TRAINING REQUIREMENTS

Region	Accreditation	Degree and Required Credits	Admission Requirements	Bilingual Specialization Requirements
West	NASP	Specialist (100)	Must be accepted into the school psychology program prior to bilingual extension; must have mid-intermediate Spanish proficiency and knowledge of Latino/a cultures; and must complete and pass bilingual competency exams	Field experience with bilingual supervision Student-led collaborative seminar conducted bilingually. Immersion program in Mexico
West	APA & NASP	Master's (93) and Doctorate (157)	Must pass an oral proficiency interview in Spanish or demonstrate Spanish oral competencies through a completion of a Spanish minor, intensive immersion experiences, or enrollment in Practicum with bilingual supervision	16 credits Practicum with Spanish-speaking clients
West	APA & NASP	Doctorate (100)	Must complete two semesters of the school psychology program and be in good academic standing; pass an oral and written language proficiency exam in another language.	9 credits Local school-based practicum or cultural immersion practicum in Mexico
South	NASP	Specialist (69)	Not listed	6 credits Practicum and internship with bilingual supervision Language/cultural immersion experience
East	NASP	Master's (72)	Not listed	15 credits Internship in a bilingual setting
East	NASP	Master's (66)	Demonstrated competence in target language	6 credits Internship with bilingual supervision in bilingual setting
East	APA & NASP	Professional Diploma (66)	Related Master's degree	6 credits Practicum and internship in bilingual setting
East	NASP	Specialist (72)	Not listed	6 credits of Sign Language courses
East	NASP	Master's (66)	Must complete bilingual education and assessment courses	6 credits
East	NASP	Master's (69)	Must pass oral and written proficiency exam in English and target language	9 credits Internship with at least 30% of the time working with bilingual populations.
East	NASP	Master's (66)	Language proficiency exam prior to internship	6 credits Internship with bilingual supervision at bilingual site
East	APA & NASP	Master's (66) and Doctorate (107)	Must be admitted to the school psychology program prior to bilingual extension and must complete and pass English language competency exam and state bilingual exam	9 credits Practicum with bilingual supervision in bilingual setting
East	APA & NASP	Doctorate (110)	Must complete five required courses related to CLD populations prior to applying to the bilingual extension program	15 credits Internship with bilingual supervision

spreadsheet. Data were collected and compiled by two researchers to ensure accuracy.

This study was exploratory in nature. Thus, the use of programs' websites to collect data was deliberate, as this is how most prospective students obtain information about a given program. Because no universal guidelines or standards exist for these types of programs, the information provided on their websites, as well as supplemental materials, such as handbooks, is important; for some students, this may serve as the starting point for what it means to practice as a BSP and its associated specialized training. As such, the authors were interested in the variability that may exist across programs (e.g., admissions, fieldwork experiences, proficiency exams). By reviewing the programs' websites, the authors were able to simulate this experience.

Results

Variability among the 13 school psychology training programs with bilingual specialization programs is evident in their criteria for admission, degree completion, field experience requirements, and additional program specific requirements.

Admission Requirements

Admission criteria for the 13 bilingual specialization programs vary. Five programs explicitly state that students are required to demonstrate competency in a foreign language as measured by an exam administered by the state department of education. Four programs require students to demonstrate language proficiency using distinct measures utilized by the specific programs. The remaining program websites did not specify admission criteria other than admission to the school psychology program. Programs may have admission criteria that are not available on their websites.

Criteria for Program Completion

Criteria for program completion includes the total number of program credits, total number of bilingual specialty course credits, required courses, and practicum/internship experiences. Programs with bilingual specializations require students to complete up to 16 credits in courses such as assessing culturally and linguistically diverse students, bilingual education, second language development and proficiency, and providing bilingual psychological services in schools. A slight difference between doctoral and master's/specialist-level programs was found. Doctoral programs require students to complete between 9 and 16 bilingual units whereas master's/specialist-level programs require students to complete between 6 and 15 bilingual units.

Of the 13 programs, nine programs require students to take a course related to the assessment of culturally and linguistically diverse children. Four programs require students to take a course in counseling diverse populations, and an additional four require students to take a multicultural interventions course. Additionally, three programs require students to take a course in cultural diversity and multicultural issues in school psychology. Two programs require second language and bilingual language acquisition courses, and two programs require a psycholinguistics course. Lastly, three programs require students to take a course on the theory and practice of bilingual education.

Field-based Experience Requirements

Related to the practicum and internship placements for students in the bilingual specialization, four programs explicitly report on their websites that students are required to complete an internship in a bilingual setting, and four report that practicum must be completed in a bilingual setting. Moreover, four programs clearly

indicate that their students must receive bilingual supervision during internship and three specify that their practicum experience must be completed with a bilingual supervisor. The remaining programs require a bilingual school psychology practicum and/or internship course, but their websites do not specify whether practicum or internship needs to be completed in a bilingual setting and if bilingual supervision is required.

Additional Program Requirements

Some programs have additional requirements beyond course work and field experiences. For example, one program requires students to participate in a four-week long summer immersion program in Latin America, and hold memberships and participate in the national and/or state associations for bilingual education. Another program allows students to choose between completing practicum in a school setting or through a cultural immersion practicum in Latin America. Two programs require students to complete a service-learning related project, which includes participation in an educational and cultural event specifically focused on Latinx communities, and a yearlong practicum providing services to Spanish-speaking children or youth, along with a student-led seminar conducted bilingually. Lastly, four programs require students to demonstrate oral and written proficiency at the end of their program by conducting seminars, presentations, portfolios, and an exit language exam.

Discussion and Implications

The purpose of this paper was to examine the characteristics of school psychology programs with bilingual specializations. With a 140% increase in the population of persons who speak a language other than English at home, the need for BSPs has never been greater (U.S. Bureau of the Census, 2010). Rigorous training for BSPs is

crucial in ensuring ELL students receive appropriate educational supports. Based on our findings, there is a significant shortage of BSP training programs, resulting in limited opportunities to receive specialized training in bicultural/bilingual competencies. Only 13 programs were identified, and the characteristics of the programs varied in terms of admissions, program completion, and field-based experience requirements. The common component across all programs was the requirement to complete at least two specialized courses and the majority of the programs required field experiences in a bilingual setting and/or with bilingual supervision. Though guidelines for BSP training do not exist, extant research highlights the significance of specialized coursework and applied field experiences to ensure preparation to serve ELL populations (Olvera & Olvera, 2015).

Preliminary research shows that the preparation of BSPs requires trainers who have expertise in working with ELL students, conduct research with this population, and have had practical experiences with ELL students (Vega et al., 2019). Additionally, Vega et al. (2019) found that BSPs perceived limitations in their curriculum in preparing them to work effectively with ELL students and their families. Recommendations to address these curricular gaps and limits in the number of bilingual credits programs required for degree completion include exploring how content concerning bilingual and ELL students can be integrated into existing courses (Newell et al., 2010; Vega et al., 2019). This would help prepare all future school psychologists, monolingual and bilingual, acquire the knowledge and skills to effectively serve ELL students (NASP, 2015; Vega et al., 2015). Specialized courses and seminars that address content specific to professional language development and advancement would also be beneficial for bilingual trainees to gain skills in specific areas (Vega et al., 2019).



As it relates to field experience requirements, applied experiences with ELL students and the receipt of bilingual supervision is a critical and necessary piece of training to develop the skills to provide culturally responsive services. Nonetheless, bilingual supervision and placement in a setting with bilingual students may not always guarantee the opportunity to practice one's bilingual skills (e.g., language, assessment; Olvera & Olvera, 2015; Vega et al., 2019). Vega et al. (2019) provides recommendations to ensure appropriate supervision in the absence of a bilingual field supervisor including bilingual university faculty and/or faculty with expertise in service provision to ELL students. It is essential that BSP trainees have sufficient opportunities to apply skills learned in the classroom at field sites with appropriate supervision (Vega et al., 2019). To ensure the opportunity to deliver culturally responsive and bilingual services, programs may consider developing required activities for students to complete during their field-based experiences (e.g., administration of Spanish-language assessments).

A small number of programs offered experiences beyond coursework and field experiences in the form of cultural immersion, study abroad, and service-learning projects. These opportunities may not be feasible to incorporate into all training programs; however, research on school psychology trainee's participation in service-learning projects, immersion, and study abroad experiences demonstrate increased cultural competence (Berzins & Raines, 2010; Davies, Lewis, Anderson, & Bernstein, 2015; Green, Cook-Morales, Robinson-Zañartu, & Ingraham, 2009; Moy et al., 2014; Vega & Plotts, 2019). Therefore, there is added benefit from these supplemental applied experiences, which underscores a unique way to allow students to gain skills and enhance their learning outside of the classroom.

A BSP's role is crucial, as they have the necessary training and awareness to: (a) help mitigate the disproportionate representation of ELL students in special education; (b) demonstrate expertise in the ethics and legality

associated with ensuring that assessment procedures are nondiscriminatory; (c) understand the psychometrics of traditional assessment tools and methods, and understand when these would not be appropriate for students from culturally and linguistically diverse backgrounds; (d) demonstrate knowledge of empirically based programs to increase English-language proficiency, and support academic development; (e) understand and account for the cultural and linguistic implications on mental health, and suggest interventions that consider these implications; and, (f) understand the importance of collaboration and consultation that promotes a welcoming and respectful environment for families that are not native to the English language or American culture (Olvera & Olvera, 2015). This is by no means exhaustive but highlights the practical importance and utility of bilingual training programs as well as considerations for improving and developing bilingual training opportunities.

Limitations and Future Directions

Limitations exist due to the exploratory nature of the study. As mentioned, analysis was limited to the review of training programs' websites and any relevant documents available (e.g., handbooks, academic catalogs); therefore, information in these documents may not be current and may not represent actual implementation of these programs. It will be important for future research to examine the curricula of school psychology programs with bilingual specializations through contact with faculty and students in such programs to obtain more in-depth data on how the bilingual specializations actually operate (Sotelo-Dynega, 2015). This will allow for more comprehensive data on training model characteristics and help to move the field forward in meeting the needs of ELL students. Additionally, it can assist in developing training standards and guidelines for bilingual school psychology practice (Olvera & Olvera, 2015; Sotelo-Dynega, 2015).

The number of programs identified as having bilingual specializations beyond the [NASP Multicultural and Bilingual School Psychology Graduate Programs list](#) may be an underestimate due to search engine limitations. Moreover, this study only included an analysis of school psychology programs that currently hold APA accreditation and/or NASP approval. Thus, programs that did not hold NASP and/or APA accreditation were not included for the purpose of this study. Future research may consider identifying a more comprehensive list of universities with bilingual specializations to further examine the characteristics of these training programs.

Due to a lack of research on how effective bilingual specializations are at training BSPs, there is the need for future research that examines the competencies BSPs that have completed bilingual school psychology specializations. It is assumed and it is also likely that the function of completing such a program produces highly qualified and well prepared BSPs, however, research has not yet explored this relationship. It would also be beneficial to investigate BSPs perceived training needs to inform programmatic training competencies. Further, comparative studies that evaluate the competencies of BSPs who have completed training in bilingual specializations and those who did not will be necessary to explore the ways in which these graduates differ in their competencies, and if those differences are attributable to their graduate school training experiences.

Conclusion

The increase in ELL students in the public school system calls for culturally responsive school psychologists, with a growing need for BSPs. Yet, the small number of programs with bilingual specializations demonstrates limited training opportunities. In addition, program characteristics vary, which may result in differential training and

skills for BSPs. Much remains to be learned about best practices for BSP training and the identified variance across programs demonstrates a need for consensus on best practices to train high quality BSPs. Limitations to training and expanding bilingual specializations exist, particularly due to the small percentage of cultural and linguistic diversity in the field of school psychology in general, which shrinks the pool of BSPs and bilingual faculty trainers. Nonetheless, existing programs should continue to examine the depth and breadth of their training competencies to ensure future BSPs can effectively meet the needs of ELL students.

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DIVISION 16'S LEGACY FUND: JOIN THE TEAM DONATING \$100

Background: Membership in Division 16 has declined over the years while some aspects of operations have continued to increase. The costs of promoting the mission statement and activities of the Division of School Psychology have also increased. At the same time, the NIH, NIMH, and other Federal agencies looking at child mental health continue to designate children as one of the top ten most **underserved** populations in our country. School psychology, which is truly the lifeline of public mental health for children and adolescents, has seen reductions in funding in constant dollars over the last decade, despite population growth in numbers and in need.

Solution: To ensure the survival of the APA Division of School Psychology, and its ability to advocate for children and for mental health and integrated services in the nations' schools, the Division Executive Committee (EC) has created a capital endowment Legacy fund.

Leadership: The EC also voted to establish a committee — the *Committee on Professional and Corporate Sponsorship of School Psychology* (CPCSSP) — to develop funds for use by the Division EC. Division past-president Cecil Reynolds, Ph.D. chairs the CPCSSP; commonly known as the Legacy Committee.

Stewardship: The inaugural members of the Legacy Committee have donated at least \$2,500 and serve in an advisory role (5-year term) with the goal of developing potential sources of funding opportunities. For example, Legacy Committee members are working to develop corporate giving and other charitable opportunities to support the Division. Some Legacy member profile pages can be found at: <https://apadivision16.org/committee-on-professional-and-corporate-sponsorship-of-school-psychology/> - at present the Legacy Committee has over \$40,000 in collected and pledged contributions. Legacy Committee members include, among others:

Cecil Reynolds, Ph.D. (chair)
Thomas Kehle, Ph.D.
R. Steve McCallum, Ph.D.
Kevin McGrew, Ph.D.
Sam Ortiz, Ph.D.
Daniel Reschly, Ph.D.
Frank Worrell, Ph.D.

Goal: At its midwinter meeting in January, the Division EC voted to initiate the 100 at 100 campaign. Specifically, the goal is for 100% of our members to donate \$100 by the Division's 75th anniversary in 2020. These monies will go to support the mission of the Division and things like the capital endowment as a permanent funding source for school psychology—and is only \$8.50 per month for one year from each supporter. If we can make it to a \$100.00 contribution from 100% of membership, the Division will have a viable permanent Legacy Fund to carry the mission of the Division into the future.

Division 16 supporters can make direct donations year-round at:

<https://www.apa.org/division-donation/index.aspx>! Checks should be made out to Division 16 and mailed to APA Division Services/750 First Street NE/Washington, DC 20002. Tammy L. Hughes,

Ph.D., ABPP serves as the Division liaison to the Legacy Committee, she can be contacted at HughesT@duq.edu.

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THE EARLY CAREER PROFESSIONAL WORKGROUP PRESENTS EARLY CAREER MENTORING: THE NEED FOR AN INTERSECTIONAL PERSPECTIVE

By Devadrita Talapatra, University of Denver
Leandra Parris, William & Mary, &
Celeste Malone, Howard University

For senior faculty, mentoring junior faculty can increase scholarship and research productivity as well as provide intrinsic satisfaction from collaborating with young professionals during the developmental stages of their career (Bigelow & Johnson, 2001). However, mentoring, like any skill, must be learned (Forehand, 2008). Additionally, senior faculty may approach the mentoring task with a “one size fits all” approach. This fails to account for the unique needs of diverse faculty. Specifically, personality, gender, and ethnicity can shape the delivery and receptivity of the knowledge being shared and the overall quality of the mentoring relationship itself. In regard to personality, a mentee’s extroversion or introversion creates different challenges. Introverted junior faculty may need guidance about networking and collaborative relationships and norms regarding electronic communication and accessibility. Conversely, extroverted junior faculty may need guidance around boundary maintenance and over-collaboration. Mentoring relationships can be

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especially useful to women, who are often excluded or overlooked within power structures (Blood et al., 2012). For junior faculty who identify as members of racial/ethnic minoritized (REM) groups, strong, culturally-sensitive mentors can guide them in identifying support networks, potential collaborators, and the norms and implicit expectations of their respective institutions (Chan, 2008).

Consider then the ramifications of mentorship when personality, gender, and ethnicity intermingle. The intersection of these multiple identities creates unique experiences for junior faculty above and beyond their component identities. For example, faculty who identify as both female and REM may encounter unique challenges related to navigating service (Harley, 2008) – one of the most commonly reported obstacles to pursuing tenure. This is particularly true for REM women who are seen as representatives of both women and REM faculty. This paper will discuss concrete mentor-mentee strategies and actionable steps for those within these intersectionalities.

Identity Factors

For early career (EC) scholars, advising and mentorship are critical for promoting career satisfaction, academic persistence, and career development (Grapin, Lee, & Jaafar, 2015). The type of mentorship needed can vary based on the multiple identities that ECs may hold. In the following section, we outline how EC characteristics may influence the way in which they use and benefit from mentorship in academia.

Gender

Mentoring relationships are useful to women because they provide access to informal power structures that often exclude women. Effective mentorship for women has shown to increase their confidence at work while also promoting excellence in scholarship and administration (Gardiner, Tiggemann, Kearns, & Marshall, 2007). Traditional mentorship models, which focus on hierarchical relationship and power, should be reconceptualized. Indeed, women mentees may be taken less seriously, seen as having less power, or perceived as being less serious about their careers by other faculty (Chandler, 1996); this impacts the quality of mentoring received and often results in women having different mentorship experiences than men.

Thus, we challenge senior faculty to *rethink power*. An intentional focus on mutual empowerment and learning can ensure an equal balance between mentors and mentees (Johnson, 2007). This requires that mentors recognize the expertise of their junior faculty mentees while

also helping them to expand that expertise (rather than make it fit into a preconceived paradigm). Further, men who serve as mentors for women faculty must consider the additional pressures associated with implicit power imbalances. Most importantly, these considerations should be discussed explicitly and scrutinized in collaboration with mentees. For example, it may be helpful to ask mentees how they conceptualize power and where they feel they could use some additional help or advocacy. We urge senior faculty to *emphasize relational processes and commit to diversity*. Genuine relationships in which mentors discuss diversity issues and identity can make mentees feel seen, heard, and acknowledged (Johnson, 2007). In turn, mentees may be more likely to share their experiences and perceptions, which may help mentors gain a fuller appreciation for their professional contexts and allow them to provide more relevant guidance. For example, a woman may not feel comfortable bringing up microaggressions she experiences if her mentor is not approachable in regard to these issues. We further ask that senior faculty *consider the multiple roles a mentee can hold*. By focusing on developing self-congruence and acknowledging personal and professional identities, a mentor acknowledges that education/science/life is not value-free (Benishek, Bieschke, Park, & Slattery, 2004). Finally, we encourage senior faculty to *value collaboration*. A true partnership is one that is centered on co-mentoring and recognizing that the mentor and mentee both have value in the

relationship. Just as we urge against the use of expert models in consultation, we should also avoid such models in mentorship.

Of note, research should not be the only area for mentorship. Talapatra, Parris, and Roach (under review) highlight:

Repeated studies have demonstrated that scores on teaching evaluation tools are biased in favor of White, cisgender, American-born men (Boring, 2017; MacNell, Driscoll, & Hunt, 2015; Mitchell & Martin, 2018)...However, social science research — by psychologists like Madeline Heilman at NYU, Susan Fiske at Princeton, Laurie Rudman at Rutgers, Peter Glick at Lawrence University, and Amy Cuddy at Harvard — has repeatedly shown that competence and likeability are negatively associated for women. Women (and especially women of color) are often evaluated based on their likeability; and, when they demonstrate competence, their likeability scores decrease...For female faculty, for faculty of color, and (perhaps especially) for female faculty of color, achieving all the characteristics students report they value is nearly impossible given student perceptions and biases.

Senior faculty should ensure that mentor-mentee discussions with women junior faculty also include topics related to teaching strategies, teaching philosophies, classroom management, and student



issues. These discussions should be framed around the specific role that gender plays in the classroom and how the mentor can support growth and appropriate evaluation in this area.

A final thought regarding gender is the inclusion of nonbinary and nonconforming gender identities. There is limited (if any) research regarding the mentorship needs of EC school psychology scholars whose gender identity does not fall within the traditional categories of men and women. This, in and of itself, is telling. Future research is warranted to help outline the biases and barriers experienced by this population and how mentorship may be beneficial in their career advancement.

Ethnicity

REM individuals have traditionally had low representation in academia (Turner, Gonzalez, & Wood, 2008). On average, approximately 75% of full-time faculty at four-year colleges and universities are White, and over 50% are White men (Myers, 2016). This lack of representation may be attributed to several issues, but the most common perceived obstacles facing REM psychology faculty regarding tenure include (a) too much minority-focused service, (b) insufficient publication due to low research activity or inexperience in writing research articles, (c) being assigned too heavy teaching, advising, and committee loads, and (d) being too independent and isolated from other faculty (Stanley, 2006). These findings highlight the need for mentorship that considers the educational history of REM faculty, sets limits on service assignments, challenges tokenization on committees, and supports ways to increase collaboration with peers both within and outside of the university.

Senior faculty can ally with REM EC faculty and advocate for *structured mentorship plans*. These plans should help mentees grow both professional and personal/social supports, which are critical for REM EC faculty to thrive (Chan,

Yeh, & Krumboltz, 2015). Specific components may include introductions to funding streams (e.g., PIVOT), additional mentorship and professional development experiences (e.g., conferences, workshops), and collaborative research networks and communities of support (e.g., Trainers of School Psychology, CEMA, National Center for Faculty Development and Diversity) at the university and national levels. Further, connecting REM EC faculty to recognized scholars within the department and university (including both REM and non-REM faculty) who can serve as formal research and teaching allies is crucial. Senior faculty can also intentionally *expose their mentees to varied experiences and professionals*. This is critical because it will help mentees better understand the balance of teaching, research (publications and presentations), and service opportunities. It will also unearth individuals who can break down the culture of the institution and surroundings to uncover biases and diversity issues. Finally, we ask that senior faculty recognize that overt and covert racism, implicit expectations to serve as minority “representatives,” and feelings of isolation or invisibility all contribute to REM underrepresentation in psychology (Harte et al., 2009). These hidden factors may obscure the path needed for success. Senior faculty should allow EC faculty time to develop their research agenda by valuing their professional agenda and shielding them from service responsibilities where they serve as minority representatives rather than as valued contributors. Senior faculty should use their power as tenured professors to confront incidents of racism and microaggressions both to advocate for junior faculty and to model how to effectively do so within the university environment.

Personality

Introversion and extroversion can impact several aspects of the mentor-mentee relationship. Three key areas that impact academic success include: relationship building and networking (under vs.



“Boundaries are challenging yet vital in this era of continual contact and ever-higher expectations...”

over investment), academic socialization (conferences, service requirements, multiple high-stakes meetings), and research agenda (diffuse vs. narrow, under- vs. over-collaboration). Inherent personality traits can lead to burn-out and not achieving tenure if not specifically guarded against challenges associated with personality characteristics (Pannacker, 2012).

To ensure retention, senior faculty can *respect boundaries*. If their mentee identifies as an introvert, faculty may want to consider ways to help them better manage the interface between work and home, such as creating restrictions around information and computer technologies that encourage mentees to be continuously accessible (Baer, Jenkins, & Barber, 2016). Extroverts, conversely, may need to be reminded to log off and engage in self-care activities. Boundaries are challenging yet vital in this era of continual contact and ever-higher expectations; Dalphon’s Model of Self Care offers techniques that are useful across the personality spectrum (Dalphon, 2019). Mentors can also *recognize achievements*. Positive social attention is motivating for extroverts (Lucas & Diener, 2001). Introverts, on the other hand, may need to be encouraged to share their achievements and frame their accomplishments; this is particularly important for annual reviews, and mid-tenure and tenure packets. Recognizing this, senior faculty should be proactive about asking their mentees about recent accomplishments and not wait for mentees to share this information. Knowing mentees’

accomplishments also helps mentors serve as “sponsors”; specifically, it enables them to talk about their mentees’ accomplishments and promote their achievements in meetings and other spaces that are inaccessible to junior faculty. Senior faculty might also ask their mentees to engage in *introspection* regarding their relational and leadership styles when joining service teams, writing collaborative papers, or building research teams. For example, when individuals in teams are not proactive, extraverted leadership is associated with higher group performance. However, in dynamic, unpredictable environments in which team members are proactive, introverted leadership is more productive (Grant, Gino, & Hoffman, 2011). Further, when tasks need to be initiated quickly with allowances for a few mistakes, extroverts are good leaders as they are focused on task completion. However, if a task needs to be done methodically and with an eye to detail, introverts are preferred as they typically employ a careful approach. Mentors should encourage collaborative pairings as they often create strong results. Finally, as with all identities, senior faculty should *mentor intentionally*. Extroverts are more likely to seek out and receive mentorship opportunities and organizational knowledge, both of which are highly related to career success (Turban et al., 2017). Introverts, in contrast, may need a more structured approach or introductions to social networks in which they can form informal mentoring relationships, as they are less likely to independently initiate these interactions.

Intersectionality Considerations

Mentoring and advising of EC faculty with intersecting identities is critical for the diversification of our field. Often, ECs hold multiple identities that are associated with unique challenges and strengths in academia. For example, a woman who is introverted may not feel comfortable in larger social networking spaces that are predominantly occupied by men. This could lead to missed opportunities for

collaboration and networking, a barrier that could be overcome by simply having an advocate who takes on some of the social stress of introductions and small talk. Also, consider the intersection between gender and race. In a female-dominated profession like school psychology, a woman who is a member of a REM group may still feel like an outsider due to the field’s lack of a critical mass of REM faculty.

Thinking through some of the identities of EC faculty, we offer the following strategies for senior faculty to implement when working with mentees who have intersecting identities. First, we encourage *multiple, developmentally appropriate mentoring systems* to address changing needs during career development. Mentorship looks different for REM women and White women, just as it may serve different purposes for mentees who are introverted versus extroverted. A system which takes these needs into consideration when matching mentors and mentees is warranted. Additionally, while having a systematic and formal mentorship plan is critical to EC success (Johnson & Huwe, 2003), this plan should be supplemented with multiple opportunities within and outside of the university to find natural mentors. Natural mentorship is perhaps the most effective form of partnership – stronger even than same gender expression and same race/ethnicity identity matches (Jackson et al., 2003; Mullen, 2007). Second, we advise mentoring relationships to be viewed as a *professional socialization and identity development process*. Recognizing and acknowledging the role of race and racial identity, personality, gender, and gender identity in the mentor-mentee relationship is critical to a healthy and productive relationship (Johnson, 2007). Third, we recommend that *guidance and explicit feedback on navigating experiences of discrimination* are provided. Implicit bias training for faculty and subsequent strategies for integrating those skills in mentorship in an emerging area of research and shows promise for improving mentor-protégé relationships (House, Spencer, & Pfund, 2018).

Fourth, we advocate for *integrated discussions of both professional and personal identity*. Senior faculty must recognize the contexts (e.g., family, community) of mentees' lives and be cognizant of the interconnectedness of these contexts. While mentors may not have the same experiences as their mentees, this does not mean they cannot listen, provide support, and engage in collaborative problem-solving when challenges arise.

Finally, while this paper has primarily focused on the direct mentor-mentee relationship, we also offer two brief mentee and institutional considerations. Mentees should examine themselves and see if they are intentionally cultivating personality characteristics that define strong protégés, such as emotional stability, internal locus of control, desire to be coached, emotional intelligence, and an achievement focus (Huwe & Johnson, 2003). Institutions must similarly examine their mentoring plan and scrutinize both mentee needs and mentor capital to create successful partnerships. For example, mentees often benefit from mentorship from individuals with similar identities (e.g., race, ethnicity, gender) or interests (e.g., research, teaching, service, philosophies). Additionally, effective mentors are individuals who have the capacity to advocate on behalf of their mentees – in other words, they have social capital in academia, adequate time to serve in this role (e.g., not overburdened by service), and experience in navigating systems, personnel, and situations.

In sum, mentorship must be valued across all levels: mentees, mentors, and institutions. It must be intentional and desired. Training and professional development for senior faculty is warranted for providing effective, meaningful mentorship to EC scholars, particularly those who hold marginalized identities. By investing in effective mentorship for EC scholars, universities cultivate success for both their junior faculty as well as their larger academic communities.

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SASP STUDENT CORNER

LEADING THROUGH SERVICE IN SCHOOL PSYCHOLOGY GRADUATE PROGRAMS

By Elizabeth Starr & Jillian Talley

University of Denver

Graduate students are constantly pulled in multiple directions in the personal, academic, and professional lives. They must determine which opportunities will benefit their learning experiences. Supplementing what students learn in the classroom, often through leadership opportunities available within their graduate communities, is essential and benefits their future practice as school psychologists. School psychologists are often on leadership teams within their schools, as well as within the profession at the state and national level. Therefore, it is crucial to cultivate leadership skills while in the supportive graduate school environment to prepare students for roles in the future.

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Leadership in graduate school helps build the capacity for one to take on future leadership roles later on, benefiting the profession of school psychology and increasing the likelihood of remaining in the field, aiding the national shortage of school psychologists (Malone, McCullum, & Bhatt, 2016). The roles can include working within a school district leadership team, becoming a chair of a psychology department, leading mental health interest groups, or even becoming president of national organizations like the National Association of School Psychologists (NASP), all of which require leadership practice (Halonen, 2013).

Graduate students are offered a unique opportunity to pursue leadership by leading through service as they take on responsibilities in their respective programs. Graduate students must make conscientious choices to find a balance between leadership development opportunities, school, work, and life outside of graduate school. There are a multitude of ways for graduate students to develop their leadership skills while participating in their school psychology program; general opportunities can be found at the national, regional, and university level (Malone & Arroyos, 2017). Building leadership opportunities in graduate programs specifically can be done in a variety of ways. In fact, Kois, King, LaDuke, and Cook (2015) reviewed the practices of multiple organizations and presented fifteen specific recommendations for developing student leadership within professional psychology. Their suggestions include placing graduate students in leadership roles within a student association, allowing them to manage the funds, and self-govern. They also suggest that the organization engage with the community, create professional development opportunities, and provide mentorship opportunities (2015). For graduate students across the country, these options may vary, but these opportunities can come to life in the form of research teams, professional development, mentorship opportunities, and involvement in graduate programs' student associations. While some of the following experiences are specific to the University of Denver (DU), the general opportunities are not exclusive to DU and are likely available at other programs across the country.

4 Ways to Lead through Service

Get Involved in Your Student Association

The Student Affiliates of School Psychology Board (SASP) is formed in accordance with Division 16 of the American Psychological Association and run entirely by graduate students. A SASP chapter can be created at any University with a graduate program in school psychology, and

currently, there are 60 universities with active SASP boards (Division 16 of APA, 2019). Each SASP board is allowed to run independently but must submit bylaws to the National SASP board for chapter approval (Division 16 of APA, 2019). Therefore, opportunities differ from university to university. At the University of Denver, there are positions available on the SASP board for not only second year graduate students and more advanced students, but for first year graduate students as soon as they begin the program, as well. On DU's SASP board, there are two positions available for first year students, one as a representative of the whole class to communicate needs to the board and help with fundraising, and another to serve as a Colorado Society of School Psychologists (CSSP) representative who connects us to the larger Colorado community. This is a unique position because one begins networking within both Denver and Colorado immediately as one attends monthly board meetings with other students from local programs and with professionals from around the state. While this opportunity is available directly through CSSP, opportunities to engage with state associations are available across the nation. As the years pass and new members are elected to the SASP board, past position holders meet with incoming officers to discuss roles and responsibilities, another interaction that allows for the exchange of ideas between colleagues which supports leadership development. Here, the importance of learning from others who have gone before us is emphasized to help replicate and extend our practices as a SASP board.

SASP board members are responsible for creating needed learning opportunities such as writing workshops, creating fundraising events, advocating for student needs, and ensuring an environment that fosters incoming school psychologists. In the Fall of 2018, DU's SASP board had the opportunity to write a position statement reflecting the students' perspective and response to events in the local and national

community regarding exclusionary events occurring around the country. Each board member poured over their resources to find the best way to convey their thoughts and represent their student body accordingly. This was an emotional event where they were called upon to use their leadership skills in a unique way. They had to convey the strong emotions felt by students in a way that was receptive to administration and helped to create an action plan to ensure inclusivity and safety for all students. This was the first time in the history of the program where the executive board was asked to develop a position statement. Here, they learned that leading is complex, especially when having to balance multiple views and emotions in a way that leads to positive change without compromising fellow students' perspectives.

Join a Research Team

Vertical research teams (VRTs) offer graduate level students the opportunity to work with each other and research, write, and discuss topics outside of their assigned curriculum with a faculty advisor (Chaudhuri & Simoni, 2018). VRTs are unique: they encourage senior research assistants to advise and mentor newer graduate students throughout the research process. While these opportunities are available, knowing how to join a research team may be foreign to some. Doctoral students are often required to work with a professor to conduct research. Education Specialist students, however, must initiate the process themselves. Either way a discussion with a professor about one's research interests is required to join a research team. This allows for students to also create stronger relationships with professors and learn how their professors lead in a different capacity than in class. VRTs can be created at any university with professors conducting research and students wanting to learn. These traits are present throughout the entirety of academia, and thus, VRTs are easy to create within all graduate programs.



VRTs help graduate students discover their passions as they pursue studies outside of the required curriculum. The understanding of this research is advanced through rich conversation with other research members and professors. In order to achieve a meaningful experience within a VRT, students must ensure that they are interested in pursuing the topic of interest their faculty member studies. Otherwise, students may find themselves struggling to find motivation to continue the research and grow as scientist-practitioners. This enrichment outside of class helps develop one's passion for school psychology and refine one's interests, possibly leading to a desire to study more (Chaudhuri & Simoni, 2018). At DU, these research teams have even inspired Ed.S. students to switch paths and apply to the doctoral program as students discover new interests.

Pursue Professional Development Opportunities

It is important for students in school psychology to look beyond their assigned curricula in order to align with the NASP Practice Model (NASP, 2010) requiring legal, ethical, and professional

practice, which includes pursuing professional development (PD). School psychology programs have relationships with both state and national organizations, and through this, their graduate students have the opportunity to be a part of multiple organizations and attend their conventions. For most graduate students, traveling a few short hours to attend a two-day state level convention is easier to accomplish and fund than a national one. Additionally, local conventions allow for networking opportunities focused in one's area, building more connections for internship applications beyond the immediate surrounding area. Most school psychology graduate students should have the opportunity to attend state conferences, as well, as they exist in all 50 states and Puerto Rico (NASP, 2019). School psychology programs also offer PD throughout the year, whether held officially through the program or available in the area. Students and professors at DU regularly arrange community PD events, including PREPaRE Crisis Response Training, conversations with current practitioners, supervision trainings, and more. Graduate students should also seek out opportunities at their larger universities, as many

offer CPR and First Aid trainings for anyone interested.

It is easy to get swept up in graduate coursework and ignore other opportunities. However, pursuing these opportunities is beneficial for one's development and supports the pursuit of future opportunities. Participating in PD within one's college or university also influences less tenured students to attend them as well, as more seasoned students can reach out and extend the invitation or discuss how helpful and informative the event was in the past.

Be a Mentor

Each school psychology program has the opportunity to allow advanced students to mentor first-year students. Most can agree starting a new program, and particularly graduate programs, can be filled with anxiety and a desire to do well. Most universities have these advanced students working as teaching assistants or research assistants, and thus they interact with the incoming students and create supportive, mentorship-style relationships. Additionally, programs can create an official mentorship system where first-year students are paired with a more advanced student within their degree track. The advance student can pass down wisdom learned through experience and other students to help the first-year student navigate the demands of graduate school.

School psychology graduate programs benefit from having more than one cohort of students on campus at a time. As a minimum of two years are spent on campus in Ed.S. programs, with more required for Ph.D. programs, there is often overlap and more experienced students are around and available supervising, acting as teaching assistants, or working as graduate research assistants. At DU, the SASP board pairs every first-year student with a student mentor. These mentors range from second year Ed.S. students to Ph.D. students of varying experience.

The purpose of these relationships is multidimensional. Not only does the SASP board want to ensure the first-year students have a peer to ask about logistical steps and questions about navigating through the program, but the board hopes the students in their second or later years also gain leadership experience by guiding others (Girard & Musielak, 2012). Moreover, the advanced standing students can encourage the first-year students to find ways to better the program, helping to transform the program for the better through mentorship. This encouragement is what is needed to help grow and strengthen the students within the program and the program itself. Mentors can lead the way to advocacy and change for students so that the faculty may work to continually improve the program to best suit the needs of the students and the greater community.

Conclusion

Leadership development includes bettering oneself by pursuing opportunities outside of the assigned curriculum. While the options presented were just ones that two graduate students at DU pursued, these options vary from program to program. The best advice is to participate in the graduate community: reach out to professors, attend events within the community, or take on a leadership position. At the same time, it is important to maintain a balance, be strategic when accepting new responsibilities, and not lose sight of the initial goal of becoming a school psychologist. Developing strong leadership skills in graduate school allows for the possibility to diversify the role a school psychologist can play after graduation (e.g. school district leader, department chair, leader of a professional association). Time management and the ability to say no are both skills that every graduate student should cultivate throughout their graduate careers and beyond. These skills cannot always be taught in the classroom, but can be developed through leadership experience.

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A NOTE FROM THE SASP STUDENT CORNER EDITOR

Welcome to *The Student Corner*! As the incoming editor of Student Affiliates in School Psychology (SASP), I am happy to introduce myself and welcome our readers, as well as new students and faculty, back to *The Student Corner*! The purpose of our student column in *The School Psychologist* is to provide a platform for graduate students to share their perspectives on a variety of topics pertinent to our field. These topics can include supervision, cohort relationships, practicum experiences, the internship process, advocacy, culture and diversity, or concerns/barriers that are particular to school psychology graduate students. Our hope for *The Student Corner* is that the unique experiences of graduate students in our field are shared and then integrated into the programs and practices of school psychology programs around the country.

Luckily for us, graduate students are in the unique position of being surrounded by the most-up-to-date knowledge on a daily basis. This reality alone makes the graduate student perspective an important one for others to be aware of, as they can grow from the unique insights these students bring into topics surrounding school, life as a graduate student, or the field of school psychology in general. It is our hope that each feature we publish would encourage more graduate students to submit and write for *The Student Corner*!

As for the nuts and bolts, when preparing to submit to *The Student Corner* there are a few key details to be mindful of:

- Submissions should be between 4 and 8 pages (double spaced)
- While current literature should be integrated into your topic of choice, please include your thoughts, experiences, and ideas. We want to hear how this topic may be unique to you!
- Submissions need to comply with APA Journal Article Reporting Standards
- HAVE FUN! Tell us things that are important to you and your university, or things that you believe other students should be aware of!

It is my sincere honor to serve as the editor for the 2020 year and to help support our students get their writing pieces into *TSP*. As I look forward to reading submissions from SASP members studying around the country, our hope is that the Student Corner becomes a cornerstone in highlighting the perspectives of graduate students in school psychology!

Sincerely,

Cydney Quinn
Duquesne University
quinn3@duq.edu



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AUTHOR'S INSTRUCTIONS & PUBLICATION SCHEDULE

Division 16 of the American Psychological Association publishes *The School Psychologist* as a service to the membership. Three PDF issues are published annually. The purpose of TSP is to provide a vehicle for the rapid dissemination of news and recent advances in practice, policy, and research in the field of school psychology.



Article submissions of 12 double-spaced manuscript pages are preferred. Content of submissions should have a strong applied theme. Empirical pieces conducted in school settings and that highlight practical treatment effects will be prioritized. Other empirical pieces should have a strong research-to-practice linkage. Non-empirical pieces will also be reviewed for possible publication, but are expected to have a strong applied element to them as well. Briefer (up to 5 pages) applied articles, test reviews, and book reviews will also be considered. All submissions should be double-spaced in Times New Roman 12-point font and e-mailed to the Editor. The manuscript should follow APA format and should identify organizational affiliations for all authors on the title page as well as provide contact information for the corresponding author. Authors submitting materials to *The School Psychologist* do so with the understanding that the copyright of published materials shall be assigned exclusively to APA Division 16.

For more information about submissions and/or advertising, please e-mail or write to:

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To be considered in an upcoming issue, please note the following deadlines:

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