Rider University
School Psychology Program Handbook
Class of 2026

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Department of Graduate Education, Leadership and Counseling

CONCEPTUAL FRAMEWORK

KNOWLEDGEABLE

The College of Education and Human Services emphasizes content and pedagogical knowledge, which candidates implement in supervised classroom and field experiences. Candidates use acquired technological expertise and reference relevant standards for planning and reflecting on their classroom work.

PROFESSIONAL

Novice and experienced educators enrolled in the College of Education and Human Services are on a career-long path toward professionalism that does not end with graduation. We encourage candidates to become thoughtful, creative problem-solvers.

REFLECTIVE

The College of Education and Human Services defines reflection as the process of thinking clearly and deliberately to promote understanding about professional practice. Reflection, grounded in active experience, has value for developing educators through classroom observation, self-assessment, and journal writing.

COMMITTED

Commitment, highly prized by the College of Education and Human Services, serves as an essential cornerstone for teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators.

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College of Education and Human Services

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RIDER UNIVERSITY COLLEGE OF EDUCATION AND HUMAN SERVICES
FOSTERING COMMITTED KNOWLEDGEABLE REFLECTIVE PROFESSIONALS

School Psychology Program Philosophy

The Rider University School Psychology Program is dedicated to educating future school psychologists within a climate of scholarly inquiry and the context of a scientist-practitioner model of service delivery   Problem-solving and data-based decision-making permeate all aspects of training with the ultimate goal of fostering the knowledge base, skill set, reflective practice, and professional commitment to improve the educational and mental health of children and adolescents in the schools. The program offers a highly structured, developmental curriculum that builds upon preceding coursework and experience. Through a variety of theoretical, conceptual, and experiential pedagogical activities, students are prepared to provide a range of evidence-based services including consultation, psychological assessment, behavioral and academic intervention, prevention, counseling, and program planning/evaluation. Students also receive training in sensitively working with clients from diverse cultural and individual backgrounds.

Program Goals

Complementing the program's philosophy, the fundamental goals of the program are to provide each graduate with the required skills, professionalism, and knowledge base to become a productive member of the school psychology community.

1. Ability to implement a problem-solving model supported by a solid understanding of the knowledge base and empirical literature of school psychology as well as legal, ethical, and professional standards of practice.

2. Capacity to provide psychological services and educational consultation within diverse contexts where individual differences in ethnicity, socioeconomic status, culture, gender identity, sexual orientation, and abilities are appreciated.

3. Ability to work collaboratively with educators, administrators, school counselors, families, and the community to provide a comprehensive range of educational and mental health services to children and adolescents.

4. Capacity to utilize data-based decision making and empirically supported prevention, assessment, and intervention strategies that result in a positive impact on youth, families, and the communities/schools that they serve.

Program Objectives

The Rider University School Psychology program has been designed to meet National Association of School Psychologists (NASP) Domains for Training and Field Placement Programs in School Psychology (NASP, 2020). Professional knowledge and skills are developed across NASP's model of comprehensive and integrated services by school psychologists. This model offers ten domains of training. An overview is provided below while a detailed description of these domains to training is offered in Appendix A. The ten NASP domains (2020) reflect the specific learning objectives within our program.

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-based decision making and accountability

Domain 2: Consultation and collaboration

Direct and Indirect Services: Student Level Services

Domain 3: Academic Interventions and Instructional Supports

Domain 4: Mental and Behavioral Health Services and Interventions

System Level Services

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services

Domain 7: Family-School Collaboration

Domain 8: Equitable Practices for Diverse Student Populations

Domain 9: Research and Evidence-Based Practice

Domain 10: Legal, Ethical, and Professional Practice

The above domains guide course content, student outcomes, and ongoing program evaluation (See Appendix B.1; NASP Domains by Course). Data from assignments and assessments are collected in relation to these domains to determine whether student learning objectives have been attained. Specific NASP domains are also listed in course syllabi and linked to each course assignment (See Appendix B.2; NASP Domains by Assignment Matrix).

The acquisition of knowledge and skills is monitored and evaluated across the program via traditional assessment and performance-based outcomes representative of professional practice. Students compile a portfolio to document and reflect upon their professional growth and to serve as evidence of competency across the domains of training and practice. In addition, students take a comprehensive examination at the end of the second year in the program and the Praxis Examination in School Psychology by the end of their first semester of internship.

Admission Procedures

Applications must be received by April 1. Admission into the program occurs during the early spring with a start date in the subsequent fall semester. The review and acceptance process occurs immediately following the application deadline. Since the School Psychology program must maintain a specified student-to-staff ratio, the number of openings available is controlled. *Applicants, therefore, are encouraged to ensure that all application materials, including letters of recommendation, are submitted by April 1st to receive optimal consideration.*

The following criteria must be met:

1. An undergraduate degree with a GPA of 2.75 or higher –OR- an advanced degree with a minimum GPA of 3.25.
2. Completion of graduate application including a written statement of learning goals.
3. Two letters of recommendation.
4. Interview with program faculty.

Admission is based upon a competitive process which examines the multiple factors as noted above along with a rating form completed by Program faculty during the personal interview. The Rider University School Psychology admissions process is delineated in Appendix C.

Equitable Practices for Diverse Students

Meeting the needs of our diverse society is a goal of the University, College, Division, and Program. As school psychologists, the diverse needs of the students, families, and others is a major goal for training and practice. The Program is committed to providing a stimulating learning community that embraces and values the human and cultural diversity of its members. The Program also is committed to attracting and retaining students who are members of underrepresented groups. The Program

primarily draws students from the Mid-Atlantic and Northeastern regions of the country although students from other parts of the country also enroll. These regions have a varied cultural/ethnic blend and wide differences relative to socioeconomic status (SES).

Within the Program issues in diversity and social justice are examined as a specific subject and is embedded as a topic across coursework. Students are expected to develop the dispositions, knowledge, and skills to work effectively with individuals of diverse needs (e.g., ethnic, cultural, SES, sexual orientation, gender identity, abilities, disabilities).

Rider University Graduate Association for School Psychology (RUGASP)
Rider University has a formal association for students in the School Psychology Program. The Department has established a $75 budget for social and professional activities of the association. Each year, new officers are elected to replace outgoing officers, and officers are staggered by year in the program. Please see Appendix O for additional details.

Student Support Services

To assist students who experience academic difficulties once enrolled, individualized assistance is available through the Rider University Learning Center. Program faculty also may offer assistance. In the latter case, a more formal process is completed. Program faculty will discuss the concern at a Program Meeting and design a remediation plan in conjunction with the student. (Please see Appendix D). In addition, the Counseling Center at the Lawrenceville Campus [Zoerner House (609) 896-5157] offers counseling support to students who seek counseling support.

Financial Aid

Financial aid is available for qualified graduate students under several state and federal loan programs. Interested students should contact the Office of Student Financial Services (609-896-5360) for further information.

Graduate Assistantships

Rider University offers generous support for students who are interested in obtaining assistantships. Within the Department of Graduate Education, Leadership, and Counseling there are several assistantships available. These assistantships offer partial tuition remission plus a stipend. In addition, there are numerous assistantship opportunities available to School Psychology students throughout the campus. In recent years, most students who have actively sought an assistantship have found one. Students have worked as assistants at the Teaching and Learning Center, Financial Aid Office, Graduate Admissions, Westminster Choir of Rider University, and the Counseling and Testing Center, among others.

Ed.S. Degree Program Requirements
(64 credit hours)

The program offers a specialist degree consisting of 64 graduate credits. It is approved by the state of New Jersey. Graduates also meet requirements for certification in most other states, including Pennsylvania and New York. Certification requirements for a specific state should be referenced.

Current certification guidelines in Pennsylvania require a GPA of 3.0 and 6 semester credits or the equivalent in college level English Literature and Composition and Mathematics. In addition, those seeking initial certification in Pennsylvania will need to take the PRAXIS Pre-Professional Skills (PPST) in Reading, Writing, and Mathematics and the PRAXIS School Psychology Exam (10400). Scores for these examinations are considered to be current for up to five years. For those individuals who already hold a valid Pennsylvania Level I or II certificate, *only* the appropriate subject assessment test, PRAXIS School Psychology Exam (10400), will need to be taken.

Degree Requirements

Students complete 64 graduate credit hours with a minimum GPA of 3.0. In addition, all students must meet yearly accountability standards, residency requirements, and take the PRAXIS exam in School Psychology while enrolled in internship and report the score to the Program.

Foundations of Education and Human Behavior (21-hours)

Educational Foundations (9-hours)
EDSO 510   Sociological and Cultural Foundations of Education
EDAD 501   Educational Leadership & Organizational Theory
EDPS 508   Cognitive Processes and Learning

Human Behavior and Development (12-hours)

EDPS 503   Human Growth and Development
EDPS 538   Developmental Child Psychopathology
SPED 514   Applied Behavior Analysis for Students with Autism Spectrum Disorder & Other Behavior Needs
EDPS 535   Biological Basis of Behavior

Professional Core: School Psychology Practice (36-hours)

Assessment and Intervention (14-hours):
EDPS 500   Cognitive Assessment (3)
EDPS 514   Standardized Measures of Academics and Behavior (3)
EDPS 515   Curriculum-Based Measures (3)
EDPS 509   Psychoeducational Assessment & Report Writing (3)
EDPS 510   Assessment of Behavioral and Social-Emotional Needs (3)
EDPS 581   Practicum in Psychoeducational Assessment & Report Writing (100-hours) (1)
EDPS 582   Practicum in Social-Emotional Needs (100-hours) (1)

Consultation (4-hours):
CNPY 515   Consultation in School and Agency Settings
EDPS 583   Practicum in Consultation in School and Agency Settings (100-hours) (1)

Research (6-hours):
EDUC 500   Introduction to Research
EDPS 521   Statistics and Qualitative Analysis

Professional Practice: (9-hours):
EDPS 513   Professional Practice of School Psychology: Issues and Historical, Ethical, and Legal
            Considerations
EDPS 590   Internship in School Psychology I (600-hours)
EDPS 591   Internship in School Psychology II (600-hours)

Counseling (6-hours)

Counseling Psychology (6-hours):
COUN 550   Counseling Techniques Laboratory
EDPS 570   Advanced Interventions for Children, Adolescent, and Families (3)

Course Sequencing

Coursework is sequenced so as to develop and build on skills and competencies. The listed courses
below have prerequisite course(s), which must be completed prior to enrollment in later sequenced
courses (See Appendix E).

CNPY 515 Consultation in School and Agency Settings + Practicum
- EDPS 503 Human Growth and Development
 SPED 514 Applied Behavior Analysis for Students with Autism Spectrum Disorder & Other Behavior
Needs
-

EDPS 515: Curriculum-Based Measures
- EDPS 514 Standardized Measures of Academics and Behavior
- EDPS 513 Professional Practice of School Psychology: Issues and Historical, Ethical, and
  Legal Considerations

EDPS 509 Psychoeductional Assessment & Report Writing
- EDPS 508 Cognitive Processes and Learning
- EDPS 514 Standardized Measures of Academics and Behavior
- EDPS 515 Curriculum-Based Measures

EDPS 510 Assessment of Behavioral and Social-Emotional Needs
- EDPS 509 Psychoeducational Assessment & Report Writing
- EDPS 538 Developmental Child Psychopathology
- CNPY 515 Consultation in School and Agency Settings + Practicum

EDPS 570 Advanced Interventions for Children, Adolescent, and Families
- EDPS 514 Standardized Measures of Academics and Behavior
- EDPS 515 Curriculum-Based Measures
- EDPS 509 Psychoeducational Assessment & Report Writing
- EDPS 510 Assessment of Behavioral and Social-Emotional Needs

EDPS 590 Internship in School Psychology I
- EDPS 570 Advanced Interventions for Children, Adolescent, and Families

Transfer of Credit

Graduate credits must have been earned within ten years of the date of credit transfer approval and at an accredited institution. At the time of initial enrollment at Rider University the advisor will determine courses eligible for transfer. Students should request a meeting in September and must present syllabi of the courses to be transferred so that the Director can conduct a review for course equivalency. The advisor and the department chair must approve all transfer credits. Courses accepted for transfer must be similar to required or elective courses that are approved for the program, and a grade of B or higher must have been earned. Course(s) taken to satisfy admission requirements and/or to remediate deficiencies will not be applicable. Students may be permitted to transfer in up to 12 credits so long as the course equivalency can be documented. Decision-making authority regarding equivalency rests with the Program Director. Students must complete a transfer request form and present this form along with course syllabi to the program director. Please ask one of the departmental secretaries for the form.

Retention and Exit from Program

Student progress in the School Psychology program is carefully monitored. Each year, student grades and performance in the program are reviewed by program faculty to determine progress, eligibility for continuation, and need for remedial support. A written statement of student progress is furnished to students each year by September 1st. The School Psychology program requires a GPA of 3.0. Those students who fall below a 3.3 GPA are placed on academic probation.

In addition, students are evaluated in regard to their professional work characteristics and dispositions on an annual basis. (Please see Faculty and Field Supervisor Rating Form in Appendices J, L & Q). Students who have professional work characteristics or dispositional difficulties also will have a remedial plan established (Please see Appendix D for a detailed description of the student remediation process).

Requirements for Completion of Degree

Students must maintain a GPA of 3.0, receiving no more than two grades of C+ or lower. Those students who fall below 3.3 are placed on academic probation and a remediation plan is established. Students must also complete 64 credits in the School Psychology Program of which up to 12 credits may be from other comparable graduate coursework. The program is designed to be completed in three years. For personal reasons, some students may have to delay completion of the degree. In these circumstances, students have up to six years to complete the degree.

Residency Requirement

Students enrolled on a part-time basis must fulfill a residency requirement by enrolling full-time (9 credits) in at least one semester prior to going on internship. Students will be notified of this obligation during course advisement in the first semester of the program and during the new student program orientation.

Program Assessment and Accountability

The Program uses a comprehensive, multi-method, and multi-source process to assess student learning (e.g., knowledge, skills) and to evaluate program goals. Both traditionally oriented assessments (e.g.,

exams; term papers) and performance-based assessments (e.g., recorded test administrations; psychological reports; progress monitoring) that correspond with Program goals and NASP standards are used. Evaluation of the individual and Program occurs on a continuous basis through a series of benchmark assessments. The following three sections provide an overview of the major assessment components.

<u>Individual Evaluation</u>

Individual assessment begins upon admission and extends beyond achievement in individual courses. A range of methods are employed (e.g., portfolios, performance-based assignments, exams, projects, presentations and demonstrations, interviews, research papers, literature reviews, reflection papers, critiques, videotaping, audiotaping, simulations, role-plays). The chart below outlines basic sources of data.

	Year 1	*Year 2*	*Year 3*
Individual Assessment	Performance-based assessment related to specific coursework Student grades including maintenance of a 3.0 or higher GPA Self-reflection of <u>professional competencies</u> Annual review of <u>professional work characteristics/disposition</u> by program faculty	Performance-based assessment related to specific coursework Student grades including maintenance of a 3.0 or higher GPA Self-reflection of <u>professional competencies</u> Annual review of <u>professional work characteristics/disposition</u> by program faculty ***Comprehensive examination at the end of year two***	Performance-based assessment related to specific coursework Student grades including maintenance of a 3.0 or higher GPA Self-reflection of <u>professional competencies</u> Evaluation of final *Professional Portfolio* by Program faculty Final review of <u>professional work characteristics/disposition</u> by program faculty Evaluations by supervising school psychologists Evaluation of professional work characteristics/ disposition by internship site supervisors Evaluation of completed internship products Satisfactory score on the **PRAXIS Exam** in School Psychology

<u>Annual Review</u>
On a yearly basis, students are evaluated for retention and progression in the Program through an Annual Review. Each student's academic performance during the program is monitored by Program

faculty. Faculty also will conduct an annual review of student's professional work characteristics and disposition for working in the field of school psychology (Please see Appendix J). A recommendation for continuation, continuation with remediation, or dismissal will be made by September 1st of each year.

Program faculty review student work products to determine whether students are making a positive measurable impact on the youth, families, and school/agencies they serve. Several assignments within both practica and internship requires that students calculate effect sizes regarding intervention activities to determine whether the interventions are having a positive, measurable impact on the youth, families and school/agencies they serve. Providing more perception-based data regarding positive impact, internship supervisors also rate interns' impact on youth, families, and schools/agencies.

Comprehensive Examination: At the end of the second year, students are required to take a comprehensive examination in School Psychology. The exam will evaluate students' understanding of professional knowledge and skills across the eight standards established by the National Association of School Psychologists (NASP). Program faculty scores each student's exam on the following scale:

A. Target/Satisfactory
B. Acceptable – Needs Improvement
C. Unacceptable – Fail

A satisfactory score must be attained in order to advance into Internship. Students who receive a score of Acceptable—Needs improvement must arrange a meeting with program faculty who will review the results and determine an appropriate course of action. A student who fails the comprehensive examination will be required by Departmental policy to wait a year to retake the examination.

Praxis Examination in School Psychology: During the internship year, students must take the Praxis examination in school psychology and meet or exceed the standard required to obtain the Nationally Certified School Psychologist (NCSP) credential. Students who do not meet this standard must retake the examination and will not be permitted to graduate until a passing score is attained.

Program Evaluation

Overall evaluation of the Program occurs on a continuous basis through a series of formative and summative assessments. Program faculty meet bimonthly to discuss topics of interest and/or student or program concerns. On an annual basis, a Program planning meeting occurs to share information and aggregated data that have been collected for the academic year (e.g. summer, fall, spring semesters). Results are shared and reviewed with program modifications considered so as to improve training. In addition, recent graduates are surveyed and alumni are contacted regarding their perspective on the program. Program improvements are made based on these findings.

	Admissions	*Year 1*	*Year 2*	*Year 3*	*Post-Graduation*
Program Assessment	An undergraduate degree with a GPA of 2.75 or higher – OR- an advanced degree with a	Student Evaluation of Faculty Teaching	Student Evaluation of Faculty Teaching	Student Evaluation of Faculty Teaching	Exit survey Alumni follow-up (Every 3 to 5 years)

minimum GPA of 3.25

Two letters of recommendation

Standard interview with program faculty | Annual review of aggregated assessment data

Annual review of students' professional work characteristics/ Dispositions | Annual review of aggregated assessment data

Annual review of students' professional work characteristics/ dispositions

Review of students' performance on the comprehensive examination | Annual review of aggregated assessment data

Review of student final portfolio

Review of aggregated data of PRAXIS Exam scores

Aggregated evaluation data from supervising psychologists

Evaluation of completed internship products | |

Supervised Field Experiences

<u>Practicum</u>

Students are required to take four 1-credit practicum courses prior to enrolling in internship that address a full range of school psychology competencies that are related to the associated NASP Standards & Elements. These assignments are evaluated by program faculty to determine student progress in relation to the NASP Standards (See chart below for linkage to NASP Standards & Elements).

Practicum Assignments in Relation to NASP Domains of Practice

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
a. EDPS 581 Psychoeducational Report	x		x	x			x	x		x
b. EDPS 582 FBA & Behavior Support Plan	x	x		x	x	x	x	x		x
c. EDPS 583 Consultation	x	x		x	x	x	x	x		x
d. EDPS 582 Observation & Reflection	x			x				x	x	x
e. EDPS 581 In-Service Presentation			x	x				x	x	x
f. EDPS 584 Progress Monitoring Assignment	x		x		x			x	x	x

Each 100 hour practicum experience is conducted out in the field under the supervision of faculty supervisors. Student's professional work characteristics/disposition are also evaluated by the practicum site. Students are expected to seek the approval of the site, individual and guardian. The School Psychology Program has a field placement coordinator who can assist with this process as needed. The practicum experience may need to extend beyond the semester of registration. A grade of "S" will be used to denote satisfactory progress until all fieldwork requirements are met. Fieldwork and projects must be completed within 6 weeks of the close of the semester. All four, 1-credit practicum experiences also must be finished with a minimum grade of "B" prior to registering for internship. The four one-credit practicum experiences are summarized below:

EDPS 581—Practicum in Psycholoeducational Assessment & Report Writing
The purpose of this practicum is to provide students with the opportunity to apply psychoeducational assessment and report writing skills in the field. Under the supervision of faculty, students will engage in assessment within a school-based setting. The practicum experience is designed to solidify students' clinical and theoretical sophistication in conducting a comprehensive psychoeducational evaluation and report using a problem solving model that is linked to intervention recommendations. Students are expected to log a minimum of 100 hours through assessment, report writing, observation, reading on relevant issues, completing course assignments, preparing an in-service on an assessment topic, and in clinical supervision.

EDPS 582—Practicum in Behavioral & Social-Emotional Needs
The purpose of this practicum is to allow the student to apply a comprehensive, ecological model of social-emotional, behavioral, and academic development to actual problem behaviors. Assessment and intervention will follow an empirically based, problem-solving model. Students will practice the selection and administration of appropriate assessment tools to match individual referral question(s). An effective intervention plan also will be designed to address the identified problem behavior(s).

Each student is expected to log a minimum of 100-hours in the field working on the assessment, in supervision with the faculty supervisor and/or completing tasks (e.g., selecting measurement tools, researching; observing and critically examining classrooms) required for completion of practicum assignments.

EDPS 583—Practicum in Consultation
The purpose of this practicum is to provide students with the opportunity to apply consultation skills in the field. Under the supervision of the course instructor, students will engage in consultation using a behavioral consultation model. Formal supervision occurs individually following each interview . Audiotapes for the Problem Identification Interview (PII), the Problem Analysis Interview (PAI), and Treatment Evaluation Interview (TEI) must be brought to the appropriate supervision session. The consultation culminates in a consultation summary (case study) that uses an evidence-based intervention. A minimum of 100-hours in the field consulting, observing, working on assignments, and in supervision is required.

EDPS 584—Practicum in Curriculum-Based Measures
The purpose of this practicum is to have students apply curriculum-based measurement skills in the field. An emphasis is placed on gathering information to answer specific referral question(s) and in the use of assessment tools, which meet legal and ethical guidelines A model of academic assessment most consistent with classroom practices (e.g., curriculum-based assessment, curriculum-based monitoring) is emphasized. Students are expected to measure a target individual's performance (e.g., current level of functioning) and provide recommendations for instruction and possible learning goals and objectives through progress monitoring assignments. A minimum of 100-hours in the field consulting, observing, working on assignments, and in supervision is required.

Additional Experiential Learning Activities
In addition to courses (e.g., EDPS 509, EDPS 510, CNPY 515, EDPS 515) that accompany the formal 400 hourpractica noted above, students are required to engage in field-based, experiential learning activities in several courses. For example, COUN 500—Counseling Techniques is a laboratory practicum experience for school psychology and counseling services majors which provides opportunities for both observation of and participation in counseling activities. And, EDPS 500 Cognitive Assessment requires students to administer IQ tests to six different children.

<u>Internship</u>

The School Psychology internship is a culminating, comprehensive, and integrative training experience consisting of 1200-clock hours. The internship occurs in approved sites on a full-time basis over a period of one year <u>or</u> on a part-time basis over two consecutive years. Interns are expected to perform all of the roles and functions of a professional school psychologist, integrating theoretical knowledge and professional skills in actual practice. The following chart displays the competency areas addressed by the various assignments in EDPS 590/591 Internship in School Psychology. Program faculty analyzes aggregate data regarding student performance on these assignments.

Internship Assignments in Relation to NASP Domains of Practice

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
a. Psychological Reports (Minimum Two)	x		x	x				x		x
b. FBA & Behavior Support Plan	x	x		x		x		x		x
c. Consultation	x		x	x	x	x	x	x		x
d. IEP	x		x	x	x		x	X		x
e. Academic Case Study	x	x	x	x	x	X	x	X	x	x
f. Innovation Project	x	x	x	x	x	X	x	x	x	x
g. Legal/Ethical Critical Analysis	x	x							x	x
h. Intern Final Portfolio (Due April 30th)	x	x	x	x	x	x	x	x	x	x

Internship sites are selected in conjunction with Program faculty. Participating field sites have included both urban and suburban school districts with diverse populations including the Philadelphia Public School District, Trenton Public School District, New York City Public Schools, Princeton Public Schools, Adams 12 School District (Thorton, Colorado), Gwinnett County School District in Georgia, Council Rock School District in Bucks County, PA, East Brunswick School District, Edgewater Park School District, Bristol, PA Township School District, Fairfield, CT School District, and Lake Placid, NY Schools among others. Interns meet weekly with field supervisors and at least bi-weekly with faculty supervisors. Students placed out-of-state meet remotely with faculty supervisors.

NASP guidelines mandate that the 1200-hour internship <u>must</u> be completed under the following stipulations so as to assure a comprehensive experience.

- An intern shall work a <u>minimum</u> of 2.5 days per week over two consecutive years.

- A <u>minimum</u> of 600 hours must be completed in a school setting. Up to 600 hours may be served in a non-school setting that is related to the practice of school psychology.

Internship is a collaboration between the university training program and the field site. Written guidelines for internship placement including a cover letter are submitted to prospective field supervisors. These guidelines stipulate program requirements concerning program, student, and field supervisor responsibilities (Please see Apendix H).

The field supervisor must have a <u>minimum</u> of <u>three</u> years of experience as a school psychologist and demonstrate a commitment to providing a comprehensive, integrated internship experience including quality supervision. If the site is located in a non-school setting, then the field supervisor must be properly credentialed (e.g., licensure as a psychologist) for that site for at least three years. A letter of agreement including the field supervisor's name will be forwarded from the program to the appropriate site administrators and/or their designees detailing the guidelines of the internship. The acceptance of this written agreement indicates the commitment of the field supervisor to adhere to program requirements. This agreement must be secured prior to the start of the internship.

An intern in a school setting is to be provided an average of at least 2-hours per week of field-based supervision by a certified school psychologist. A part-time intern must receive one-hour of supervision per week.

Assessments of skills are based upon multiple performance-based measures (e.g., the student's professional portfolio, evaluations completed by the student, field, and university supervisor). In addition, students will be expected to take the PRAXIS exam in school psychology and provide a copy of their score report to the internship instructor by the February 1st of the internship year.

The university supervisor also provides feedback to interns on a regular basis via individual and/or group supervision. Regularly scheduled seminars are conducted across the semester. Through ongoing communication between the field and university supervisor, supervisory activities are coordinated and individualized.

Rider University maintains appropriate liability insurance coverage on all interns accepted by schools and agencies for the internship. Student interns are also required to purchase separate liability insurance prior to starting internship through an affiliate of NASP. Coverage through the university begins on the first day of the semester and remains in place until a final grade is achieved in the specific course (e.g. EDPS 590 or 591).

PROFESSIONAL PRACTICES

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for 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 consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Examples of professional practices associated with data-based decision making include the following:

- School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
- School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
- School psychologists incorporate various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.
- School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.
- School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.
- School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.
- School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs.
- School psychologists use information and technology resources to enhance data collection and decision making.

Domain 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. Examples of professional practices associated with consultation and collaboration include the following:

•School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.

•School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.

•School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.

•School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.

•School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.

•School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.

•School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.

•School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

DIRECT AND INDIRECT SERVICES FOR STUDENTS, FAMILIES, AND SCHOOLS

STUDENT-LEVEL SERVICES

Domain 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. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

•School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.

•School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.

•School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.

•School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.

•School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.

•School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.

•School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.

•School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.

•School psychologists share information about research in curriculum and instruction with educators, parents/ guardians, and the community to promote improvement in instruction and student achievement.

•School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/ organization, and management of academic demands.

•School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

Domain 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. Examples of professional practices associated with the development of social–emotional and behavioral skills include the following:

•School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.

•School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.

•School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.

•School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidencebased mental and behavioral health interventions.

•School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/ or performance deficits that can be remedied through instruction and/or reinforcement strategies.

•School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.

•School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.

•School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.

•School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

SYSTEMS-LEVEL SERVICES

Domain 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. Professional and leadership practices associated with school-wide promotion of learning include the following:

- School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.
- School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.
- School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.
- School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.
- School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).
- School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.
- School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
- School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student's attainment of academic, social–emotional, and behavioral goals.
- School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.

Domain 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. Examples of effective services to promote safe and supportive schools include the following:

- School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.

•School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.

•School psychologists advocate for state and local policies that promote safe and inclusive school environments.

•School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.

•School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.

•School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.

•School psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.

•School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.

•School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.

•School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.

•School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

Domain 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. Examples of professional practices associated with family, school, and community collaboration include the following:

•School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.

•School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.

•School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development.

•School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.

•School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.

•School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students' needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.

•School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects 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 to 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. Examples of professional practices that respect diversity and promote equity include the following:

•School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.

•School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.

•School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.

•School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.

•School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.

•School psychologists employ a strengths-based approach to address the learning needs of English learners.

•School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.

•School psychologists recognize both within- and between-group differences when working with diverse student populations.

•School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

Domain 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. Examples of professional practices associated with research and evidence-based practice include the following:

•School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.
•School psychologists advocate for the use of evidence-based educational practices in instruction, social–emotional learning, and positive behavioral supports at the individual, group, school, and district levels.
•School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.
•School psychologists provide assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.
•School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.
•School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision making.
•School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.

Domain 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. Examples of legal, ethical, and professional practice include the following:

•School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
•School psychologists engage in effective, collaborative, and ethical professional relationships.
•School psychologists seek and use professional supervision, peer consultation, and mentoring for effective practice.
•School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.
•School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.
•School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
•School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
•School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to

conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.

•School psychologists collect data to evaluate and document the effectiveness of their own services.

•School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.

•School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.

•School psychologists participate in continuing professional development activities at a level consistent with maintenance of the Nationally Certified School Psychologist credential (i.e., a minimum of 75 hours of professional development every 3 years).

•As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles.

Appendix B.1
Rider University
School Psychology Program Course by NASP Standards Matrix

Program Objectives: KNOWLEDGE / SKILLS	2.1 Data-Based Decision Making & Accountability	2.2 Consultation & Collaboration	2.3 Academic Interventions and Instructional Supports	2.4 Mental and Behavioral Health Services and Interentions	2.5 School-Wide Practices to Promote Learning	2.6 Preventative and Responsive Services	2.7 Family-School Collaboration Services	2.8 Equitable Practices for Diverse Student Populations	2.9 Research & Evidence-Based Practice	2.10 Legal, Ethical and Professional Practice
EDPS 500	P									P
EDPS 503				P				P		
EDUC 500									P	
EDPS 513								P		P
EDPS 514	P					P				P
SPED 514	P					P	P			
EDPS 515	P				P				P	
EDPS 508			P							
EDPS 521										P
CNPY 515		P	P	P			P			
EDPS 583	P	P	P	P			P			P
EDPS 584	P		P		P					
EDPS 535			P	P						
EDPS 509	P							P		
EDPS 581	P						P			P
EDSO 510								P		
EDPS 538						P		P		
EDPS 510	P	P		P		P				
EDPS 582	P			P		P				
EDPS 570			P	P		P	P			
COUN 550				P		P				
EDAD 501								P	P	P
EDPS 590-591	P	P	P	P	P	P	P	P	P	P

P = Primary Standard/Element addressed

Appendix B.2
Course Assignment by NASP Domains

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
EDPS 503–Human Growth & Development										
Reflection Papers (2)				X						X
Group Presentation on Diversity				X				X		X
Professionalism										X
EDUC 500–Introduction to Research										
Literature Review									X	
Research Article Evaluation									X	
Survey Project									X	
Program Evaluation Proposal									X	
Professionalism										X
EDPS 513–Professional Practice of School Psychology:										
NASP Standards/Elements Reflection Papers (10)	X	X	X	X	X	X	X	X	X	X
Literature Review	X		X	X					X	X
Positionality Statement								X		X
Portfolio Creation	X	X	X	X	X	X	X	X	X	X
Professionalism										X
EDPS 514–Assmt & Intervention I: Std Measures of Academics/Behavior										
Practice Test Interpretation	X		X	X						
Broad Band Achieve Test Administration/Interpretation/Write Up	X		X	X						
Broad Band Behavior Test Administration/Interpretation/Write Up	X		X	X						
Narrow Band Test Administration/Interpretation/Write Up	X		X	X						
Video Taped Test Administration & Self-Rating										X
Test Review 1 (Broad Band Academic Measure)	X		X	X					X	
Test Review 2 (Broad Band Behavior Measure)	X		X	X					X	
Test Review 3 (Narrow Band Measure)	X		X	X					X	
Student Group Presentation of Test Review										X
Professionalism										X

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
SPED 514– Applied Behavior Analysis for Students with Autism Spectrum Disorder & Other Behavior Needs										
FBA & Behavior Intervention Plan	X	X		X		X	X	X	X	
Self-Monitoring Activity	X									
(That was for sp ed students.)	X				X		X			
Schoolwide Behavior & Intervention Support Plan		X		X	X	X	X	X		X
School Wide BISP Presentation										X
EDPS 515–Assessment & Intervention II: Curriculum Based Measures										
Class-wide Screening Project	X		X		X			X		
Reading Survey Level Assessment	X		X		X			X		
Math Survey Level Assessment	X		X		X			X		
Spelling & Writing Survey Assessment	X		X		X			X		
	X									
Progress Monitoring	X		X		X			X		
Presentation of Academic Intervention	X		X							X
Professionalism										X
EDPS 584-Practicum Curriculum Based Measures										
CBM Reading Report + Intervention(s)/Recommendations	X	X	X			X	X	X		
Process Worksheets + Supervision	X	X								X
Practicum Log										X
EDPS 508–Cognitive Processes & Learning										
Research Paper			X						X	
Group Presentation			X						X	
Reflection Papers (2)			X							X
Professionalism										X
EDPS 521–Statistics & Quantitative Analysis										
Data sheet with scoring examples & exploratory analyses	X								X	
Statistical Analyses	X								X	
Research manuscript: Quantitative									X	
Formal APA Style Poster Presentation									X	X
Professionalism										X

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
CNPY 515–Consultation in School & Agency Settings										
Simulated Audio taped Interviews + Consultation Summary Report	X	X		X	X	X	X	X		X
Audiotape Peer Reviews		X								
Discussants + Review of an Empirical Article		X							X	
EDPS 583–Practicum in Consultation										
Audio taped Interviews + Consultation Report	X	X		X	X	X	X	X		X
Observation/Reflection Paper							X			
Process Worksheets + Supervision	X	X								X
Practicum Logs										X
EDPS 535–Biological Basis of Behavior										
Research Paper				X				X	X	
Group Presentation				X				X		
Critical Analysis Reflection Papers (2)				X				X		
Professionalism										X
EDPS 509–Assessment & Intervention III: Psych Assmnt & Report Writing										
Six (6) IQ Protocols	X									X
Two (2) Video Taped Administrations & Reflection	X									X
Simulated Psychoeducational Assessment & Report	X	X	X	X	X		X	X		X
Professionalism										X
EDPS 581–Practicum in Psychoeducational Assessment & Rpt Writing										
Two Psychoeducational Reports	X		X	X	X					X
Observation of Classroom/Reflection	X				X			X		X
Simulated In-service Presentation			X						X	X
EDSO 510–Sociological & Cultural Foundations										
Book Review					X		X	X		X
Paper on Multicultural Education					X		X	X		X
Professionalism										X
EDPS 538 Developmental Child Psychopathology										
Critical Analysis Reaction Paper			X	X		X		X		X

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
Review of Child/Adolescent Psychopathology Literature			X	X		X		X		
Professionalism										X
EDPS 500 Cognitive Assessment										
Six administered IQ tests with video taped corrective feedback				X	X	X	X	X		X
Video review of peer administered IQ testl				X			X	X		X
Professionalism										X
EDPS 510–Assmt & Interven IV: Behavioral & Social-Emotional Needs										
Professionalism										X
Functional Behavioral Assessment	X	X		X		X				X
Parent Interview	X	X		X	X	X	X	X		X
Direct Observation (Narrative/Event/Duration Coding)	X			X		X		X		
Direct Observation (Structured Observation Code)	X			X		X		X		
Projective Expressive Technique	X			X		X				
BOSS Validation Project	X			X		X			X	X
EDPS 582–Practicum in Social Emotional Assessment										
Observations + Reflection Papers	X			X	X			X	X	X
Functional Behavioral Assessment (FBA) + Behavior Support Plan (BSP)	X		X	X	X	X	X	X	X	X
Process Worksheets + Supervision	X	X								X
Practicum Log										X
EDPS 570–Advanced Interventions for Children, Adolescents & Families										
Professionalism										X
						X			X	
Counseling Intervention Group Presentation				X	X	X	X			
Review and Presentation of Technology (e.g., Class Dojo)			X	X					X	X
Crisis Intervention/Prevention Literature Review & Presentation				X	X	X	X			
COUN 550–Counseling Techniques Laboratory										
Video taped counseling sessions (2 counselees by 5 sessions)		X		X	X	X	X	X		X
Observe and provide feedback on counseling session		X								X
Participate in Group Supervision		X		X	X			X		X
Participate in Individual Therapy										X

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
Typed Chart of a Counseling Session	X									X
Case Notes for 5 Counseling Sessions	X									X
EDAD 501–Ed Leadership & Organizational Theory										
Administrative Platform Statement		X			X	X	X			X
School Safety Project		X		X	X	X	X	X		X
Presentation of School Safety Project		X		X	X	X	X	X		X
Analysis of School Mission Statement		X			X		X	X		X
EDPS 590/591–Internship in School Psychology										
Two Psychological Evaluations	X		X	X	X					X
Functional Behavioral Assessment with Corresponding BIP	X	X		X	X	X		X	X	
Collaborative Consultation	X	X		X	X	X	X	X		X
Development of an IEP document	X		X	X	X		X	X		X
Legal/Ethical/Professional Critical Analysis Reflection	X	X							X	X
Case Study (n=1)	X	X	X	X	X	X	X	X	X	X
Self-rating of Professional Competencies	X	X	X	X	X	X	X	X	X	X
Field Supervisor rating of Professional Competencies	X	X	X	X	X	X	X	X	X	X
Field Supervisor rating of Work Characteristics/Dispositions										X
Praxis II National Exam in School Psychology	X	X	X	X	X	X	X	X	X	X
Innovation Project and Presentation (n>1)	X	X	X	X	X	X	X	X	X	X
Compilation of Final Portfolio	X	X	X	X	X	X	X	X	X	X
Self-rating of Professional Competencies	X	X	X	X	X	X	X	X	X	X
Field Supervisor rating of Professional Competencies	X	X	X	X	X	X	X	X	X	X
Field Supervisor rating of Work Characteristics/Dispositions										X

Appendix C
Admission Procedures for School Psychology Program

Timelines. Applications are accepted for fall semester admittance. Applications are reviewed following each completed application. Students are encouraged to apply early to ensure all materials have been submitted by the April 1st deadline and since offers are made when a qualified student applies. Availability of openings in the program is limited due to the need to maintain a 12:1 student to staff ratio. This ratio meets the standards set forth by the National Association of School Psychologists (NASP).

Admission Process. Criteria used to formulate an admittance decision are based upon multiple sources. First, applications are screened by the Office of Graduate Admission and must meet the following minimum standards to be invited for an interview.

Student applying with a bachelor' degree	Student applying with an advanced degree
• Undergraduate background in psychology/education or related field with a GPA of 2.75	• Minimum GPA of 3.25 in a related field
• Two letters of recommendation	• Two letters of recommendation
• Written statement of learning goals and objectives	• Written statement of learning goals and objectives

Next, students are invited for a personal interview. Data sources (cumulative average, recommendations) are rated. Interview ratings encompass the remainder of points earned. All data are compiled and each applicant is ranked ordered. Program capacity based upon NASP standards indicates 12 FTE to 1 staff ratio. Approximately, 10 to 15 students can be admitted. Current student enrollment, however, dictates the number of openings available. In recent years, we have admitted approximately the ratio permitted by NASP.

In the field of school psychology, most practitioners are Caucasian, white females; therefore, men and individuals from other underrepresented groups are encouraged to apply. Currently, our program actively attempts to recruit members from diverse and underrepresented groups. We send out flyers to colleges and universities with a high percentage of underrepresented groups. We also maintain a statement about diversity on the website, encouraging those from underrepresented groups to apply. We also reach out to universities that identify as supporting students from diverse backgrounds. Over the last few years, this has been a successful recruitment practice.

Admission Ratings

Cumulative Average

2	4	6
U 2.75-3.00	3.0-3.3	> 3.3
G 3.25-3.39	3.4-3.79	> 3.8

Recommendations

2	4	6
Average	Above Average	Excellent

Total = _____ /22

Rider University: School Psychology Program
Entrance Interview

- Tell us about yourself and why you've chosen School Psychology as your field of study.

3	2	1
Target	Acceptable	Unacceptable

- The field of school psychology is forever evolving and changing to meet the needs of students. What is your viewpoint of the role of the school psychologist?

3	2	1
Target	Acceptable	Unacceptable

- How would you choose to practice as a school psychologist in your future?

3	2	1
Target	Acceptable	Unacceptable

- Why did you select Rider's School Psychology Program for graduate study?

- Faculty judgment of professional disposition for work as a school psychologist

8-10	4-7	0-3
Target	Acceptable	Unacceptable

Total = ____/19

Appendix D

Review and Retention Policy

Successful completion of a program in Counseling Services and School Psychology (CSSP) is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty of the CSSP has a professional responsibility to evaluate the academic, professional and personal development of students in the training programs. The evaluation procedures serve two main purposes:

1.   To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional, and personal development.

2.   To provide the faculty with information about the progress of students which will facilitate decisions being made that are in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work but with weakness in required practical skills, or behaviors, which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables the faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled program faculty meetings. The discussions of student performance and progress will be held in designated staff meetings. At that time, any questions about students may be raised for program faculty consideration.

Once a year, a program faculty meeting is set aside for student review. At this meeting, the progress of students in the program is assessed. Students who are not demonstrating satisfactory progress are notified to make an appointment with their advisor in order to receive feedback and to identify appropriate remediation procedures expected of the student. If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, externships, and internships), the following actions may be taken:

1.   Probation and Remediation. The student will be placed on probation and a remediation plan will be designed. The student and the advisor with the approval of the CSSP faculty will develop a plan. This plan will be in writing and will be signed by both the student and the advisor. A copy of the plan will be provided to the student and a copy will be placed in the student's file.

2.   Voluntary Resignation. Recommend the student resign from the program.

3.   Dismissal from the Program. If a student's unacceptable professional and personal behaviors are deemed severe enough by the CSSP faculty an immediate dismissal

recommendation will be processed. First, the Department will be notified and with their approval a dismissal recommendation will be forwarded to the School of Education Committee on Professional Development.

If it is decided that the student be recommended for dismissal on professionalism grounds, then this recommendation will be sent to the Department of Graduate Education, Counseling and Leadership for a vote. Established Departmental protocol is then followed at that point, but will permit the student to write a formal appeal within 10 days of receipt of the letter of dismissal. This appeal is then heard by a Departmental committee which either upholds or overturns the Department vote.

Appendix E
Rider University School Psychology Program Course Sequence (64 Credits)

Name: _____		*EAR 1*
FALL	**SPRING**	**SUMMER**
CNPY 515 Consultation in School & Agency Settings EDPS 583 Practicum in Consultation in School & Agency Settings (1-credit)	EDPS 510 Assessment of behavioral & Social-Emotional Needs EDPS 582 Practicum in Assessment of Social-Emotional & Behavioral Needs (1-credit)	EDSO 510 Sociological & Cultural Foundations of Education
EDPS 513 Professional Practice of School Psychology: Issues and Historical, Ethical, & Legal Considerations	EDPS 503 Human Growth & Development	
EDUC 500 Intro. to Research	EDPS 521 Statistics & Quantitative	
SPED 514 Applied Behavior Analysis for Students with Autism Spectrum Disorder & Other Behavior Needs	EDPS 514 Standardized Measures of Academics & Behavior	
YEAR 2		
EDPS 500 Cognitive Assessment	EDPS 515 Curriculum-Based Measures EDPS 584 Practicum in CBM (1-credit)	EDPS 535 Biological Basis of Behavior
EDPS 508 Cognitive Processes & Learning	EDPS 509 Psychoeducational Assessment & Report Writing EDPS 581 Practicum in Psychoeducational Assessment & Report Writing (1-credit)	
EDPS 538 Developmental Child Psychopathology	*EDAD 501 Ed Leadership & Org Theory	
*COUN 550 Counseling Techniques	EDPS 570 Advanced Interventions for Children, Adolescents, and Families	
YEAR 3 (6 to 12 credits)		

EDPS 590 Internship in School Psychology I	EDPS 591 Internship in School Psychology II	

Appendix F

Contents of the Professional Portfolio

- Table of Contents
- Professional Resume
- A copy of your unofficial transcript from Rider
- Faculty evaluation of your professional disposition/work characteristics
- Faculty evaluation of your professional competencies
- Self-evaluation of professional competencies (Appendix I of Student Handbook)
- Copies of your Practicum Logs
- Praxis School Psychology Exam Score (Year 3)
- Copies of your internship logs (Year 3)
- Your internship placement agreement and a copy of your supervisor's evaluation of your performance (Year 3)
- Site supervisor's evaluation of your professional disposition/work characteristics (Year 3)
- Site supervisor's evaluation of your professional competencies during internship (Year 3)
- Personal Statement- Integration of professional knowledge and personal skill development. Must be updated yearly to reflect your acquired knowledge and skill development as you progress through the Program.

  - Explains your theoretical orientation toward the practice of school psychology with support (i.e., citations) from the literature.
  - Define your strengths and interests in school psychology.
  - Review personal/professional development occurring via training and areas of future development.

- Documentation of Competencies by Domain- Add work samples that best represent a particular domain although a sample may fit in more than one domain. Also, all domains may not initially have a sample since the portfolio evolves over time, but the goal is to have sufficient documentation for each domain. ***Please include a table of contents so as to show the reader the types of samples that are available for review***.

Domain 1: Data-based decision making and accountability
Domain 2: Consultation and collaboration
Domain 3: Academic Interventions and Instructional Supports
Domain 4: Mental and Behavioral Health Services and Interventions
Domain 5: School-Wide Practices to Promote Learning
Domain 6: Preventive and Responsive Services
Domain 7: Family-School Collaboration
Domain 8: Equitable Practices for Diverse Student Populations
Domain 9: Research and Evidence-Based Practice
Domain 10: Legal, Ethical, and Professional Practice

The following table displays possible portfolio content by Domain of Practice.

Standard	Course-Assignment
2.1 Data-Based Decision-Making and Accountability	EDPS 510 Simulated FBA EDPS 515 Direct Academic Assessment EDPS 581 Psychoeducational Assessment EDPS 582 FBA & BIP
2.2 Consultation and Collaboration	CNPY 515 In Class Interviews (Role-playing) EDPS 583 Consultation Project EDPS 510 Parent Interview
2.3 Academic Interventions and Instructional Supports	EDPS 514 Test Review EDPS 515 Direct Academic Assessment EDPS 508 Collaborative Project and Presentation EDPS 509 Critique of Videotaped Test Administration SPED 535/539 Instructional Strategy Research
2.4 Mental and Behavioral Health Services and Intervnetions	EDPS 503 Research Paper EDPS 510 Simulated FBA EDPS 514 Test Review SPED 514 Schoolwide Positive Behavior Support Program CNPY 515-In Class Interviews (Role-playing) EDPS 535 Research Paper
2.5 School-Wide Practices to Promote Learning	SPED 514 Schoolwide Positive Behavior Support Program EDAD 501 Term Project
2.6 Preventative and Responsive Services	EDPS 591 Innovation Project CNPY 518 Crisis Intervention/Prevention Project EDPS 570 Prevention Program Design and Evaluation
2.7 Family-School Collaboration Services	EDPS 538 Child Psychopathology Literature Review COUN 550 Taped Counseling Session/Supervision
2.8 Equitable Practices for Diverse Student Populations	EDPS 503-Group Presentation on Diversity EDPS 508- Collaborative Project and Presentation EDPS 535 Research Paper EDSO 510 Paper/Project
2.9 Research and Evidence-Based Practice	EDPS 503-Research Paper EDUC 500 Program Evaluation Proposal EDPS 521 Poster Presentation EDPS 570 Prevention Program Design and Evaluation
2.10 Legal, Ethical and Professional Practice	EDPS 509 Critique of Videotaped Test Administration EDPS 513 Interview with a School Psychologist EDPS 521 Poster Presentation EDPS 583 Consultation Summary EDPS 581 Psychoeducational Assessment EDPS 582 FBA

Appendix G—Rubric for Professional Portfolio

Name: _____   Academic Year

Projected Date for Program Completion: _____   Current GPA: _____

Professional Competencies	Unacceptable (0) Work samples do not adequately represent the specified domain and are not representative of the professional field	Acceptable (1) Work samples adequately represent the specified domain and are representative of the professional field	Target (2) Work samples exemplify the specified domain and exceed typical representation from the professional field
2.1 Data Based Decision Making and Accountability			
2.2 Consultation and Collaboration			
2.3 Academic Interventions and Instructional Supports			
2.4 Mental and Behavioral Health Services and Interventions			
2.5 School-Wide Practices to Promote Learning and Development			
2.6 Preventative and Responsive Services			
2.7 Family-School Collaboration Services			
2.8 Equitable Practices for Diverse Student Populations			
2.9 Research and Evidenced-Based Practice			
2.10 Legal, Ethical and Professional Practice			
Overall Score			

Comments:

APPENDIX H: Internship Agreement Cover Letter

RE: INTERNSHIP PLACEMENT for STUDENT

Dear Colleague:

The above named student, enrolled in Rider University's School Psychology Program, has indicated an interest in serving as a school psychologist intern in your district. The internship experience represents a collaboration between the training program and field site that assures the completion of an integrated internship experience consistent with NASP standards and Rider's School Psychology Program. Interns will be required to complete specific tasks as part of their internship. These activities are delineated in the internship contract and serve as a minimum demonstration of the attainment of specific skills related to the NASP (2010) Domains of Training. Please note that these tasks relate to national standards and may not always reflect local practice.

According to National Association of School Psychologists (NASP) standards, students are required to complete 1200 clock hours of internship with at least 600 hours completed in a school setting. The internship may be completed on a full-time basis over one year or on a half-time basis over two consecutive years. The intern must receive an average of two hours of field based supervision per full time week from an appropriately credentialed school psychologist (e.g., certified with 3-years experience as a school psychologist).

For your consideration, information regarding the requirements for internship is enclosed. If your setting can serve as internship site, a written agreement (enclosed) must be completed by the appropriate personnel and returned in the enclosed envelope.

Please feel free to contact me if you need further information. Thank you very much for your commitment to training the next generation of school psychologists.

Sincerely,

Stefan Dombrowski, Ph.D.
Professor
Director, School Psychology Program
609-895-5448

Enclosures

Appendix H

Internship Placement Agreement: School Site

Internship Site: _____

Address: _____

Phone: _____

Name of Supervising School Psychologist: _____
- Years of experience: _____

Intern: _____
- Days per week: _____
****

According to the National Association of School Psychologists (NASP) standards and the Rider University School Psychology Training Program, the internship placement agency agrees to:

- Provide an average of at least two hours of field-based supervision per week for full time students and one hour per half-time basis.

- Monitor and sign off on weekly internship logs, which assess the student's progress in competencies that addresses the domains of professional practice.

- Allow the intern the opportunity at a _minimum_ to complete the following tasks per each 1200-hours of experience so as to demonstrate competency in the training domains.

    - One Functional Behavioral Assessment (FBA) with Behavior Intervention Plan
        - Complete an FBA (first semester; EDPS 590), which results in the design and implementation of a multicomponent Behavior Intervention Plan (BIP) (second semester; EDPS 591).

- Two Psychoeducational Evaluations
  - Assess the cognitive, academic, *and* social-emotional/behavioral functioning and/or adaptive behavior based upon the referral question of eligibility for special education services.

- Collaborative Systems Level Consultation
  - Lead the problem solving process (e.g., problem identification, problem analysis, plan design and implementation, plan evaluation) to successful completion evidenced by positive impact on students, families, and/or other consumers based upon a referral for assistance on a or systems-level problem.

- Individual Educational Program (IEP)
  - Assist with the development or revision of an IEP to meet a target student's areas of need following the determination of eligibility for special education services,

- Legal/Ethical/Professional Critical Analysis Reflection Paper relative to a Professional Issue
  - Identify and resolve a professional issue that arises as part of the internship experience.

- Academic Case Study
  - Identify a student (n=1) who is experiencing academic or behavior difficulty and provide an appropriate intervention that can demonstrate a direct positive impact quantitatively.

- Systems-Oriented Innovation
  - Identify a systems-level problem and provide an appropriate intervention that can demonstrate a direct positive impact quantitatively.

- Internship site provides appropriate support for the internship experience including (a) completion of this written agreement; (b) a schedule, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded district school psychologists; (c) provision for continuing professional development activities; (d) release time for internship supervision; and (e) commitment to the internship as a diversified training experience.

- The internship supervisor provides ongoing formative evaluation on intern performance resulting in summative performance-based evaluation at the completion of 1200 clock hours.

- A written statement is required as to how this individual's role differs if the intern also is employed in another capacity within your school district.

- Rider University maintains appropriate liability insurance coverage for all interns accepted by schools and/or agencies. Students are also required to purchase liability insurance through an affiliate of the National Association of School Psychologists.

The above criteria have been reviewed and accepted.

_____   _____   _____
Signature   Title   Date

_____   _____   _____
Signature   University Supervisor   Date

_____   _____   _____
Signature   Graduate Student   Date

Appendix I

Rider University School Psychology Program
Field Supervisor Evaluation of Intern

Intern: _____

Supervising Psychologist: _____

Date: _____

Directions: Ratings are based upon supervisor observation and/or reports from other school personnel or families. From the scale, choose the number which best represents the intern's competence in that area. Competencies are arranged based upon the *NASP Domains of Training and Practice*.

1- Competence is not evident and further training is warranted.
2- Competence is considered below average, but with supervision and experience skill development is expected.
3- Competence is average for level of functioning.
4- Competence is above average.
5- Competence is superior/very well developed.
NA- Insufficient evidence at this time to make a rating.

2.1 DATA-BASED DECISION MAKING AND ACCOUNTABILITY	Score:

a. Use psychological and educational assessment and data collection strategies as part of a comprehensive
process of effective decision making and problem solving that permeates all aspects of service delivery.
b. Systematically collect data and other information about individuals, groups, and environments as key components
of professional school psychology practice.
c. Translate assessment and data collection results into design, implementation, and accountability for empirically
supported instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics.
d. Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and
effectiveness.
e. Access information and technology resources to enhance data collection and decision making.
f. Measure and document effectiveness of their own services for children, families, and schools.
Comments:

2.2 CONSULTATION AND COLLABORATION	Score:

a. Apply consultation methods, collaborate, and communicate effectively with others as part of a
comprehensive process that permeates all aspects of service delivery.
b. Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and
educational and mental health services across particular situations, contexts, and diverse characteristics.
c. Consult and collaborate at the individual, family, group, and systems levels.
d. Facilitate communication and collaboration among diverse school personnel, families, community professionals,
and others.
e. Effectively communicate information for diverse audiences, for example, parents, teachers, other
school personnel, policy makers, community leaders, and/or others.
f. Promote application of psychological and educational principles to enhance collaboration and achieve
effectiveness in provision of services.

Comments:

2.3 Academic Interventions and Instructional Supports   Score:

a. Use assessment and data-collection methods to develop appropriate academic goals for children with
diverse abilities, disabilities, backgrounds, strengths, and needs.
b. Implement services to achieve academic outcomes, including classroom instructional support, literacy
strategies, home–school collaboration, instructional consultation, and other evidenced-based practices.
c. Use empirically supported strategies to develop and implement services at the individual, group, and
systems levels and to enhance classroom, school, home, and community factors related to children's
cognitive and academic skills.
d. Implement methods to promote intervention acceptability and fidelity and appropriate data-based
decision making procedures, monitor responses of children to instruction and intervention, and evaluate
the effectiveness of services.

Comments:

2.4. MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS	Score:

a. Biological, cultural, social, and situational influences on behavior and mental health and behavioral and emotional impacts on learning, achievement, and life skills.
b. Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics.
c. Empirically supported strategies to promote social–emotional functioning and mental health
d. Strategies in social–emotional, behavioral, and mental health services that promote children's learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.
e. Techniques to assess socialization, mental health, and life skills and methods for using data in decision making, planning, and progress monitoring.

Comments:

2.5 SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING	Score:

a. Design and implement empirically supported practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.
b. Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.
c. Create and maintain effective and supportive learning environments for children and others within a multi tiered continuum of school-based services.
d. Develop school policies, regulations, services, and accountability systems to ensure effective services for all children.

Comments:

2.6 PREVENTATIVE AND RESPONSIVE SERVICES	Score:

a. Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.

b. Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.

c. Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families.

d. Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics.

e. Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services.

Comments:

2.7 FAMILY-SCHOOL COLLABORATION SERVICES	Score:

a. Design and implement empirically supported practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children.

b. Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families.

c. Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, and direct and indirect services to enhance family–school-community effectiveness in addressing the needs of children.

d. Design, implement, and evaluate educational, support, and other types of programs that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns.

Comments:

2.8 EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS	Score:

a. Provide effective professional services in data-based decision making, consultation and collaboration, and

direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery.

b. In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social, and mental health outcomes for all children in family, school, and community contexts.

c. In schools and other agencies, advance social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed.

d. Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics.

Comments:

2.9 RESEARCH AND PROGRAM EVALUATION	Score:

a. Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.

b. Provide assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.

c. Incorporate various techniques for data collection, measurement, analysis, accountability, and use of technology resources in decision-making and in evaluation of services at the individual, group, and/ or systems levels.

d. In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings.

Comments:

2.10 LEGAL, ETHICAL AND PROFESSIONAL PRACTICE	Score:

a. Provide services consistent with ethical and professional standards in school psychology

b. Provide services consistent with legal standards and regulations.

c. Engage in effective ethical and professional decision making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals.

d. Apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility,

adaptability, initiative, and dependability.

e. Utilize supervision and mentoring for effective school psychology practice.

f. Engage in effective, collaborative professional relationships and interdisciplinary partnerships.

g. In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children.

g. Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth.

i. Engage in career-long self-evaluation and continuing professional development.

Comments:

Positive Impact on Youth, Families, and the School/Agencies they serve (5)

_____ Describe and rate whether you believe the Intern has contributed to a positive Impact on youth, families, and the school/agencies they serve.

Supervising School Psychologist	Date

Appendix J

Rider University School Psychology Program
Professional Work Characteristics/Disposition Appraisal*
(Field Supervisor Form)

Intern: _____   **Site Supervisor:** _____

Site Location: _____   **Date:** _____

Please rate the Intern on each item using the scale below. Comments on any particular strength or weakness and recommendations, if any, may be written at the end of the form.

Rating Scale
No No opportunity to observe/don't know
1-   Significantly below average and further training is warranted.
2-   Below average.
3-   Average for level of functioning
4-   Above average.
5-   Superior/Very well developed.

Characteristic	Rating (circle one)					
Initiative- initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.	No	1	2	3	4	5
Dependability- can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	No	1	2	3	4	5
Time Management/Work Organization- organizes work and manages time effectively.	No	1	2	3	4	5
Problem-Solving/Critical Thinking- thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	No	1	2	3	4	5

Respect for Human Diversity- respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	No	1	2	3	4	5
Oral Communication- expresses self orally in an organized and clear manner.	No	1	2	3	4	5
Written Communication- writes in an organized, clear manner.	No	1	2	3	4	5
Attending/Listening Skills- attends to important communications; listens attentively.	No	1	2	3	4	5
Effective Interpersonal Relations- relates effectively to colleagues, faculty, supervisors, and clients.	No	1	2	3	4	5
Teamwork- works well with others; collaborates effectively with others on assignments/projects.	No	1	2	3	4	5
Adaptability/Flexibility- adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.	No	1	2	3	4	5
Responsiveness to Supervision/Feedback- is open to supervision/feedback and responds to such appropriately.	No	1	2	3	4	5
Self-Awareness- shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others.	No	1	2	3	4	5
Professional Identity/Development- appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth. Commitment to ethical practice.	No	1	2	3	4	5
Independent Functioning- functions with minimal supervision or independent, when appropriate.	No	1	2	3	4	5
Data-Based Case Conceptualization- able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	No	1	2	3	4	5
Systems Orientation- understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of systems.	No	1	2	3	4	5

Comments/Recommendations

_____
_____
_____
_____
_____

Appendix K
Faculty Rating of Professional Competencies

Intern: _____

Internship Site: _____

Supervising Psychologist: _____

Date: _____

Directions: From the scale, choose the number which best represents your competence in that area. Competencies are arranged based upon the *NASP Domains of Training and Practice*. After each rating, please describe how you have attained the knowledge/skills in each domain.

    1- Competence is not evident and further training is warranted.

    2 -Competence is considered below average, but with supervision and experience skill development is
     expected.

    3- Competence is average for level of functioning.

    4 - Competence is above average.

    5 - Competence is superior/very well developed.

    NA- Insufficient evidence at this time to make a rating.

2.1 DATA-BASED DECISION MAKING AND ACCOUNTABILITY	Score:

a. Use psychological and educational assessment and data collection strategies as part of a comprehensive
process of effective decision making and problem solving that permeates all aspects of service delivery.
b. Systematically collect data and other information about individuals, groups, and environments as key components
of professional school psychology practice.
c. Translate assessment and data collection results into design, implementation, and accountability for empirically
supported instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics.
d. Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and
effectiveness.
e. Access information and technology resources to enhance data collection and decision making.
f. Measure and document effectiveness of their own services for children, families, and schools.
Comments:

2.2 CONSULTATION AND COLLABORATION	Score:

a. Apply consultation methods, collaborate, and communicate effectively with others as part of a
comprehensive process that permeates all aspects of service delivery.

b. Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics.

c. Consult and collaborate at the individual, family, group, and systems levels.

d. Facilitate communication and collaboration among diverse school personnel, families, community professionals, and others.

e. Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.

f. Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services.

Comments:

2.3 ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS	Score:

a. Use assessment and data-collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.

b. Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home–school collaboration, instructional consultation, and other evidenced-based practices.

c. Use empirically supported strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills.

d. Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services.

Comments:

2.4 MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS	Score:

a. Biological, cultural, social, and situational influences on behavior and mental health and behavioral and emotional impacts on learning, achievement, and life skills.

b. Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics.

c. Empirically supported strategies to promote social–emotional functioning and mental health
d. Strategies in social–emotional, behavioral, and mental health services that promote children's learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.
e. Techniques to assess socialization, mental health, and life skills and methods for using data in decision making, planning, and progress monitoring.

2.5 SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING	Score:

a. Design and implement empirically supported practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.
b. Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.
c. Create and maintain effective and supportive learning environments for children and others within a multi tiered continuum of school-based services.
d. Develop school policies, regulations, services, and accountability systems to ensure effective services for all children.

Comments:

2.6 PREVENTATIVE AND RESPONSIVE SERVICES	Score:

a. Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.
b. Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.
c. Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families.
d. Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics.
e. Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration,

and direct and indirect services for preventive and responsive services to promote learning and mental
health and for crisis services.

Comments:

2.7 FAMILY-SCHOOL COLLABORATION SERVICES	Score:

a. Design and implement empirically supported practices and policies that facilitate family–school partnerships
and interactions with community agencies to enhance academic, learning, social, and mental
health outcomes for all children.
b. Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–
school interactions and address these factors when developing and providing services for families.
c. Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation,
and direct and indirect services to enhance family–school-community effectiveness in addressing the
needs of children.
d. Design, implement, and evaluate educational, support, and other types of programs that assist parents with
promoting the academic and social–behavioral success of their children and addressing issues and concerns.

Comments:

2.8 EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS	Score:

a. Provide effective professional services in data-based decision making, consultation and collaboration, and
direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and
backgrounds, with recognition that an understanding of and respect for diversity and in development and
learning is a foundation for all aspects of service delivery.
b. In collaboration with others, address individual differences, strengths, backgrounds, and needs in
the design, implementation, and evaluation of services in order to improve academic, learning,
social, and mental health outcomes for all children in family, school, and community contexts.
c. In schools and other agencies, advance social justice and recognition that cultural, experiential, linguistic, and
other areas of diversity may result in different strengths and needs; promote respect for individual differences;
recognize complex interactions between individuals with diverse characteristics; and implement effective methods
for all children, families, and schools to succeed.
d. Provide culturally competent and effective practices in all areas of school psychology service delivery and
in the contexts of diverse individual, family, school, and community characteristics.

Comments:

2.9 RESEARCH AND EVIDENCE-BASED PRACTICE	Score:

a. Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective
service delivery.
b. Provide assistance in schools and other settings for analyzing, interpreting, and using empirical foundations
for effective practices at the individual, group, and/or systems levels.
c. Incorporate various techniques for data collection, measurement, analysis, accountability, and use of
technology resources in decision-making and in evaluation of services at the individual, group, and/
or systems levels.
d. In collaboration with others, design, conduct analyses, and/or interpret research and/or program
evaluation in applied settings.

Comments:

2.10 LEGAL, ETHICAL AND PROFESSIONAL PRACTICE	Score:

a. Provide services consistent with ethical and professional standards in school psychology
b. Provide services consistent with legal standards and regulations.
c. Engage in effective ethical and professional decision making that reflects recognition of diverse needs and
characteristics of children, families, schools, and other professionals.
d. Apply professional work characteristics needed for effective practice as a school psychologist, including
respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility,
adaptability, initiative, and dependability.
e. Utilize supervision and mentoring for effective school psychology practice.
f. Engage in effective, collaborative professional relationships and interdisciplinary partnerships.
g. In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate,
and utilize information resources and technology in ways that enhance the quality of services for children.
g. Advocate for school psychologists' professional roles to provide effective services, ensure access to their
services, and enhance the learning and mental health of all children and youth.
i. Engage in career-long self-evaluation and continuing professional development.

Comments:

Appendix L

Rider University School Psychology Program
Faculty Appraisal of Student's Professional Work Characteristics/Disposition*
(Year-End Form)

Student: _____

Year in Program: 1st 2nd 3rd   Date: _____

Rating Scale
No No opportunity to observe/don't know
1   Needs substantial improvement to be at level appropriate for year in program
2   Needs some improvement to be at level appropriate for year in program
3   Exhibits level appropriate for year in program
4   Exhibits level above average for year in program
5   Exhibits level significantly above average for year in program

Characteristic	Rating (circle one)					
Initiative- initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.	No	1	2	3	4	5
Dependability- can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	No	1	2	3	4	5
Time Management/Work Organization- organizes work and manages time effectively.	No	1	2	3	4	5
Problem-Solving/Critical Thinking- thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	No	1	2	3	4	5
Respect for Human Diversity- respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and	No	1	2	3	4	5

other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.					
Oral Communication- expresses self orally in an organized and clear manner.	No	1	2	3	4	5
Written Communication- writes in an organized, clear manner.	No	1	2	3	4	5
Attending/Listening Skills- attends to important communications; listens attentively.	No	1	2	3	4	5
Effective Interpersonal Relations- relates effectively to colleagues, faculty, supervisors, and clients.	No	1	2	3	4	5
Teamwork- works well with others; collaborates effectively with others on assignments/projects.	No	1	2	3	4	5
Adaptability/Flexibility- adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.	No	1	2	3	4	5
Responsiveness to Supervision/Feedback- is open to supervision/feedback and responds to such appropriately.	No	1	2	3	4	5
Self-Awareness- shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others.	No	1	2	3	4	5
Professional Identity/Development- appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth. Commitment to ethical practice.	No	1	2	3	4	5
Independent Functioning- functions with minimal supervision or independent, when appropriate.	No	1	2	3	4	5
Data-Based Case Conceptualization- able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	No	1	2	3	4	5
Systems Orientation- understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of systems.	No	1	2	3	4	5

Comments/Recommendations

_____

_____
_____
_____
_____

*Adapted from Winthrop University School Psychology Program, with permission.

Rider University

RIDER UNIVERSITY SCHOOL PSYCHOLOGY CONFIDENTIAL EXIT SURVEY

The School Psychology Program is conducting an exit survey of program completers in order to assess the extent to which we are preparing candidates to enter the profession. Please complete and return this questionnaire as soon as possible. Your responses will be compiled in summary form with other respondents

Date of internship completion:

Domains of School Psychology Training and Practice

How would you rate your training at Rider University's School Psychology Program in the following areas? Please include both strengths and areas that need further work.

Domain 1:   Data based decision making and accountability.

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 2:   Consultation and Collaboration

❏ Target   ❏ Adequate   ❏ Unsatisfactory

Comments:

Domain 3:   Academic Interventions and Instructional Supports

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 4:   Mental and Behavioral Health Services and Interventions

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 5:   School-Wide Practices to Promote Learning

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 6:   Preventative and Responsive Services

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 7:   Family-School Collaboration Services

❑ Target ❑ Adequate ❑ Unsatisfactory

Comments:

Domain 8: **Equitable Practices for Diverse Student Populations**

❑ Target ❑ Adequate ❑ Unsatisfactory
Comments:

Domain 9: **Research and Evidence-Based Practice**

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 10:   Legal, Ethical and Professional Practice

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Overall Comments: (Please include any pertinent comments you might have regarding your   training and experience in Rider's School Psychology Program.) Continue on back if necessary.

RIDER UNIVERSITY SCHOOL PSYCHOLOGY ALUMNI SURVEY

The School Psychology Program is conducting a program evaluation in order to assess the extent to which we are preparing candidates to enter the profession. Please complete and return this questionnaire as soon as possible. Your responses will be compiled in summary form with other respondents.

Year of graduation: _____

RIDER UNIVERSITY ALUMNI SURVEY

Please list any grant applications you have made, indicated if funded, and date of application:

Domains of School Psychology Training and Practice

How would you rate your training at Rider University's School Psychology Program in the following areas? Please include both strengths and areas that need further work.

Domain 1:   Data based decision making and accountability.

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 2:   **Consultation and Collaboration**

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 3:   Academic Interventions and Instructional Supports

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 4:   Mental and Behavioral Health Services and Interventions

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 5:   School-Wide Practices to Promote Learning

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 6:   Preventative and Responsive Services

❏ Target   ❏ Adequate   ❏ Unsatisfactory

Comments:

Domain 7:   Family-School Collaboration Services

❏ Target   ❏ Adequate   ❏ Unsatisfactory

Comments:

Domain 8:   Equitable Practices for Diverse Student Populations

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 9:   Research and Evidence-Based Practice

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 10:   Legal, Ethical and Professional Practice

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Overall Comments: (Please include any pertinent comments you might have regarding your   training and experience in Rider's School Psychology Program.) Continue on back if necessary.

Appendix O
Rider University Graduate Association for School Psychology

Constitution

The name of this organization shall be Rider University Graduate Association for School Psychology (hereinafter referred to as RUGASP). This Rider University organization recognizes its allegiance to both the National Association of School Psychologists (NASP) and the American Psychologist Association – Division 16.

Preamble

The purpose and aims of this group is to unite the school psychology graduate students, to form relationships with future colleagues in a professional manner, to provide a source of information within the profession and program (i.e. current legislation, state mandates), to form a cohesive group to facilitate learning, to provide future direction for the program, to discuss professional ethical issues, to help provide internship opportunities, to discuss shared concerns across multiple topics, to promote school psychology as a profession (i.e. webpage, advertisements, career days at local universities and colleges), to increase the visibility on the Rider University campus, to communicate ideas/concerns to divisional faculty (institute means to affect changes within the department), to sponsor speakers and academic training seminars, and to provide networking opportunities of school psychology professional within the community.

Article 1: Name of the Group

The name of this group is Rider University Graduate Association for School Psychology (RUGASP).

Article 2: Membership

The membership of this group is for all admitted into the Educational Specialist (Ed.S) School Psychology program. The graduate student must be enrolled in the School Psychology Program at Rider University. Once the student has graduated, their active membership shall cease. The member must attend at least 3 meetings a semester to be considered an active member.

An associate membership is open to all Rider University students (graduate/undergraduate) with an interest in school psychology. These members may not hold office, vote for officers or vote for any expenditure of funds. They may also not schedule services or functions on the behalf of the organization.

Article 3 and 4: Officers

The Executive Committee (EC) shall be comprised of the following officers: President, Vice President, Treasurer, and Secretary. All executive committee officers are expected to regularly attend all RUGASP meetings and events, be visible and available to the general RUGASP membership, and carry out their assigned specific duties as outlined in this constitution.

The President shall have the power to establish and maintain operation procedures of the organization in accordance with this constitution, call meetings, assume responsibility for preparing the RUGAPS's meeting agendas and facilitates meetings and events. The president shall be able to vote in all decisions affecting the organization. Additionally the President shall:
- Facilitate the development of annual goals for the organization and ensure, along with the treasurer that budgetary priorities reflect those objectives
- Uphold provisions of the constitution

- Serve as the general spokesperson
- Facilitate planning and implementation of all elections and voting procedures
- Assume primary responsibility for maintaining and updating the RUGASP webpage
- Prepare and distribute RUGASP advertisements
- Communicate effectively with the faculty in the department,
- Coordinate fundraising efforts
- Assume check writing responsibility in conjunction with the treasurer

The Vice President shall assist the President with all administrative duties and assume those duties in the absence of the President. Additionally, the Vice President shall:
- Plan and coordinate guest speakers in conjunction with faculty input
- Assess the satisfaction of RUGASP members
- Co-coordinate fundraising efforts
- Communicate effectively with the faculty in the department

The Secretary shall keep accurate and detailed records of membership attendance, meetings, and events. Additionally, the secretary shall:
- Prepare, distribute, and revise meeting minutes
- Assist the President in advertising duties
- Assist the President in maintaining the webpage
- Monitor RUGASP email account and forward correspondence to the appropriate officer(s)
- Regularly check the RUGASP mailbox (location to be decided) and distribute mail to the appropriate officer(s)
- Reserve an appropriate venue for monthly RUGASP meetings

The Treasurer shall receive and distribute RUGASP funds upon the authorization of the President, in accordance with the financial rules and regulations of Rider University. Additionally, the treasurer shall:
- Maintain an annual budget
- Maintain accurate and detailed financial records of RUGASP expenditures and revenue
- Review monthly financial bank statements
- Balance financial records each month to ensure the RUGASP account maintains good standing account
- Assume responsibility for making payments and reimbursements for all RUGASP business
- Assume check writing responsibility in conjunction with the President
- Assist with fundraising efforts

Article 5: Meetings

General membership meeting should be held bi-monthly, with additional meetings called upon by the President as deemed necessary. All active members will be notified of any additional meetings and cancellations. Location of the meetings will be held in Memorial Hall, based upon room availability.

It shall be stated as part of the policy of RUGASP at Rider University that there shall be no form or type of discrimination in RUGASP, whether it is due to race, color, religion, sexual orientation, national origin, ancestry, disability, or veteran's status.

Article 6: Amendments

Article 7: Ratification

By-Laws

With full membership of RUGASP comes full floor and voting privileges on any and all items of RUGASP business, including resolutions, items of legislation, bylaws, and elections.

Appendix P
Practica/Internship Logs

Name: _____

Date: _____ Time/Description of Activity	2.1 Data Decision Making & Accountaby y	2.2. Consultation & Collaboratio	2.3: Academic Interventions	2.4 Mental Behav Interv	2.5 School Pract to Promote Learning	2.6 Preventative & Responsive	2.7 Family-School Collaboration Services	2.8 Diversity	2.9 Research & EB Practice	2.10 Legal, Ethical & Professional Practice
Assessment										
Consultation										
Counseling/Intervention										
IEP/Child Study										
Observation										

Report Writing										
Case Management/Administrative										
Research/Training										

Supervision
  -Individual
  -Group										

Please clearly indicate the activity in which you have engaged for each domain, including a brief description. Include the total time (e.g., 45 minutes) for the activity and then for the overall category (e.g., Assessment, IEP, Supervison, etc). Compile weekly (not daily). Include a weekly total of hours and a cumulative hour total.

_____   _____

Supervisor's Signature   Date

Appendix Q

Fall 20XY

Dear _____,

Thank you for agreeing to work with _____, a graduate student enrolled in EDPS 58X: Practicum in _____ at Rider University. Your time and expertise are greatly appreciated in providing a valuable learning experience. As part of the graduate student's evaluation, we ask you to rate him/her on the following dispositions. This information will be used to help the student develop the skills and dispositions necessary to become a successful school psychologist.

Please rate the school psychology practicum student using the scale provided. Comments on any particular strength or area of concern may be recorded at the end of the form. Thank you!

Rating Scale
No- No opportunity to observe/don't know **1-** Significantly below expectations for a practicum student. **2-** Below expected performance for a practicum student. **3-** Average performance for a practicum student. **4-** Above average performance for a practicum student. **5-** Superior/very well developed skills for a practicum student.

Characteristic	Rating (Circle one.)					
Effective Listening and Interpersonal Skills						
Listens actively and reflectively.	No	1	2	3	4	5
Expresses thoughts and feelings clearly and professionally.	No	1	2	3	4	5
Avoids use of jargon in professional conversation.	No	1	2	3	4	5
Adjusts content and tone of communication to listener (e.g., child, teacher, parent).	No	1	2	3	4	5
Diversity						
Relates effectively to diverse groups of people.	No	1	2	3	4	5
Values and respects the intrinsic worth and diverse contributions of others.	No	1	2	3	4	5
Responsibility and Dependability						
Accepts responsibilities/tasks/assignments and follows through in an efficient and timely fashion.	No	1	2	3	4	5
Is well-prepared and organized.	No	1	2	3	4	5

Is punctual to meetings and appointments and responds to communications in a timely fashion.	No	1	2	3	4	5
Manages time effectively and efficiently.	No	1	2	3	4	5
Presents a professional appearance, including dress, hairstyles, and jewelry.	No	1	2	3	4	5
Self-Awareness						
Demonstrates realistic awareness and expectations of self.	No	1	2	3	4	5
Asks questions when necessary and demonstrates awareness of limits to knowledge and skills.	No	1	2	3	4	5
Demonstrates ability to receive, give, and integrate feedback. Actively solicits feedback.	No	1	2	3	4	5

Comments/Recommendations: