



**Rider University  
School Psychology Program Handbook  
2009-10**

## Table of Contents

	<b>Page Numbers</b>
School of Education Conceptual Framework	3
School Psychology Program Philosophy & Goals	4
School Psychology Program Objectives	5
Admissions Procedures	7 & Appendix C
Diversity	8
Graduate Association for School Psychology	8 & Appendix O
Student Support & Financial Aid	8 & Appendix D
Degree Requirements & Course Sequence	9 & Appendix E
Transfer Credits	11
Retention & Exit from Program	11
Requirements for Degree Completion	12
Program Assessment & Accountability	12
Supervised Field Experiences	14
Expanded Descriptions of Domains of Training	Appendix A, p8
Matrix: Course by NASP Domains	Appendix B.1, p25
Matrix: Course Assignment by NASP Domains	Appendix B.2, p26
Admissions Procedures	Appendix C, p31
Review & Retention Procedures	Appendix D, p32
Course Sequence Chart	Appendix E, p36
Contents of Professional Portfolio	Appendix F, p37
Scoring Rubric for Professional Portfolio	Appendix G, p40
Internship Placement Agreement	Appendix H, p41
Field Supervisor Internship Evaluation	Appendix I, p43
Field Supervisor Prof Work Characteristics/Dispositions Appraisal	Appendix J, p46
Intern Self-Reflection of Professional Competencies	Appendix K, p48
Faculty Appraisal of Prof Work Characteristics/Dispositions	Appendix L, p53
Confidential Exit Survey	Appendix M, p55
Alumni Survey	Appendix N, p62
Graduate Association for School Psychology	Appendix O, p71

# **Rider University**

## **School Psychology Program Handbook**

### **2009-10**

Department of Graduate Education, Leadership and Counseling



#### Mission Statement

The School of Education prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society.

The School of Education fosters the intellectual, personal, and social development of each student for a changing world by creating and providing programs that embody the highest academic and professional standards.

The School of Education develops students who are committed, knowledgeable, and reflective and who value service, ethical behavior and the improvement of one's self and profession.

The School of Education promotes a climate of scholarly inquiry, high expectations for achievement, and best professional practices, while establishing beneficial relationships with the public and exchanging relevant ideas and services that speak to emerging needs.

### School Of Education Conceptual Framework

#### **Fostering**

The goal of the School of Education at Rider University is to foster continuous growth in our students by providing an environment in which it is safe to experiment, take risks, and make mistakes without sacrificing professional or academic rigor. Our goal is to foster this growth by faculty modeling of desirable behaviors; by providing a balance of classroom learning and supervised field experience; by providing opportunities for on-going independent and supported reflection on practice; and by encouraging novice and experienced educators to develop attitudes and behaviors that will support their professional growth.

#### **Commitment**

Commitment is a value highly prized by the School of Education, serving as an essential cornerstone for our teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators. In teaching and practice the faculty models these professional behaviors and encourages and expects their development in our students and graduates.

#### **Knowledge**

In the School of Education, we emphasize both content and pedagogical knowledge as we prepare our students. We design classroom and field experiences to help students learn this knowledge and apply it in practice. Students are expected to use their technological expertise as a tool in learning and to reference relevant standards when either planning for or reflecting on their own classroom work, as well as that with their own students or clients.

### **Reflection**

The School of Education defines reflection as the process of thinking clearly and deliberately to promote understanding and to actively foster the exercise of in depth thinking about professional practice. We believe that reflection, grounded in active experience, has value for developing educators, when practiced consistently and systematically through such activities as classroom observation, continuous self-assessment, and journal writing.

### **Professionalism**

Becoming an expert professional educator requires a career-long commitment to reflective experimentation and skill building. Novice and experienced educators enrolled in the School of Education are on a career-long path toward professionalism and are not viewed as totally developed and experienced professionals upon graduation. Our goal is to encourage students to become thoughtful, creative problem-solvers as they begin and refine the acquisition of craft and knowledge in their ongoing journey toward higher levels of professional success.

## **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, 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) Standards for Training and Field Placement Programs in School Psychology (NASP, 2000). Professional knowledge and skills are developed across the eleven domains of training and practice established by the National Association of School Psychologists (NASP). Please refer to Appendix A for the expanded descriptions of these domains.

- 2.1 Data-Based Decision-Making and Accountability
- 2.2 Consultation and Collaboration
- 2.3 Effective Instruction and Development of Cognitive/Academic Skills
- 2.4 Socialization and Development of Life Skills
- 2.5 Student Diversity in Development and Learning
- 2.6 School and Systems Organization, Policy Development and Climate
- 2.7 Prevention, Crisis Intervention, and Mental Health
- 2.8 Home-School-Community Collaboration
- 2.9 Research and Program Evaluation
- 2.10 School Psychology Practice and Development
- 2.11 Information Technology

The following program objectives guide course content, student outcomes, and ongoing program evaluation (See Appendix B.1; NASP Standards by Course). Specific NASP standards are also listed in course syllabi and linked to each course assignment (See Appendix B.2; NASP Standards by Assignment Matrix).

#### Knowledge

Students will acquire knowledge of:

- (2.1) Varied models and methods of assessment that yield useful information (e.g., strengths, needs, problem definition, progress monitoring, goal attainment).
- (2.2) Behavioral, mental health, collaborative, and/or other consultation models and methods and their application to particular problems.
- (2.3) Human learning processes, techniques to assess these processes, and the direct/indirect services applicable to the development of cognitive/academic skills.

- (2.4) Human developmental processes, techniques to assess these processes, and direct/indirect services applicable to the development of affective, adaptive, and social skills.
- (2.5) Individual differences, abilities/disabilities, and of potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
- (2.6) General education, special education, and other educational related services as well as an understanding of schools and other settings as systems.
- (2.7) Human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
- (2.8) Family systems including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.
- (2.9) Research, statistics, and evaluation methods.
- (2.10) History and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards.
- (2.11) Information sources and technology relevant to their work.

### Skills/Application

Students will acquire the ability/skill to:

- (2.1) Use varied models and methods as part of a systematic process to collect data and other information, to translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.
- (2.2) Collaborate effectively with others in the planning and decision-making processes at the individual, group, and systems levels.
- (2.3) Develop appropriate cognitive/academic goals for students with different abilities/disabilities, strengths, and needs in collaboration with others.
- (2.3) Implement and evaluate interventions to achieve predetermined cognitive/academic goals.
- (2.4) Develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities/disabilities, strengths, and needs in collaboration with others.
- (2.4) Implement and evaluate interventions to achieve predetermined behavioral, affective, adaptive, and/or social goals.

- (2.5) Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
- (2.6) Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and learning environments for children and others.
- (2.7) Provide or contribute to prevention and intervention programs that promote mental health and physical well-being of students.
- (2.8) Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
- (2.9) Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for the improvement of services.
- (2.10) Practice in ways that are consistent with applicable standards, are involved in their profession, and have knowledge and skills needed to acquire career-long professional development.
- (2.11) Access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

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 March 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 and GRE scores, are submitted by March 1<sup>st</sup> 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. Submission of GRE scores.

- GRE: Verbal and Quantitative scores must be equal to or greater than 950 with an Analytical Writing score of 3.5 or greater.
5. 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.

## **Diversity**

Meeting the needs of our diverse society is a goal of the University, School, 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. These regions have a varied cultural/ethnic blend and wide differences relative to socioeconomic status (SES).

Within the Program diversity is examined as a 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, 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 student's who experience difficulties once enrolled, individualized assistance is available through the Rider University Learning Center. Program faculty also may offer assistance. In the former 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).

### Financial Aid

Financial aid is available for qualified graduate students under several state and federal loan programs. A limited number of graduate assistantships also are available. 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 8 assistantships available. These assistantships offer a 1/2 to 2/3 tuition remission. In addition, there are numerous assistantship opportunities available to School Psychology students throughout the campus. In recent

years, most students who actively sought out an assistantship opportunity were able to find 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.

#### Residence Hall Director:

This is the most lucrative, but most demanding assistantship opportunity. This position requires considerable time and emotional involvement, and students who have worked as Residence Hall Directors must find the appropriate balance between commitment to the assistantship and commitment to their studies. Residence Hall Directors are offered full tuition remission, free room and board, in addition to a weekly stipend.

### Ed.S. Degree Program Requirements (67 credit hours)

The program offers a specialist degree consisting of 67 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 67 graduate credit hours with a minimum GPA of 3.3. 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 and Organizational Theory
EDPS 508	Cognitive Processes and Learning

##### Human Behavior and Development (12-hours)

EDPS 503	Human Growth and Development
CNPY 514	Psychopathology
SPED 514	Positive Behavior Support
EDPS 535	Biological Basis of Behavior

#### *Professional Core: School Psychology Practice (37-hours)*

Assessment and Intervention (18-hours):

- EDPS 514 Assessment and Intervention I: Standardized Measures of Academics and Behavior (3)  
EDPS 515 Assessment and Intervention II: Curriculum-Based Measures (3)  
EDPS 509 Assessment and Intervention III: Intelligence and Cognitive Abilities (3)  
EDPS 510 Assessment and Intervention IV: Behavioral and Social-Emotional Needs (3)  
EDPS 581 Practicum in Assessment of Intelligence (100-hours) (1)  
EDPS 582 Practicum in Social-Emotional Needs (100-hours) (1)  
EDPS 584 Practicum in Curriculum-Based Measures (1)  
EDPS 570 Advanced Interventions for Children, Adolescent, and Families (3)

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 Quantitative 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)

*Education and Treatment of Students and Families with Special Needs (9-hours)*

Special Education (3-hours):

- SPED 539 Instructional Practices for Students with Mild Disabilities **OR**  
SPED 535 Instructional Practices for Students with Severe Disabilities

Counseling Psychology (6-hours):

- COUN 550 Counseling Techniques Laboratory  
CNPY 518 Counseling Children, Adolescents & Families

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 Positive Behavior Support

EDPS 515: Assessment and Intervention II: Curriculum-Based Measures

- EDPS 514 Assessment and Intervention I: Standardized Measures of Academics and Behavior
- EDPS 513 Practice of School Psychology: Issues and Historical, Ethical, and Legal

## Considerations

### EDPS 509 Assessment and Intervention III: Intelligence and Cognitive Abilities

- EDPS 508 Cognitive Processes and Learning
- EDPS 514 Assessment and Intervention I: Standardized Measures of Academics and Behavior
- EDPS 515 Assessment and Intervention II: Curriculum-Based Measures

### EDPS 510 Assessment and Intervention IV: Behavioral and Social-Emotional Needs

- EDPS 509 Assessment and Intervention III: Intelligence and Cognitive Abilities
- CNPY 514 Psychopathology
- CNPY 515 Consultation in School and Agency Settings + Practicum

### EDPS 570 Advanced Interventions for Children, Adolescent, and Families

- EDPS 514 Assessment and Intervention I: Standardized Measures of Academics and Behavior
- EDPS 515 Assessment and Intervention II: Curriculum-Based Measures
- EDPS 509 Assessment and Intervention III: Intelligence and Cognitive Abilities
- EDPS 510 Assessment and Intervention IV: Behavioral and Social-Emotional Needs

### EDPS 590 Internship in School Psychology I

- EDPS 570 Advanced Interventions for Children, Adolescent, and Families

## Transfer of Credit

Credits must have been earned within six years of the date of credit transfer approval and at an accredited institution. A maximum of 12 graduate credits must be taken at Rider University. At the time of initial enrollment at Rider University the advisor will determine courses eligible for transfer. Students must present syllabi of the courses to be transferred so that the Coordinator 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. Courses must have been taken within the last ten years. Course(s) taken to satisfy admission requirements and/or to remediate deficiencies will not be applicable. Students must complete a transfer request form and present this form along with course syllabi to the program coordinator. Please ask one of the Departmental secretaries for the form.

## Residency

Based upon NASP standards, all students must fulfill a residency requirement by enrolling as a full time student (minimum of 9 graduate credits for one semester) so as to develop an affiliation with colleagues, faculty, and the profession.

## 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 June 15<sup>th</sup>. The School Psychology program requires a GPA of 3.30. Those students who fall below a 3.30 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). 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 3.30, receiving no more than two grades of C+ or lower. Those students who fall below 3.30 are placed on academic probation and a remediation plan is established. Students must also complete 67 credits in the School Psychology Program with a maximum of 12 transfer credits. 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.

## ***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., video taped 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.

### Individual Evaluation

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.

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
<b>Individual Assessment</b>	Performance-based assessment related to specific coursework  Student grades including maintenance of a 3.3 or higher GPA  Self-reflection of <u>professional competencies</u>	Performance-based assessment related to specific coursework  Student grades including maintenance of a 3.3 or higher GPA  Self-reflection of <u>professional competencies</u>	Performance-based assessment related to specific coursework  Student grades including maintenance of a 3.3 or higher GPA  Self-reflection of <u>professional competencies</u>

	Annual review of <u>professional work characteristics/disposition</u> by program faculty	Annual review of <u>professional work characteristics/disposition</u> by program faculty  <i>Comprehensive examination at the end of year two</i>	Evaluation of final <i>Professional Portfolio</i> 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
--	--	---	---

### Annual Review

On a yearly basis, students are evaluated for retention in and progression through the Program. Faculty will review performance in coursework and student’s 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 June 15<sup>th</sup> of each year.

Comprehensive Evaluation: At the end of the second year, students are required to take and pass a comprehensive examination in School Psychology. The exam will evaluate students’ understanding of professional knowledge and skills across the eleven domains of training and practice established by the National Association of School Psychologists (NASP). ***A passing score must be attained in order to advance into Internship.***

### 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 every three years regarding their perspective on the program. Program improvements are made based on these findings.

	<i>Admissions</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Post-Graduation</i>
<b>Program Assessment</b>	<p>An undergraduate degree with a GPA of 2.75 or higher – OR- an advanced degree with a minimum GPA of 3.25</p> <p>Two letters of recommendation</p> <p>Standard interview with program faculty</p> <p>Submission of GRE scores which meet minimum requirements</p>	Student Evaluation of Teaching	<p>Student Evaluation of Teaching</p> <p>Review of students' performance on the comprehensive examination</p>	<p>Student Evaluation of Teaching</p> <p>Review of student portfolio Including aggregated data (Uploaded to Foliotek)</p> <p>Review of aggregated data of PRAXIS Exam scores</p> <p>Aggregated evaluation data from supervising psychologists</p> <p>Evaluation of completed internship products</p> <p>Aggregated data from Intern self-reflection of professional competencies</p>	<p>Exit survey</p> <p>Alumni follow-up</p>

## **Supervised Field Experiences**

### Practicum

Students are required to take four, 1-credit practicum courses prior to enrolling in the culminating skills that address a full range of school psychology competencies that are related to the associated NASP Domains of Training. These assignments are aggregated by program faculty to determine student progress in relation to the NASP Domains of Training.

Practicum Assignments in Relation to NASP Domains of Training

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
a. EDPS 581 Psychological Report	x	x	x	x	x			x		x	x
b. EDPS 582 FBA & Behavior Support Plan	x	x	x	x	x		x	x		x	x
c. EDPS 583 Consultation	x	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	
f. EDPS 584 Progress Monitoring Assignment	x		x		x	x			x	x	x

Each 100 hour practicum experience is conducted out in the field under the close supervision of faculty supervisors. Students are expected to seek the approval of the site, individual and guardian. The faculty supervisor will provide assistance in 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 three one-credit practicum experiences are summarized below:

*EDPS 581—Practicum in Assessment of Intelligence*

The purpose of this practicum is to provide students with the opportunity to apply assessment and intervention skills in the field. Under the supervision of the course instructor, students will engage in assessment within a setting of their choice. 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 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 following each interview as a base group, which was previously established. 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 Experiences*

In addition to courses (e.g., EDPS 509, EDPS 510, CNPY 515) that accompany the formal 400 hour practicum noted above, students are required to engage in field-based, experiential learning experiences 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. The purpose of this course is to provide students with their initial counseling experience under closely supervised conditions. The focus of this course is the development of basic counseling skills through an emphasis on techniques (basic and advanced listening and helping skills), strategy (the counseling process), and self development (the student as counselor) grounded in professional counseling theories. In this course, students engage in supervised audio taped and video taped counseling sessions with youth clients under the close supervision of faculty.

### Internship

The School Psychology internship is a culminating, comprehensive training experience consisting of 1200-clock hours. The internship occurs in approved sites on a full-time basis over a period of one year or 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 and aggregate data regarding student performance on each of these assignments.

#### Internship Assignments in Relation to NASP Domains of Training

<b>Assignment</b>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>	<b>2.5</b>	<b>2.6</b>	<b>2.7</b>	<b>2.8</b>	<b>2.9</b>	<b>2.10</b>	<b>2.11</b>
a. Psychological Reports (Minimum 2)	x	x	x	x	x					x	x
b. FBA & Behavior Support Plan	x	x	x	x	x		x			x	x
c. Consultations (Minimum 2)	x	x		x	x	x	x	x		x	x
d. IEP (Minimum 2)	x		x	x	x	x		x		x	
e. Case Study	x				x	x	x	x	x	x	x
f. Innovation Project	x				x	x	x	x	x	x	x
g. Legal/Ethical Critical Analysis (Minimum 2)	x	x							x	x	
h. Intern Final Portfolio (Due April 30th)	x	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 in New Jersey, Pennsylvania, New York, Colorado, North Carolina, New York, Maryland and Connecticut. School district interns meet weekly with a field supervisor and bi-weekly with a faculty supervisor (when local).

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

- An intern shall work a minimum of 2.5 days per week over two consecutive years.
- A minimum 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 are submitted to prospective field supervisors. These guidelines stipulate program requirements concerning program, student, and field supervisor responsibilities (Please see Appendix H).

The field supervisor must have a minimum of three years of experience as a school psychologist and demonstrate a commitment to providing 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 end of their first semester of internship.

The university supervisor also provides verbal and written 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. Students are also required to purchase liability insurance. Coverage by rider 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). Rider University coverage should be considered secondary to individual student liability insurance.

## Appendix A

### EXPANDED DESCRIPTIONS OF DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

The expanded descriptions of the “Domains of School Psychology Training and Practice” are adapted from pages 7-9 of Ysseldyke, J., Dawson, P., Lehr, C., Reschly, D., Reynolds, M. & Telzrow, C. (1997). *School Psychology: A Blueprint for Training and Practice II*. Bethesda, MD: National Association of School Psychologists. Adapted with permission of copyright holder.

**2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.**

EXPANDED DESCRIPTION: Data-based decision-making and accountability should be the organizing theme of and permeate school psychology training and practice. School psychologists have knowledge of effective data-based decision-making and problem-solving processes. They systematically collect information to identify and define strengths and needs and use the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for the decisions that have been made. School psychologists collect considerable data on individual students, educational and health programs, classroom environments, and other aspects of schools and other agencies to evaluate problems and needs, assess current status, and measure the effects of a decision-making process.

School psychologists have knowledge of varied models and methods of assessment, or a process of testing, observing, and interviewing, to collect data for making decisions. They are well-versed in a variety of psychological and educational assessment methods validated for the problem area under consideration, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment. They collect data about environments, including school and home, as well as cognitive, emotional, social, and behavioral factors that have a significant impact on children’s school achievement and personal competence. School psychologists evaluate the components of environments that facilitate or impede learning or behavioral changes for children and identify how environmental factors and children’s characteristics interact to affect academic and social/behavioral outcomes. They have knowledge of methods to link assessment results with intervention and use data to design and implement effective direct and indirect intervention services that promote children’s competence and prevent difficulties or disabilities. They evaluate the outcomes of intervention services, with effectiveness determined by the relationship between the actual outcome of the interventions and the desired goals articulated in the decision-making process.

School psychologists assist school and other agency administrators with assessment and data-based decision-making designed to meet accountability responsibilities. School psychologists apply their knowledge of decision-making and problem-solving processes to broader research and systems-level problems that result in (a) identification of factors that influence learning and behavior; (b) evaluation of the outcomes of classroom, building, and system initiatives; and (c) implementation of problem solving practices designed to meet general public accountability responsibilities.

**2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.**

EXPANDED DESCRIPTION: School psychologists have knowledge of and employ effective behavioral, mental health, collaborative, and/or other consultation approaches. They apply their knowledge of consultation and collaboration in numerous situations in their practice. School psychologists function as change agents, using their knowledge and skills in consultation and collaboration to promote change at the levels of the individual student, classroom, building, district, and/or other agency. School psychologists use consultation and collaboration to facilitate development of harmonious environments in schools and other settings, to reduce the divisiveness and disenfranchisement often found in troubled schools, and to promote the kinds of principles necessary to achieve consensus.

School psychologists have the knowledge and skills necessary to facilitate communication and collaboration with children and youth and among teams of school personnel, families, community professionals, and others. School psychologists have positive interpersonal skills and listen, adapt, address ambiguity, and are patient in difficult situations. They have knowledge of the important features of collaboration and use effective collaboration skills with individuals of diverse backgrounds and characteristics. In addition to their knowledge and skills in communication and collaboration, school psychologists clearly present and disseminate information to diverse audiences, such as parents, teachers, school boards, policy makers, community leaders, colleagues, and others in a variety of contexts.

**2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.**

EXPANDED DESCRIPTION: School psychologists have knowledge of learning theory and cognitive strategies and their application to the development of effective instructional strategies to promote student learning. They have knowledge of the cognitive and academic skills of students with different abilities, disabilities, strengths, and needs and of assessment and instructional strategies for use with students with diverse backgrounds and experiences. School psychologists are knowledgeable about principles of student-centered learning and use the principles to help students develop their abilities to be self-regulated learners. They assist children with developing behaviors to support effective learning, such as study skills, self-monitoring, planning/organization, and time management skills.

School psychologists have a current, professional knowledge base of empirically-demonstrated components of effective instruction and alternative instructional methodologies for students with diverse strengths and needs. They assist in implementing a variety of assessment techniques and instructional methods to enhance the learning of students at the individual, group, and systems levels. School psychologists, in collaboration with others, set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals are achieved. School psychologists maintain current information and research about advances in curriculum and instruction and share this information and research with educators, parents, and the community at large to promote improvement in instruction and student achievement.

School psychologists help schools and other agencies develop appropriate cognitive and academic goals for all children, with variations in standards and expectations for individual students and alternative ways to monitor and assess individual student progress toward the accomplishment of goals and standards. They also assist State Education Agency and Local Education Agency personnel who design state and local accountability systems. School psychologists link assessment information to the development of instructional strategies in order to meet the individual learning needs of children. They have knowledge of and use appropriate assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary. They apply techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and to identify the factors that constitute a "successful" outcome. School psychologists are knowledgeable about and routinely use methods to assess treatment integrity (the extent to which treatment or programs are being implemented in the ways in which they were intended).

**2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.**

EXPANDED DESCRIPTION: School psychologists have a current professional knowledge base about development processes in behavioral, social, affective, and adaptive domains. They are knowledgeable about sound principles of assessment and behavior change within these domains and apply these principles through the provision of effective consultation, behavioral assessment, intervention, and counseling services. School psychologists have knowledge of the socialization and life skills of children with different abilities, disabilities, strengths, and needs and knowledge of direct and indirect intervention strategies for use with children with diverse backgrounds and experiences.

School psychologists have knowledge and skills in consultation, behavior management, and counseling strategies that enhance appropriate student behavior. They develop methodologies, such as conflict resolution and social problem-solving/decision-making approaches that will assist teachers and families in teaching pro-social behavior. School psychologists apply the principles of generalization and transfer of training to the development of interventions in such a way that, when appropriate, interventions can be implemented across settings (e.g., school, home, community). School psychologists provide leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity. They assist teachers, families, and others with helping children become responsible for their own behavior. School psychologists assist parents and other adult caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.

School psychologists have knowledge of and facilitate the development and implementation of strategies that result in optimal instructional environments, foster learning and high rates of students' academic engaged time, and reduce the presence of factors that promote alienation and have a negative impact on children's learning and behavioral progress. School psychologists have knowledge of research on classroom climate and of ecological and behavioral approaches to classroom management. They use ecological and behavioral approaches to develop and implement behavior change programs (individual, group, classroom, etc.). They incorporate appropriate strategies when developing intervention programs to facilitate successful transitions of students from one environment to another environment. These intervention programs include program to program, early childhood to school, and school to work transitions.

School psychologists link assessment information to the development of strategies in order to address individual behavioral, affective, adaptive, and social goals for children. They have knowledge of and use appropriate assessment techniques to assess progress toward goals and assist in revising intervention strategies as necessary. They apply techniques to evaluate the extent to which the intervention strategy contributed to the outcome and to identify the factors that constitute a "successful" outcome. School psychologists are knowledgeable about and assess treatment integrity (the extent to which treatment or programs are being implemented in the ways in which they were intended).

**2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.**

EXPANDED DESCRIPTION: School psychologists recognize that students in today's schools and their families come from a variety of backgrounds. They have knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development and learning and incorporate this knowledge when designing and implementing interventions to achieve learning and social/behavioral outcomes. School psychologists have knowledge of individual differences, abilities, and disabilities and assist with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings. School psychologists recognize that experiential and linguistic differences can also result in learning difficulties and apparent disabilities for children, and they assist schools in identifying what is needed for students to succeed and what instructional or other modifications are required to address children's difficulties. School psychologists develop academic and social/behavioral interventions that reflect knowledge and understanding of children and families' cultures, backgrounds, and individual learning characteristics. School psychologists recognize that interventions most likely to succeed are adapted to the individual needs and characteristics of the students for whom they are designed.

School psychologists promote practices that help children and families of all backgrounds feel welcome and appreciated in the school and community. School psychologists recognize in themselves and others the subtle racial, class, gender, cultural, and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.

**2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.**

EXPANDED DESCRIPTION: School psychologists have a current professional knowledge base of school and systems structure and organization and of general education and regular education. They use their knowledge to assist schools and

other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships. School psychologists have knowledge of and apply effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system, facilitating decision-making and collaboration, and fostering a commitment to quality, effective services for all children, youth, and families.

School psychologists regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services and benefit all children, youth, and families. They have the knowledge and skills to assume leadership roles in the development of systems change plans and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to children, youth, and their families in schools and communities and that directly impact the ways in which school psychologists deliver their services. School psychologists assist in the development of policies and procedures to ensure that schools are safe and violence free. They participate in the implementation and evaluation of programs that result in safe and violence free schools and communities.

**2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.**

EXPANDED DESCRIPTION: School psychologists have knowledge of current theory and research about child and adolescent development; psychopathology; human diversity; biological, cultural, and social influences on behavior; societal stressors; crises in schools and communities; and other factors. They apply their knowledge of these factors to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.). They have knowledge of effective prevention strategies and develop, implement, and evaluate programs based on recognition of the precursors that lead to children's severe learning and behavior problems. School psychologists have knowledge of crisis intervention and collaborate with school personnel, parents, and the community in the aftermath of crises (e.g., suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, sexual harassment, etc.).

School psychologists are key participants in health programs for children and promote mental health in schools and other agencies. They have knowledge of and address diverse health issues such as diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management. They collaborate with other health care professionals to promote behaviors that lead to good health for children. They facilitate environmental changes that support the health and adjustment of children. They have knowledge of and routinely access resources to address a wide variety of behavioral, learning, mental, and physical problems.

**2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.**

EXPANDED DESCRIPTION: School psychologists have a current knowledge base about (a) family systems and their influences on students' cognitive, motivational, and social characteristics that affect their development and/or academic performance; (b) family involvement in education; (c) methods to promote collaboration and partnerships between parents and educators that improve outcomes for students; (d) cultural issues that impact home-school collaboration; and (e) other family, home, and community factors that work to support learning and achievement in school. School psychologists apply this knowledge to design, implement, and evaluate programs that promote school, family, and/or community partnerships and enhance academic and behavioral goals for students. For example, school psychologists provide or collaborate with others in the development of educational and support programs that assist parents in efforts to enhance the academic and social/behavioral success of their children.

School psychologists provide support and assistance for parents when participating in school functions or activities and help them become comfortable, active, effective participants. For example, they provide support for parents when participating on special education and IEP teams, they encourage parent involvement in school wide committees and improvement teams, and they facilitate home-school communication and collaboration when problems arise. School

psychologists have knowledge of and apply methods to facilitate collaboration between schools and parents in designing school curriculum and interventions for students.

School psychologists educate schools and communities regarding the influence of family involvement on children's development and achievement and advocate for parent involvement in school governance whenever feasible. They are knowledgeable about school and community resources; help create links between schools, families, and community agencies; and help coordinate services when programming for children, including multiple agencies. School psychologists work within the local system of care to provide for the health and mental health needs of children.

**2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.**

EXPANDED DESCRIPTION: School psychologists have knowledge of basic principles of research design, including single subject design and quantitative and qualitative research techniques, and apply the principles in their own research and as consumers of others' research. They differentiate acceptable from inadequate research and evaluate research in terms of its internal and external validity. They have knowledge of research and statistics in sufficient depth to evaluate published research and to plan and conduct their own investigations. They have knowledge of evaluation techniques and methods and integrate their knowledge of research, statistics, and evaluation when collecting data about school and community programs and in other program accountability activities. School psychologists have knowledge of measurement principles and psychometric standards and apply the knowledge when selecting and using assessment techniques and published tests. They review and evaluate validity research and psychometric properties when selecting the best assessment methods to use in data-based decision-making.

School psychologists maintain a professional knowledge base of research findings, professional literature, and other information relevant to their work and apply the knowledge base to all components of their work. They base their practice on sound research and translate new research findings into service delivery improvements. School psychologists have knowledge of and apply findings from intervention research when designing educational, mental health, or treatment programs for children.

School psychologists provide leadership in schools and other agencies in understanding and using research and evaluation data. They apply their knowledge and skills in statistics and measurement to assist school or agency personnel with valid interpretation and use of school and/or district data. School psychologists provide information about relevant research findings to school personnel, parents, and the public.

**2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.**

EXPANDED DESCRIPTION: School psychologists have knowledge of the standards, models, methods, and practices of their profession and apply their knowledge to all aspects of their professional services. They have knowledge of the history and foundations of school psychology, as well as psychology, education, special education, health care, and related fields and use this understanding in work with children, parents, and professionals in schools and other agencies. They have knowledge of all appropriate ethical, professional, and legal standards, and they practice in schools and other settings in ways that meet standards, both to enhance the quality of services and to protect the rights of all parties. School psychologists promote due process guidelines in all decisions affecting students; maintain accepted standards in assessment, consultation, intervention, and general professional practice; and fulfill all legal requirements, as in response to law and court decisions. They have knowledge of the processes and procedures for public policy development. School psychologists use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and to promote new public policies and practices in schools and other settings.

School psychologists recognize that their own learning and development must continue throughout their careers. They have knowledge of and apply methods to routinely evaluate their own knowledge, professional competencies, and outcomes of their services and use their evaluation to determine specific needs for their continuing professional development. They recognize their own limitations and biases, as well as those areas in which they have training and

expertise. School psychologists plan and implement systematic and effective techniques to enhance their professional development throughout their careers, and they acquire training to meet current needs in schools and other settings. School psychologists maintain certification or licensure and attend continuing professional development activities. They work with other school psychologists and school or agency staff to advocate for continuing professional development opportunities for all personnel.

**2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.**

EXPANDED DESCRIPTION: School psychologists recognize that advances in technology have many positive impacts on the dissemination of information, on their professional practice, and on services for children. School psychologists use the latest technological advances in their work, but also recognize the need to use technology in ways that safeguard or enhance the quality of services. School psychologists have knowledge of information sources and technology and of methods and standards for using information technology to enhance services. School psychologists wisely use information resources such as digital medium (e.g., CD-ROM), the World Wide Web, e-mail, interactive television, distance learning technology, etc. to acquire information, current research findings, and continuing professional development. School psychologists have knowledge and skills in using word processing, spread sheets, test scoring software, and other computer resources to function more effectively and efficiently. School psychologists have current knowledge about technology resources for children (e.g., instructional software, adaptive technology for individuals with disabilities) and use the resources when designing, implementing, and evaluating instructional programs or interventions for children.



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

<b>Program Objectives:</b>  <b>KNOWLEDGE / SKILLS</b>	<b>2.1 Data-Based Decision Making &amp; Accountability</b>	<b>2.2 Consultation &amp; Collaboration</b>	<b>2.3 Effective Instruction &amp; Development of Cognitive/Academic</b>	<b>2.4 Socialization &amp; Development of Life Skills</b>	<b>2.5 Student Diversity in Development &amp; Learning</b>	<b>2.6 Schools &amp; Systems, Policy, and Climate</b>	<b>2.7 Prevention, Crisis Intervention, &amp; Mental Health</b>	<b>2.8 Home, School, Community Collaboration</b>	<b>2.9 Research &amp; Program Evaluation</b>	<b>2.10 School Psych Practice &amp; Development</b>	<b>2.11 Information Technology</b>
EDPS 503				I	I		I		I	I	I
EDUC 500	I								D	I	I
EDPS 513	I	I	I	I	I	I	I	I	I	I	I
EDPS 514	I		I	I	I		I		I	I	I
SPED 530	I	I	I	I	I	I	I	I	I	I	I
EDPS 515	I, D	I	I, D		I	I			I	D	D
EDPS 584	D	I, D	I, D		D	I			I, D	D	D
EDPS 508			I		I				I	I	
EDPS 521	I								D	I	I
CNPY 515	I	I, D		D	D	D	I	I	I	D	I
EDPS 583	I	D		D	D	D	D	D		D	D
EDPS 535				I, D	I, D		I			I	I
EDPS 509	D		D	D	D	D				D	D
EDPS 581	D	D	D	D	D	D	D		D	D	D
EDSO 510					D	D		I		I	I
CNPY 514	D			I, D	D		I, D			D	D
EDPS 510	I, D	D		D	D	D	D	D	D	D	D
EDPS 582	D	D	D	D	D		D		D	D	D
SPED 510 or 511			D	D	D	D		D		D	D
SPED 512			D	D	D	D	I	D		D	D
CNPY 518		D		D	D		D	D		D	
EDPS 570			D	D		D	D	D	D	D	
COUN 550	I	D		D	D		D			D	D
EDAD 501		D		D	D	D	D	D		D	D
EDPS 590	R	R	R	R	R	R	R	R	R	R	R
EDPS 591	R	R	R	R	R	R	R	R	R	R	R

I = Objective introduced    D = Developing    R = Ready for entry into the profession

**Appendix B.2**  
**Course Assignment by NASP Domain of Training Matrix**

<i>Assignment</i>	<i>2.1</i>	<i>2.2</i>	<i>2.3</i>	<i>2.4</i>	<i>2.5</i>	<i>2.6</i>	<i>2.7</i>	<i>2.8</i>	<i>2.9</i>	<i>2.10</i>	<i>2.11</i>
<b>EDPS 503–Human Growth &amp; Development</b>											
Reflection Papers (2)				X	X		X				
Life Span Development Term Paper				X	X		X		X		X
Group Presentation on Diversity				X	X		X				X
Professionalism										X	
<b>EDUC 500–Introduction to Research</b>											
Literature Review									X		X
Research Article Evaluation									X		X
Survey Project									X		
Program Evaluation Proposal									X		
Professionalism										X	
<b>EDPS 513–Professional Practice of School Psychology:</b>											
NASP Domains Reflection Papers (11)	X	X	X	X	X	X	X	X	X	X	X
Literature Review	X			X					X	X	X
Portfolio Creation	X	X	X	X	X	X	X	X	X	X	X
Professionalism										X	
<b>EDPS 514–Assmt &amp; Intervention I: Std Measures of Academics/Behavior</b>											
Practice Test Interpretation	X		X	X							
Broad Band Achieve Test Administration/Interpretation/Write Up	X		X	X	X						X
Broad Band Behavior Test Administration/Interpretation/Write Up	X		X	X	X						X
Narrow Band Test Administration/Interpretation/Write Up	X		X	X	X						X
Video Taped Test Administration & Self-Rating										X	X
Test Review 1 (Broad Band Academic Measure)	X		X	X	X				X		X
Test Review 2 (Broad Band Behavior Measure)	X		X	X	X				X		X
Test Review 3 (Narrow Band Measure)	X		X	X	X				X		X
Student Group Presentation of Test Review										X	X
Professionalism										X	X
<b>SPED 514–Positive Behavior Support</b>											
FBA & Behavior Intervention Plan	X	X		X	X			X	X		

<i>Assignment</i>	<i>2.1</i>	<i>2.2</i>	<i>2.3</i>	<i>2.4</i>	<i>2.5</i>	<i>2.6</i>	<i>2.7</i>	<i>2.8</i>	<i>2.9</i>	<i>2.10</i>	<i>2.11</i>
Self-Monitoring Activity	X										
Classroom Management Field Experience	X					X		X			
Classroom Behavior Support Plan		X				X	X	X		X	
Classroom Wide BSP Presentation										X	X
<b>EDPS 515–Assessment &amp; Intervention II: Curriculum Based Measures</b>											
Class-wide Screening Project	X		X		X						
BOSS Validation Project	X				X						
Presentation of Academic Intervention	X		X							X	X
Professionalism										X	
<b>EDPS 584—Practicum in Curriculum-Based Measures</b>											
Reading Survey Level Assessment	X		X		X	X					
Math Survey Level Assessment	X		X		X	X					
Writing Survey Assessment	X		X		X	X					
Progress Monitoring	X		X		X	X					X
<b>EDPS 508–Cognitive Processes &amp; Learning</b>											
Research Paper			X		X				X		X
Group Presentation			X		X				X		X
Reflection Papers (2)			X		X					X	
Professionalism										X	
<b>EDPS 521–Statistics &amp; Quantitative Analysis</b>											
Data sheet with scoring examples & exploratory analyses	X								X		X
Statistical Analyses	X								X		X
Research manuscript: Quantitative									X		X
Formal APA Style Poster Presentation									X	X	X
Professionalism										X	
<b>CNPY 515–Consultation in School &amp; Agency Settings</b>											
Simulated Audio taped Interviews + Consultation Summary Report	X	X		X	X	X	X	X		X	X
Audiotape Peer Reviews		X									
Discussants + Review of an Empirical Article		X							X		
<b>EDPS 583–Practicum in Consultation</b>											

<i>Assignment</i>	<i>2.1</i>	<i>2.2</i>	<i>2.3</i>	<i>2.4</i>	<i>2.5</i>	<i>2.6</i>	<i>2.7</i>	<i>2.8</i>	<i>2.9</i>	<i>2.10</i>	<i>2.11</i>
Audio taped Interviews + Consultation Report	X	X		X	X	X	X	X		X	X
Observation/Reflection Paper								X			
Practicum Logs										X	
<b>EDPS 535–Biological Basis of Behavior</b>											
Research Paper				X	X		X				X
Group Presentation				X	X		X				X
Critical Analysis Reflection Papers (2)				X	X		X				
Professionalism										X	
<b>EDPS 509–Assessment &amp; Intervention III: Intelligence/Cog Abilities</b>											
Six (6) IQ Protocols	X				X					X	X
Two (2) Video Taped Administrations & Reflection	X									X	X
Simulated Psychological Assessment & Report	X		X	X	X	X				X	X
Psychological Assessment & Report	X		X	X	X	X				X	X
Professionalism										X	
<b>EDPS 581–Practicum in Assessment of Intelligence</b>											
Psychological Report	X	X	X	X	X					X	X
Observation of Classroom/Reflection	X				X	X		X		X	
Group Presentation			X		X			X	X	X	X
<b>EDSO 510–Sociological &amp; Cultural Foundations</b>											
Book Review–Savage Inequalities					X	X		X		X	X
Paper on Multicultural Education					X	X		X		X	X
Professionalism										X	
<b>CNPY 514–Psychopathology</b>											
Critical Analysis Reaction Paper				X	X		X			X	X
Review of Child/Adolescent Psychopathology Literature				X	X		X				X
Professionalism										X	
<b>CNPY 518–Counseling Children/Adolescents/Families</b>											
Crisis Intervention/Prevention Project				X	X		X	X		X	
Reactive Journal				X	X		X	X		X	
Group Process Reflection Paper		X								X	

<i>Assignment</i>	<i>2.1</i>	<i>2.2</i>	<i>2.3</i>	<i>2.4</i>	<i>2.5</i>	<i>2.6</i>	<i>2.7</i>	<i>2.8</i>	<i>2.9</i>	<i>2.10</i>	<i>2.11</i>
Professionalism										X	
<b>EDPS 510–Assmt &amp; Interven IV: Behavioral &amp; Social-Emotional Needs</b>											
Professionalism										X	
Functional Behavioral Assessment	X	X		X		X				X	
Parent Interview	X	X		X	X		X	X		X	
Direct Observation (Narrative/Event/Duration Coding)	X			X	X		X				X
Direct Observation (Structured Observation Code)	X			X	X		X				X
Projective Expressive Technique	X			X	X		X				
Review and present on a narrow-band informant or self-report measure	X			X			X		X	X	X
<b>EDPS 582–Practicum in Social Emotional Assessment</b>											
Observations + Reflection Papers	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					X	
Practicum Log		X								X	
<b>SPED 539–Instructional Practices for Mild Disabilities</b>											
IEP/Individual Modifications and Adaptations Package			X	X	X	X				X	
Collaborative Mini-Unit Differentiated Instruction			X	X	X	X		X			
Reading Program Research Project			X		X				X		
Instructional Strategy Research			X		X						
Professionalism										X	
<b>SPED 535–Instructional Practices for Severe Disabilities</b>											
Website Review of a SPED Association			X						X		X
Month Long Functional Lesson for Student with Disabilities			X	X	X					X	
Professionalism										X	
<b>EDPS 570–Advanced Interventions for Children, Adolescents &amp; Families</b>											
Professionalism										X	
Journal Article Critique							X		X		
Intervention Presentation				X		X	X	X			
Group Facilitation of Reading Assignment			X	X					X	X	
Crisis Intervention/Prevention Literature Review & Presentation				X		X	X	X			
<b>COUN 550–Counseling Techniques Laboratory</b>											

<i>Assignment</i>	<i>2.1</i>	<i>2.2</i>	<i>2.3</i>	<i>2.4</i>	<i>2.5</i>	<i>2.6</i>	<i>2.7</i>	<i>2.8</i>	<i>2.9</i>	<i>2.10</i>	<i>2.11</i>
Video taped counseling sessions (2 counsees by 5 sessions)		X		X	X		X			X	
Observe and provide feedback on counseling session		X					X			X	
Participate in Group Supervision		X		X	X		X			X	X
Participate in Individual Therapy										X	
Typed Chart of a Counseling Session	X						X			X	
Case Notes for 5 Counseling Sessions	X						X			X	
<b>EDAD 501–Concepts of Educational Administration</b>											
Administrative Platform Statement		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	
<b>EDPS 590–Internship I in School Psychology</b>											
Two Psychological Evaluations	X	X	X	X	X					X	X
Functional Behavioral Assessment	X	X		X	X			X	X		
Two Collaborative Consultations		X		X	X	X	X	X		X	X
Development of an IEP	X		X	X	X	X		X		X	
Reflection upon a Professional/Legal Issue	X	X							X	X	X
Presentation of Individual level innovation/intervention	X	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	X
Field Supervisor rating of Professional Competencies	X	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	X
<b>EDPS 591–Internship II in School Psychology</b>											
Two Psychological Evaluations	X	X	X	X	X					X	X
Development of Behavior Intervention Plan (based on FBA)	X	X		X	X			X	X		
Two Collaborative Consultations		X		X	X	X	X	X		X	X
Development of an IEP	X		X	X	X	X	X	X		X	
Reflection upon a Professional/Legal Issue	X	X							X	X	X
Presentation of a System Level innovation/intervention	X				X	X	X	X	X	X	X
Compilation of Final Portfolio	X	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	X
Field Supervisor rating of Professional Competencies	X	X	X	X	X	X	X	X	X	X	X
Field Supervisor rating of Work Characteristics/Dispositions										X	

**Appendix C**  
**Acceptance/Rejection Procedures for School Psychology Program**

Timelines. Applications are accepted for fall semester admittance. Applications are reviewed following the 3/1 deadline. Students are encouraged to apply early to ensure all materials have been submitted by the March 1<sup>st</sup> deadline. Availability of openings in the program is limited due to the need to maintain a 10:1 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.

<b>Student applying with a bachelor' degree</b>	<b>Student applying with an advanced degree</b>
<ul style="list-style-type: none"> <li>• Undergraduate background in psychology/education or related field with a GPA of 2.75</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum GPA of 3.25 in a related field</li> </ul>
<ul style="list-style-type: none"> <li>• Two letters of recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Two letters of recommendation</li> </ul>
<ul style="list-style-type: none"> <li>• Submission of GRE with a combined verbal and quantitative score of at least 950</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of GRE with a combined verbal and quantitative score of at least 950</li> </ul>
<ul style="list-style-type: none"> <li>• Written statement of learning goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Written statement of learning goals and objectives</li> </ul>

Next, students are invited for a personal interview and asked to supply a sample of their writing preferably using APA style. Data sources (cumulative average, GRE scores, recommendations) are rated. Interview ratings, which include an evaluation of the writing sample by the program faculty, encompass the remainder of points earned.

All data are compiled with each applicant receiving a rating out of a total of 36 points. Individuals from diverse backgrounds receive an additional point in an effort to increase recruitment. The applicant pool is then ranked with acceptance considered for those rated the highest. Program capacity based upon NASP standards indicates 10 FTE to 1 staff ratio. Approximately, 10 students can be admitted annually. Current student enrollment, however, dictates the number of openings available. In the field of school psychology, most practitioners are Caucasian, white females; therefore, men and individuals from other ethnic groups are encouraged to apply. Currently, our program's makeup reflects this trend.

## 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.

### Probation and Remediation Steps

If the CSSP faculty determine the student can benefit from a period of remediation, the following steps will be taken:

1. The advisor will notify the student, in writing, that the student is on probation within the program. Additionally, the student will be requested to make an appointment with the advisor to discuss the procedures that will be used regarding the probation.
2. The faculty advisor and the CSSP Committee meet with the student and inform the student of the identified problem areas noted by the faculty.
3. The student, the student's advisor, and the CSSP Committee develop a plan for remediation of the student's behavior. This plan will (a) behaviorally define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible counseling, group growth experiences, self-structured behavioral change, and/or additional academic course work or practica, field experiences, etc. (d) designate a way in which the goal attainments will be demonstrated, and (e) designate a date for goal attainment or re-evaluation.
4. The plan will be submitted to the CSSP faculty for review, possible modification and approval.
5. If the CSSP faculty have modified the plan, the advisor and the student will meet to review the plan.
6. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file. Both copies of the plan will be signed and dated by the student and the advisor.
7. Near the date of reevaluation, the student will request from the faculty with whom the student has been working or has had classes, an evaluation of his or her progress on the review feedback forms. The completed forms will be returned to the advisor by the evaluating faculty.
8. Near the date for reevaluation, the student will present to his or her advisor any available documentation of the student's progress in relation to the remediation plan.
9. At or near the date for reevaluation, the program faculty at a regularly scheduled faculty meeting will review the student's progress or lack of it. The review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.

10. At the CSSP program meeting in which the student's progress, or lack of it, is reviewed, the faculty has four options of recommendation:
  - a. Continuation in the program: the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
  - b. Continued probation and remediation: if progress is documented on the first evaluation, and updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.
  - c. Voluntary resignation: recommend the student resign from the program.
  - d. Dismissal from the program: if the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.
11. The student will be notified in writing, by the advisor, of the reevaluation decision and will request that the student make an appointment with the advisor for feedback concerning the decision.
12. The student will be requested to sign and date two copies of the reevaluation decision. The student will retain one copy and one copy will be placed in the student file.
13. Depending upon the reevaluation decision (as outlined in 10. a., b., c. and d. above) by the CSSP program faculty, the student and the advisor will review the options available to the student.
14. If the CSSP faculty recommends dismissal from the program, a written notification will be given to the student. Two copies of the notification will be provided and the student will be requested to sign and date both copies. One copy will be provided to the student and one copy will be placed in the student's file.
15. If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the CSSP faculty a written response to the notification, and (b) request, in writing, a CSSP faculty review of the termination recommendation, if the student chooses.
16. Upon receipt of a written request from the student regarding the termination recommendation, a CSSP program meeting will be held to provide the student with the opportunity to present his or her case to the faculty.
17. Following the student's presentation, the CSSP program faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, (c) review the student's

remediation progress, and (d) render a decision as to whether the dismissal recommendation is to be upheld.

18. If the CSSP faculty upholds the dismissal recommendation decision, the department chairperson will be notified to place the matter on a Department Meeting agenda so that a discussion and decision can be reached.
19. Following Department approval, the department chairperson will forward a formal dismissal recommendation to the School of Education Committee on Professional Development. Written notification of the decision also will be provided to the student by the department chairperson.

**Appendix E**  
**Rider University School Psychology Program Course Sequence (67 Credits)**

<i>YEAR 1 (32-credits)</i>		
<b>FALL</b>	<b>SPRING</b>	<b>SUMMER</b>
EDPS 514 Assessment & Intervention I: Standardized Measures of Academics & Behavior	EDPS 515 Assessment & Intervention II: Curriculum-Based Measures  EDPS 584 Practicum in Curriculum-Based Measures (1-credit)	EDPS 535 Biological Basis of Behavior
EDPS 513 Professional Practice of School Psychology: Issues and Historical, Ethical, & Legal Considerations	EDPS 503 Human Growth & Development	EDPS 508 Cognitive Processes & Learning
EDUC 500 Intro. to Research	EDPS 521 Statistics & Qualitative Analysis	
SPED 514 Positive Behavior Support	CNPY 515 Consultation in School & Agency Settings  EDPS 583 Practicum in Consultation in School & Agency Settings (1-credit)	
<i>YEAR 2</i>		
EDSO 510 Sociological & Cultural Foundations of Education	EDPS 510 Assessment & Intervention IV: Behavioral & Social-Emotional Needs	EDPS 570 Advanced Interventions for Children, Adolescents, and Families
COUN 550 Counseling Techniques	EDPS 582 Practicum in Social-Emotional & Behavioral Needs (1-credit)	EDAD 501 Educational Leadership and Organizational Theory
CNPY 514 Psychopathology	CNPY 518 Counseling of Children, Adolescents & Families	
EDPS 509 Assessment & Intervention III: Intelligence & Cognitive Abilities  EDPS 581 Practicum in Assessment of Intelligence (1-credit)	SPED 539 Instructional Practices for Students with Mild Disabilities OR SPED 535 Instructional Practices for Students with Severe Disabilities	
<i>YEAR 3</i>		
*COUN 550 Counseling Techniques (see note below)	*EDAD 501 (see note below)	
EDPS 590 Internship in School Psychology I	EDPS 591 Internship in School Psychology II	

**\*Note: EDAD 501 and COUN 550 may be taken during the internship year if students require 6 credit hours to qualify for full-time status to obtain financial aid. At Rider University, full-time status for aid purposes is defined as two graduate courses (i.e., 6 credits).**

## Appendix F

### Contents of the Professional Portfolio

#### Table of Contents

Resume

Personal Statement and Intern Self-Rating

-Include detailed personal statement

-Intern self-rating of competencies (Appendix Item K)

Praxis Scores

Transcript

Internship Documents

\*Internship placement agreement

\*Internship Logs

\*Supervisor evaluations

- Site supervisor's evaluation of your professional disposition/work characteristics (Year 3)

-Site supervisor's evaluation of your professional competencies during internship (Year 3)

Faculty Evaluation

\*Faculty evaluation of your professional disposition/work characteristics (years 2 & 3)

\*Faculty evaluation of your professional competencies (Years 2 & 3)

Practicum Logs

Documentation of Competencies by Domain of Training

Domain 1

Domain 2

.

.

.

Domain 11

The following description will furnish additional information on the requirements for the personal statement and the competencies by domain of training.

- 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- Collaboration, and Consultation
- Domain 3- Instruction and Development of Cognitive/Academic Skills
- Domain 4- Socialization and Development of Life Skills
- Domain 5- Student Diversity in Development and Learning
- Domain 6- School/Systems Organization, Policy Development, and Climate
- Domain 7- Prevention, Crisis Intervention, and Mental Health
- Domain 8- Home/School/Community Collaboration
- Domain 9- Research and Program Evaluation
- Domain 10- School Psychology Practice and Development
- Domain 11- Information Technology

**The following table displays minimal portfolio content. Please include additional items that you deem appropriate.**

<i>Standard</i>	<i>Course-Assignment</i>
2.1 Data-Based Decision-Making and Accountability	EDPS 510 Simulated FBA EDPS 515 Direct Academic Assessment EDPS 581 Psychological 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 Effective Instruction and Development of Cognitive/Academic Skills	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 Socialization and Development of Life Skills	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 Student Diversity in Development and Learning	EDPS 503-Group Presentation on Diversity EDPS 508- Collaborative Project and Presentation EDPS 535 Research Paper EDSO 510 Paper/Project SPED 512 Group presentation and project
2.6 School and Systems Organization,	SPED 514 Schoolwide Positive Behavior Support Program

Policy Development, and Climate	EDAD 501 Term Project
2.7 Prevention, Crisis Intervention and Mental Health	CNPY 514 Child Psychopathology Literature Review CNPY 514 Critical Analysis Reaction Paper EDPS 570 Prevention Program Design and Evaluation COUN 550 Taped Counseling Session/Supervision
2.8 Home/School/ Community Collaboration	CNPY 514 Staff Development Presentation CNPY 518 Crisis Intervention/Prevention Project
2.9 Research and Program Evaluation	EDPS 503-Research Paper EDUC 500 Program Evaluation Proposal EDPS 521 Poster Presentation EDPS 570 Prevention Program Design and Evaluation
2.10 School Psychology Practice and Development	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
2.11 Information Technology	Embedded across the curriculum and work products with students self-monitoring their progress yearly PORTFOLIO Self-Monitoring Checklist EDPS 503: PowerPoint for presentations EDPS 510: Excel for Graphs EDPS 521: Statistical Packages for data analysis EDPS 535: Internet searches for research projects EDPS 509 & 581: Audio and videotaping EDPS 514: Computerized scoring and interpretation packages EDPS 515: Aims Web EDPS 590: Blackboard Discussion Group SPED 535, 539: Augmentative communication technology discussion

**Appendix G**  
**Rider University School Psychology Program**  
**Rubric for Ed.S. Professional Portfolio**

<b>Professional Competencies</b>	<b>Below Standard (0)</b> Work samples do not adequately represent the specified domain and are not representative of the professional field	<b>Meets Standard (1)</b> Work samples adequately represent the specified domain and are representative of the professional field	<b>Exceeds Standard (2)</b> Work samples exemplify the specified domain and exceed typical representation from the professional field
<i>2.1 Data Based Decision Making and Accountability</i>			
<i>2.2 Consultation and Collaboration</i>			
<i>2.3 Effective Instruction and development of Cognitive/Academic Skills</i>			
<i>2.4 Socialization and Development of Life Skills</i>			
<i>2.5 Student Diversity in Development and Learning</i>			
<i>2.6 School and Systems Organization, Policy Development and Climate</i>			
<i>2.7 Prevention, Crisis Intervention, and Mental Health</i>			
<i>2.8 Home-School-Community Collaboration</i>			
<i>2.9 Research and Program Evaluation</i>			
<i>2.10 School Psychology Practice and Development</i>			
<i>2.11 Information Technology</i>			
<b>Overall Score</b>			

**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) (First & Second semesters)
    - Complete an FBA which results in the design and implementation of a multicomponent Behavior Intervention Plan (BIP).
  - Two Psychological Evaluations (One per 600 hours)
    - Assess the cognitive, academic, *and* social-emotional/behavioral functioning and/or adaptive behavior based upon the referral question of eligibility for special education services.
  - Two Collaborative Consultations (One per 600 hours)
    - 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 an individual or systems-level problem.
  - Two Individual Educational Program (IEP) (One per 600 hours)

- 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,
- Two Legal/Ethical/Professional Critical Analysis Reflection Paper relative to a Professional Issue (One per 600 hours)
  - Identify and resolve a professional issue that arises as part of the internship experience.
- One 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.
- One Systems-Oriented Innovation (Consultation)
  - Identify a systems-level problem (n >1) 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.
- Students are required to purchase appropriate liability insurance for their internship placement.

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

#### 2.1 DATA-BASED DECISION MAKING AND ACCOUNTABILITY (30)

- \_\_\_\_ Demonstrates knowledge of varied models and methods of assessment
- \_\_\_\_ Systematically collects information to make a decision
- \_\_\_\_ Uses multimethods, multisources, and multisettings to evaluate problem(s)
- \_\_\_\_ Identifies strengths and needs
- \_\_\_\_ Translates assessment results into recommendations for intervention/service delivery
- \_\_\_\_ Evaluates and monitors intervention outcomes

*Comments:*

#### 2.2 CONSULTATION AND COLLABORATION (25)

- \_\_\_\_ Collaborates with parents, teachers and others in the planning and decision-making
- \_\_\_\_ Applies a systematic problem solving process at the individual or group level
- \_\_\_\_ Formulates intervention plans that are functional and easily monitored
- \_\_\_\_ Participates on building and district level meetings
- \_\_\_\_ Facilitates communication with students, school personnel, families, and community professionals

*Comments:*

#### 2.3 EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS (25)

- \_\_\_\_ Uses appropriate assessment strategies to assess cognitive/academic domains
- \_\_\_\_ Analyses and interprets assessment data
- \_\_\_\_ Links assessment data to appropriate instructional intervention(s)
- \_\_\_\_ Designs a practical, functional intervention in detail
- \_\_\_\_ Evaluates and monitors intervention progress

*Comments:*

**2.4 SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS (30)**

- \_\_\_ Uses appropriate assessment strategies to assess behavioral, social, affective, and/or adaptive domains
- \_\_\_ Analyses and interprets assessment data
- \_\_\_ Links assessment data to appropriate intervention(s)
- \_\_\_ Designs a practical, functional intervention in detail
- \_\_\_ Evaluates and monitors intervention progress
- \_\_\_ Provides direct intervention (e.g., counseling, social skills training) services

*Comments:*

**2.5 STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING (15)**

- \_\_\_ Uses knowledge of individual differences, abilities, and disabilities when planning
- \_\_\_ Recognizes the varied influences that impact learning
- \_\_\_ Respects families and individual's diverse characteristics

*Comments:*

**2.6 SCHOOL AND SYSTEMS ORGANIZATION, POLICY DEVELOPMENT, AND CLIMATE (15)**

- \_\_\_ Understands general and special education and other educational/related services
- \_\_\_ Is knowledgeable of how a school system is organized and operates
- \_\_\_ Participates in the development, implementation, and evaluation of programs to promote safe and effective schools

*Comments:*

**2.7 PREVENTION, CRISIS INTERVENTION AND MENTAL HEALTH (15)**

- \_\_\_ Uses current knowledge of human development, psychopathology, and the influence of other factors on human behavior when planning prevention/intervention programs
- \_\_\_ Contributes to prevention/intervention programs that promote the mental health and well being of students
- \_\_\_ Collaborates and/or participates with others in activities surrounding crises

*Comments:*

**2.8 HOME/SCHOOL/COMMUNITY COLLABORATION (10)**

- \_\_\_ Works effectively with families, school personnel, and/or others (e.g., mental health agencies) in the community when planning services
- \_\_\_ Communicates effectively across participants and resolves conflicts in a manner that is acceptable to all

*Comments:*

**2.9 RESEARCH AND PROGRAM EVALUATION (15)**

- \_\_\_ Uses the current research to design and promote evidence-based practices
- \_\_\_ Adheres to the principles of measurement and psychometric standards in the selection and use of assessment tools
- \_\_\_ Conducts evaluation of program(s) using single-subject design or another appropriate method

*Comments:*

2.10 SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT (25)

- \_\_\_\_\_ Adheres to ethical/legal standards for service delivery
- \_\_\_\_\_ Engages collaboratively in supervision and peer review
- \_\_\_\_\_ Presents information verbally and in writing to others in a clear manner
- \_\_\_\_\_ Shows evidence of self-reflection and evaluation
- \_\_\_\_\_ Work overall demonstrates a measurable positive impact on children, youth, families, and other consumers

*Comments:*

2.11 INFORMATION TECHNOLOGY (5)

- \_\_\_\_\_ Utilizes varied sources of information technology to promote services

*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 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.

<b>Rating Scale</b>	
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-	Very well developed.

<b>Characteristic</b>	<b>Rating (circle one)</b>					
	No	1	2	3	4	5
<b>Initiative-</b> initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.	No	1	2	3	4	5
<b>Dependability-</b> 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
<b>Time Management/Work Organization-</b> organizes work and manages time effectively.	No	1	2	3	4	5
<b>Problem-Solving/Critical Thinking-</b> thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	No	1	2	3	4	5
<b>Respect for Human Diversity-</b> 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
<b>Oral Communication-</b> expresses self orally in an organized and clear manner.	No	1	2	3	4	5
<b>Written Communication-</b> writes in an organized, clear manner.	No	1	2	3	4	5
<b>Attending/Listening Skills-</b> attends to important communications; listens attentively.	No	1	2	3	4	5
<b>Effective Interpersonal Relations-</b> relates effectively to colleagues, faculty, supervisors, and clients.	No	1	2	3	4	5
<b>Teamwork-</b> works well with others; collaborates effectively with						

others on assignments/projects.	No	1	2	3	4	5
<b>Adaptability/Flexibility-</b> adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.	No	1	2	3	4	5
<b>Responsiveness to Supervision/Feedback-</b> is open to supervision/feedback and responds to such appropriately.	No	1	2	3	4	5
<b>Self-Awareness-</b> 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
<b>Professional Identity/Development-</b> 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
<b>Independent Functioning-</b> functions with minimal supervision or independent, when appropriate.	No	1	2	3	4	5
<b>Data-Based Case Conceptualization-</b> 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
<b>Systems Orientation-</b> 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 the Winthrop University School Psychology Program, with permission

**Appendix K**  
**Intern Self-Reflection 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 very well developed.
- NA- Insufficient evidence at this time to make a rating.

<b>2.1 DATA-BASED DECISION MAKING AND ACCOUNTABILITY (30)</b>
---

\_\_\_\_\_ Demonstrates knowledge of varied models and methods of assessment

Comments:

\_\_\_\_\_ Systematically collects information to make a decision

Comments:

\_\_\_\_\_ Uses multimethods, multisources, and multisettings to evaluate problem(s)

Comments:

\_\_\_\_\_ Identifies strengths and needs

Comments:

\_\_\_\_\_ Translates assessment results into recommendations for intervention/service  
Delivery

Comments:

\_\_\_\_\_ Evaluates and monitors intervention outcomes

Comments:

2.2 CONSULTATION AND COLLABORATION (25)

\_\_\_\_ Collaborates with parents, teachers and others in the planning and decision- making

Comments:

\_\_\_\_ Applies a systematic problem solving process at the individual or group level

Comments:

\_\_\_\_ Formulates intervention plans that are functional and easily monitored

Comments:

\_\_\_\_ Participates on building and district level meetings

Comments:

\_\_\_\_ Facilitates communication with students, school personnel, families, and community professionals

Comments:

2.3 EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS (25)

\_\_\_\_ Uses appropriate assessment strategies to assess cognitive/academic domains

Comments:

\_\_\_\_ Analyses and interprets assessment data

Comments:

\_\_\_\_ Links assessment data to appropriate instructional intervention(s)

Comments:

\_\_\_\_ Designs a practical, functional intervention in detail

Comments:

\_\_\_\_ Evaluates and monitors intervention progress

Comments:

2.4 SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS (30)

\_\_\_\_\_ Uses appropriate assessment strategies to assess behavioral, social, affective, and/or adaptive domains

Comments:

\_\_\_\_\_ Analyses and interprets assessment data

Comments:

\_\_\_\_\_ Links assessment data to appropriate intervention(s)

Comments:

\_\_\_\_\_ Designs a practical, functional intervention in detail

Comments:

\_\_\_\_\_ Evaluates and monitors intervention progress

Comments:

\_\_\_\_\_ Provides direct intervention (e.g., counseling, social skills training) services

Comments:

#### 2.5 STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING (15)

\_\_\_\_\_ Uses knowledge of individual differences, abilities, and disabilities when Planning

Comments:

\_\_\_\_\_ Recognizes the varied influences that impact learning

Comments:

\_\_\_\_\_ Respects families and individual's diverse characteristics

Comments:

#### 2.6 SCHOOL AND SYSTEMS ORGANIZATION, POLICY DEVELOPMENT, AND CLIMATE (15)

\_\_\_\_\_ Understands general and special education and other educational/related services

Comments:

\_\_\_\_\_ Is knowledgeable of how a school system is organized and operates

Comments:

\_\_\_\_\_ Participates in the development, implementation, and evaluation of programs to promote safe and effective schools

Comments:

#### 2.7 PREVENTION, CRISIS INTERVENTION AND MENTAL HEALTH (15)

\_\_\_\_\_ Uses current knowledge of human development, psychopathology, and the influence of other factors on human behavior when planning prevention/intervention programs

Comments:

\_\_\_\_\_ Contributes to prevention/intervention programs that promote the mental health and well being of students

Comments:

\_\_\_\_\_ Collaborates and/or participates with others in activities surrounding crises

Comments:

#### 2.8 HOME/SCHOOL/COMMUNITY COLLABORATION (10)

\_\_\_\_\_ Works effectively with families, school personnel, and/or others (e.g., mental health agencies) in the community when planning services

Comments:

\_\_\_\_\_ Communicates effectively across participants and resolves conflicts in a manner that is acceptable to all

Comments:

#### 2.9 RESEARCH AND PROGRAM EVALUATION (15)

\_\_\_\_\_ Uses the current research to design and promote evidence-based practices

Comments:

\_\_\_\_\_ Adheres to the principles of measurement and psychometric standards in the selection and use of assessment tools

Comments:

\_\_\_\_\_ Conducts evaluation of program(s) using single-subject design or another appropriate method

Comments:

**2.10 SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT (25)**

\_\_\_\_\_ Adheres to ethical/legal standards for service delivery

Comments:

\_\_\_\_\_ Engages collaboratively in supervision and peer review

Comments:

\_\_\_\_\_ Presents information verbally and in writing to others in a clear manner

Comments:

\_\_\_\_\_ Shows evidence of self-reflection and evaluation

Comments:

\_\_\_\_\_ Work overall demonstrates a measurable positive impact on children, youth, families, and other consumers

Comments:

**2.11 INFORMATION TECHNOLOGY (5)**

\_\_\_\_\_ Utilizes varied sources of information technology to promote services

Comments:

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

\_\_\_\_\_ **Describe and rate how your work and experiences as an Intern have contributed to a positive Impact on youth, families, and the school/agencies they serve.**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**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:** \_\_\_\_\_

Please rate the student on each item using the scale below. The maximum rating to be given should correspond to the student’s state of training (i.e., a “3” for a 1<sup>st</sup> year student, “4” for a 2<sup>nd</sup> year trainee, and “5” for a 3<sup>rd</sup> year intern). Comments on any particular strength or weakness and recommendations, if any, may be written at the end of the form.

<b>Rating Scale</b>	
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

<b>Characteristic</b>	<b>Rating (circle one)</b>					
	No	1	2	3	4	5
<b>Initiative-</b> initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.	No	1	2	3	4	5
<b>Dependability-</b> 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
<b>Time Management/Work Organization-</b> organizes work and manages time effectively.	No	1	2	3	4	5
<b>Problem-Solving/Critical Thinking-</b> thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	No	1	2	3	4	5
<b>Respect for Human Diversity-</b> 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
<b>Oral Communication-</b> expresses self orally in an organized and clear manner.	No	1	2	3	4	5
<b>Written Communication-</b> writes in an organized, clear manner.	No	1	2	3	4	5
<b>Attending/Listening Skills-</b> attends to important communications; listens attentively.	No	1	2	3	4	5

<b>Effective Interpersonal Relations-</b> relates effectively to colleagues, faculty, supervisors, and clients.	No	1	2	3	4	5
<b>Teamwork-</b> works well with others; collaborates effectively with others on assignments/projects.	No	1	2	3	4	5
<b>Adaptability/Flexibility-</b> adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.	No	1	2	3	4	5
<b>Responsiveness to Supervision/Feedback-</b> is open to supervision/feedback and responds to such appropriately.	No	1	2	3	4	5
<b>Self-Awareness-</b> 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
<b>Professional Identity/Development-</b> 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
<b>Independent Functioning-</b> functions with minimal supervision or independent, when appropriate.	No	1	2	3	4	5
<b>Data-Based Case Conceptualization-</b> 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
<b>Systems Orientation-</b> 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.

**Appendix M**

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. Your name and address will not be linked to your responses. **In order to keep your identity separate from your responses about the School Psychology Program, please put Parts A and B in separate enclosed envelopes for return.**

**Name:** \_\_\_\_\_  
Last First

**Home Address:** \_\_\_\_\_  
Street Apt. No.  
\_\_\_\_\_  
City State Zip

**Work Address:** \_\_\_\_\_  
School or Business Name, Department  
\_\_\_\_\_  
Street Address  
\_\_\_\_\_  
City State Zip

**Describe the degrees you hold with year of graduation:**

BA(BS): \_\_\_\_\_ year of graduation: \_\_\_\_\_

Specialist: \_\_\_\_\_ year of graduation: \_\_\_\_\_

Other degrees (include university) \_\_\_\_\_ Year \_\_\_\_\_

**Indicate your primary career objective for entering the program in school psychology:**

School Practitioner \_\_\_\_\_ Mental Health Center \_\_\_\_\_

Institutional Setting \_\_\_\_\_ Private Practice \_\_\_\_\_

Other (Specify) \_\_\_\_\_

**RIDER UNIVERSITY SCHOOL PSYCHOLOGY EXIT SURVEY**

**Internship**

Please identify your internship setting:

Agency: \_\_\_\_\_ Date of internship completion: \_\_\_\_\_

Primary Supervisor: \_\_\_\_\_

**CONTINUE TO PART B**

## 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.** (Training in defining current problem areas, strengths, and needs through assessment; Training in measuring the effects of the decisions that result from the problem solving process.)

Superior       Adequate       Unsatisfactory

**Comments:**

**Domain 2: Interpersonal communication, collaboration, and consultation.** (Development of skills in collaborating and consulting with others at the individual, group, or system level.)

Superior       Adequate       Unsatisfactory

**Comments:**

**Domain 3: Effective instruction and development of cognitive/academic skills.**  
(Development of skills in developing cognitive and academic goals for students, implementing plans to assist students in achieving these goals, and monitoring students progress toward the goals.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 4: Socialization and development of life competencies.** (Training in how to develop behavioral, affective, and/or developmental goals for students, implementing plans to assist students in achieving these goals, and monitoring student progress toward the goals.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 5: Student diversity in development and learning.** (Awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, gender-related, and linguistic backgrounds.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 6: School and systems organization, structure, and climate.** (Skills in understanding schools as systems and in facilitating changes in school structures and policies.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 7: Prevention, wellness promotion, crisis intervention, and mental health.**  
(Knowledge of child development and psychopathology, prevention activities and crisis intervention.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 8: Home/school/community collaboration.** (Knowledge of family influences on students' wellness, learning, and achievement and skills in forming partnerships among families, schools, and communities.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 9: Research and program evaluation.** (Skills in understanding research design and statistics and ability to translate research into practice.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 10: Legal, ethical school psychology practice, and professional development.** (Knowledge of ethical, professional, and legal standards.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 11: Information technology.** (Knowledge of information sources and technology in ways that safeguard or enhance quality of services.)

Superior                       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 N**  
Rider University

**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. Your name and address will not be linked to your responses. **In order to keep your identity separate from your responses about the School Psychology Program, please put Parts A and B in separate enclosed envelopes for return.**

**Name:** \_\_\_\_\_  
Last First

**Home Address:** \_\_\_\_\_  
Street Apt. No.  
\_\_\_\_\_  
City State Zip

**Work Address:** \_\_\_\_\_  
School or Business Name, Department  
\_\_\_\_\_  
Street Address  
\_\_\_\_\_  
City State Zip

**Describe the degrees you hold with year of graduation:**

BA(BS): \_\_\_\_\_ year of graduation: \_\_\_\_\_

Specialist: \_\_\_\_\_ year of graduation: \_\_\_\_\_

Other degrees (include university) \_\_\_\_\_ year \_\_\_\_\_

**Indicate your primary career objective for entering the program in school psychology:**

School Practitioner \_\_\_\_\_ Mental Health Center \_\_\_\_\_

Institutional Setting \_\_\_\_\_ Private Practice \_\_\_\_\_

Other (Specify) \_\_\_\_\_

RIDER UNIVERSITY PSYCHOLOGY ALUMNI SURVEY

**Internship**

Please identify your internship setting:

Agency: \_\_\_\_\_ Date of internship completion: \_\_\_\_\_

Primary Supervisor: \_\_\_\_\_

**Professional Development**

What is your current certification level: \_\_\_\_\_ State: \_\_\_\_\_

Do you hold NCSP certification: \_\_\_\_\_

**Professional Organizations**

Please indicate the professional organizations to which you belong and indicate offices held, if any.

State organizations: \_\_\_\_\_ Offices held: \_\_\_\_\_

National organizations: \_\_\_\_\_ Offices held: \_\_\_\_\_

**Presentations, Publications, and Grants**

Please list any presentations you have given, the place, and date, during or since your attendance at Rider:

Please list any publications you have authored or co-authored, where published, and the date:

## RIDER UNIVERSITY ALUMNI SURVEY

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

### **Employment:**

Beginning with your present position, list the jobs you have held since receiving your Specialist Degree and provide inclusive dates. Please include any part-time or contractual work you have done. Use extra space, if needed.

Position	Agency & Location	Beginning & ending dates of employment
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

**CONTINUE TO PART B**

## **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.** (Define current problem areas, strengths, and needs through assessment, and measure effects of the decisions that result from the problem solving process.)

Superior       Adequate       Unsatisfactory

**Comments:**

**Domain 2: Interpersonal communication, collaboration, and consultation.** (Skills in collaborating and consulting with others at the individual, group, or system level.)

Superior       Adequate       Unsatisfactory

**Comments:**

**Domain 3: Effective instruction and development of cognitive/academic skills.** (Skills in developing cognitive and academic goals for students, implementing plans to assist students in achieving these goals, and monitoring students progress toward the goals.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 4: Socialization and development of life competencies.** (Skills in developing behavioral, affective, and/or developmental goals for students, implementing plans to assist students in achieving these goals, and monitoring student progress toward the goals.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 5: Student diversity in development and learning.** (Awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, gender-related, and linguistic backgrounds.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 6: School and systems organization, structure, and climate.** (Skills in understanding schools as systems and in facilitating changes in school structures and policies.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 7: Prevention, wellness promotion, crisis intervention, and mental health.**  
(Knowledge of child development and psychopathology, prevention activities and crisis intervention.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 8: Home/school/community collaboration.** (Knowledge of family influences on students' wellness, learning, and achievement and skills in forming partnerships among families, schools, and communities.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 9: Research and program evaluation.** (Skills in understanding research design and statistics and ability to translate research into practice.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 10: Legal, ethical school psychology practice, and professional development.** (Knowledge of ethical, professional, and legal standards.)

Superior                       Adequate                       Unsatisfactory

**Comments:**

**Domain 11: Information technology.** (Knowledge of information sources and technology in ways that safeguard or enhance quality of services.)

Superior                       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.