Rider University
School Psychology Program Handbook
Class of 2024

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Department of Graduate Education, Leadership and Counseling

CONCEPTUAL FRAMEWORK

KNOWLEDGEABLE

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

PROFESSIONAL

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

REFLECTIVE

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

COMMITTED

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

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College of Education and Human Services
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FOSTERING COMMITTED KNOWLEDGEABLE REFLECTIVE PROFESSIONALS — RIDER UNIVERSITY COLLEGE OF EDUCATION AND HUMAN SERVICES

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

Practices That Permeate All Aspects of Service Delivery

Domain 1: Practices that permeate all aspects of service delivery: Data-based decision making and accountability

Domain 2: Practices that permeate all aspects of service delivery: Consultation and collaboration

Direct and Indirect Services: Student Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Systems Level Services

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services

Foundations of School Psychological Service Delivery

Domain 7: Family-School Collaboration

Domain 8: Diversity in Development and Learning

Domain 9: Research and Program Evaluation

Domain 10: Legal, Ethical, and Professional Practice

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

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

Admission Procedures

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

The following criteria must be met:

1. An undergraduate degree with a GPA of 2.75 or higher –OR- an advanced degree with a minimum GPA of 3.25.
2. Completion of graduate application including a written statement of learning goals.
3. Two letters of recommendation.
4. Submission of GRE scores.
    - GRE: Verbal and Quantitative scores must be equal to or greater than 144.
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 although students from other parts of the country also enroll. These regions have a varied cultural/ethnic blend and wide differences relative to socioeconomic status (SES).

Within the Program 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, gender identity, abilities, disabilities).

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

Student Support Services

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

Financial Aid

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

Graduate Assistantships

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

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

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

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

Degree Requirements

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

Foundations of Education and Human Behavior (21-hours)

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

Human Behavior and Development (12-hours)

EDPS 503   Human Growth and Development
EDPS 538   Developmental Child Psychopathology
SPED 514   Positive Behavior Support
EDPS 535   Biological Basis of Behavior

Professional Core: School Psychology Practice (36-hours)

Assessment and Intervention (14-hours):
EDPS 500   Cognitive Assessment (3)
EDPS 514   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: Psychoeducational Assessment & Report Writing (3)
EDPS 510   Assessment and Intervention IV: Behavioral and Social-Emotional Needs (3)
EDPS 581   Practicum in Psychoeducational Assessment & Report Writing (100-hours) (1)
EDPS 582   Practicum in Social-Emotional Needs (100-hours) (1)

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

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

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

Counseling (6-hours)

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

Course Sequencing

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

CNPY 515 Consultation in School and Agency Settings + Practicum
- EDPS 503 Human Growth and Development
- SPED 530 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 Professional Practice of School Psychology: Issues and Historical, Ethical, and
  Legal Considerations

EDPS 509 Assessment and Intervention III: Psychoeductional Assessment & Report Writing
- 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: Psychological Assessment & Report Writing
- EDPS 538 Developmental Child Psychopathology
- CNPY 515 Consultation in School and Agency Settings + Practicum

EDPS 570 Advanced Interventions for Children, Adolescent, and Families
- EDPS 514 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: Psychoeducational Assessment & Report Writing
- 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

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

Retention and Exit from Program

Student progress in the School Psychology program is carefully monitored. Each year, student grades and performance in the program are reviewed by program faculty to determine progress, eligibility for continuation, and need for remedial support. A written statement of student progress is furnished to students each year by September 1st. The School Psychology program requires a GPA of 3.0. Those students who fall below a 3.0 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 3.0, receiving no more than two grades of C+ or lower. Those students who fall below 3.0 are placed on academic probation and a remediation plan is established. Students must also complete 64 credits in the School Psychology Program of which up to 12 credits may be from other comparable graduate coursework. The program is designed to be completed in three years. For personal reasons, some students may have to delay completion of the degree. In these circumstances, students have up to six years to complete the degree.

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

Program Assessment and Accountability

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

	Year 1	*Year 2*	*Year 3*
Individual Assessment	Performance-based assessment related to specific coursework Student grades including maintenance of a 3.0 or higher GPA Self-reflection of professional competencies Annual review of professional work characteristics/disposition by program faculty	Performance-based assessment related to specific coursework Student grades including maintenance of a 3.0 or higher GPA Self-reflection of professional competencies Annual review of professional work characteristics/disposition by program faculty ***Comprehensive examination at the end of year two***	Performance-based assessment related to specific coursework Student grades including maintenance of a 3.0 or higher GPA Self-reflection of professional competencies Evaluation of final *Professional Portfolio* by Program faculty Final review of professional work characteristics/disposition 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 and progression in the Program through an Annual Review. Each student's academic performance during the program is monitored by Program faculty. Faculty also will conduct an annual review of student's professional work characteristics and disposition for working in the field of school psychology (Please see Appendix J). A recommendation for continuation, continuation with remediation, or dismissal will be made by September 1st of each year.

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

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

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

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

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

Program Evaluation

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

	Admissions	*Year 1*	*Year 2*	*Year 3*	*Post-Graduation*
	An undergraduate degree with a GPA of 2.75 or higher – OR- an advanced	Student Evaluation of Faculty Teaching	Student Evaluation of Faculty Teaching	Student Evaluation of Faculty Teaching	Exit survey

Program Assessment	degree with a minimum GPA of 3.25	Annual review of aggregated assessment data	Annual review of aggregated assessment data	Annual review of aggregated assessment data	Alumni follow-up (Every 3 to 5 years)
	Two letters of recommendation	Annual review of students' professional work characteristics/ Dispositions	Annual review of students' professional work characteristics/ dispositions	Review of student final portfolio	
	Standard interview with program faculty			Review of aggregated data of PRAXIS Exam scores	
	Submission of GRE scores which meet minimum requirements		Review of students' performance on the comprehensive examination	Aggregated evaluation data from supervising psychologists	
				Evaluation of completed internship products	

Supervised Field Experiences

<u>Practicum</u>

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

Practicum Assignments in Relation to NASP Domains of Training

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

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

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

EDPS 582—Practicum in Behavioral & Social-Emotional Needs
The purpose of this practicum is to allow the student to apply a comprehensive, ecological model of social-emotional, behavioral, and academic development to actual problem behaviors. Assessment and intervention will follow an empirically based, problem-solving model. Students will practice the selection and administration of appropriate assessment tools to match individual referral question(s). An effective intervention plan also will be designed to address the identified problem behavior(s). Each student is expected to log a minimum of 100-hours in the field working on the assessment, in

supervision with the faculty supervisor and/or completing tasks (e.g., selecting measurement tools, researching; observing and critically examining classrooms) required for completion of practicum assignments.

EDPS 583—Practicum in Consultation
The purpose of this practicum is to provide students with the opportunity to apply consultation skills in the field. Under the supervision of the course instructor, students will engage in consultation using a behavioral consultation model. Formal supervision occurs 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 Activities
In addition to courses (e.g., EDPS 509, EDPS 510, CNPY 515) that accompany the formal 400 hour practica noted above, students are required to engage in field-based, experiential learning activities in several courses. For example, COUN 500—Counseling Techniques is a laboratory practicum experience for school psychology and counseling services majors which provides opportunities for both observation of and participation in counseling activities. And, EDPS 500 Cognitive Assessment requires students to administer IQ tests to six different children.

Internship

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

Internship Assignments in Relation to NASP Domains of Training

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

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

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

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

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

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

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

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

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

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

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

Appendix A

EXPANDED DESCRIPTIONS OF DOMAINS
OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

<u>Knowledge</u>

2.1 Data-Based Decision Making and Accountability:

 School psychologists will acquire knowledge of the following:

a. Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics.
b. Varied methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties.
c. Assessment and data collection methods useful in identifying strengths and needs and documenting problems of children, families, and schools.
d. Strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services.
e. Assessment and data-collection methods to measure response to, progress in, and effective outcomes of services.

Students will acquire the following ability/skill:

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

2.2 Consultation and Collaboration

School psychologists have knowledge of the following:

a. Varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.
b. Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others.
c. Consultation and collaboration strategies effective across situations, contexts, and diverse characteristics.
d. Methods for effective consultation and collaboration that link home, school, and community settings.

School psychologists demonstrate skills to:

a. Apply consultation methods, collaborate, and communicate effectively with others as part of a
comprehensive process that permeates all aspects of service delivery.
b. Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics.
c. Consult and collaborate at the individual, family, group, and systems levels.
d. Facilitate communication and collaboration among diverse school personnel, families, community professionals,

and others.
e. Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.
f. Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services.

2.3 Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of the following:

a. Biological, cultural, and social influences on cognitive and academic skills.
b. Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics.
c. Empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics.
d. Curriculum and instructional strategies that facilitate children's academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self regulation and planning/organization; etc.
e. Techniques to assess learning and instruction and methods for using data in decision making, planning, and progress monitoring.
f. Information and assistive technology resources to enhance children's cognitive and academic skills.

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

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of the following:

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

School psychologists, in collaboration with others, demonstrate skills to:
a. Use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
b. Implement services to achieve outcomes related to socialization, learning, and mental health, including,

for example, counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices.
c. Integrate behavioral supports and mental health services with academic and learning goals for children.
d. Use empirically supported strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning.
e. Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services.

2.5 School-Wide Practices to Promote Learning

School psychologists have knowledge of the following:

a. School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings.
b. Psychological and educational principles and research related to organizational development and systems theory.
c. Issues and needs in schools, communities, and other settings, including accountability requirements and local, state, and federal policies and regulations.
d. Empirically supported school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.

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

2.6 Preventive and Responsive Services

School psychologists have knowledge of the following:

a. Psychological and educational principles and research related to resilience and risk factors in learning and mental health.
b. Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics
c. Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being
d. Empirically supported strategies for effective crisis prevention, preparation, and response.

School psychologists, in collaboration with others, demonstrate skills to:
a. Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.
b. Use assessment and data collection methods to develop appropriate goals for and to evaluate

outcomes of prevention and response activities and crisis services.
c. Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families.
d. Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics.
e. Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services.

2.7 Family–School Collaboration Services

School psychologists have knowledge of the following:

a. Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children's development.
b. Psychological and educational principles and research related to family systems and their influences on children's academic, motivational, social, behavioral, mental health, and social characteristics.
c. Empirically supported strategies to improve outcomes for children by promoting collaboration and partnerships among parents, schools, and community agencies, and by increasing family involvement in education.
d. Methods that improve family functioning and promote children's learning, social development, and mental health, including, for example, parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices.

School psychologists, in collaboration with others, demonstrate skills to:

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

2.8 Diversity in Development and Learning

School psychologists have knowledge of the following:
a. Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work.
b. Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, individual, and role differences (e.g., age, gender or gender identity, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status).
c. Empirically supported strategies in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity.
d. Strategies for addressing diversity factors in design, implementation, and evaluation of all services.

School psychologists demonstrate skills to
a. Provide effective professional services in data-based decision making, consultation and collaboration, and

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

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

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

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

2.9 Research and Program Evaluation

School psychologists have knowledge of the following:

School psychologists have knowledge of the following:

a. Research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices.

b. Statistical and other data analysis techniques sufficient for understanding research and interpreting data in applied settings.

c. Program evaluation methods at the individual, group, and/or systems levels.

d. Technology and information resources applicable to research and program evaluation.

e. Techniques for judging research quality; synthesizing results across research relevant for services for children, families, and schools; and applying research to evidence-based practice.

School psychologists demonstrate skills to:

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

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

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

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

2.10 Legal, Ethical, and Professional Practice

School psychologists have knowledge of the following:

a. History and foundations of their profession.

b. Multiple school psychology service delivery models and methods.

c. Ethical and professional standards for school psychology.

d. Legal standards and regulations.

e. Factors related to professional identity in school psychology.

f. Relevant information sources and technology.

g. Methods for planning and engaging in continuing education.

School psychologists demonstrate skills to:

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

b. Provide services consistent with legal standards and regulations.

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

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

Program Objectives: KNOWLEDGE / SKILLS	2.1 Data-Based Decision Making & Accountability	2.2 Consultation & Collaboration	2.3 Intervention and Instructional Support to Develop Academic Skills	2.4 Intervention and mental Health to Develop Social and Life Skills	2.5 School-Wide Practices to Promote Learning	2.6 Preventative and Responsive Services	2.7 Family-School Collaboration Services	2.8 Diversity in Development and	2.9 Research & Program Evaluation	2.10 Legal, Ethical and Professional Practice
EDPS 500	P									P
EDPS 503				P				P		
EDUC 500									P	
EDPS 513								P		P
EDPS 514	P					P				P
SPED 514	P					P	P			
EDPS 515	P				P				P	
EDPS 508			P							
EDPS 521										P
CNPY 515		P	P	P			P			
EDPS 583	P	P	P	P			P			P
EDPS 584	P		P		P					
EDPS 535			P	P						
EDPS 509	P							P		
EDPS 581	P						P			P
EDSO 510								P		
EDPS 538						P		P		
EDPS 510	P	P		P		P				
EDPS 582	P			P		P				
EDPS 570			P	P		P	P			
COUN 550				P		P				
EDAD 501								P	P	P
EDPS 590-591	P	P	P	P	P	P	P	P	P	P

P = Primary Standard/Element addressed

Appendix B.2
Course Assignment by NASP Standards/Elements

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

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
SPED 514–Positive Behavior Support										
FBA & Behavior Intervention Plan	X	X		X		X	X	X	X	
Self-Monitoring Activity	X									
Classroom Management Field Experience	X				X		X			
Schoolwide Behavior & Intervention Support Plan		X		X	X	X	X	X		X
Classroom Wide BISP Presentation										X
EDPS 515–Assessment & Intervention II: Curriculum Based Measures										
Class-wide Screening Project	X		X		X			X		
Reading Survey Level Assessment	X		X		X			X		
Math Survey Level Assessment	X		X		X			X		
Spelling & Writing Survey Assessment	X		X		X			X		
BOSS Validation Project	X									
Progress Monitoring	X		X		X			X		
Presentation of Academic Intervention	X		X							X
Professionalism										X
EDPS 584-Practicum Curriculum Based Measures										
CBM Reading Report + Intervention(s)/Recommendations	X	X	X			X	X	X		
Process Worksheets + Supervision	X	X								X
Practicum Log										X
EDPS 508–Cognitive Processes & Learning										
Research Paper			X						X	
Group Presentation			X						X	
Reflection Papers (2)			X							X
Professionalism										X
EDPS 521–Statistics & Quantitative Analysis										
Data sheet with scoring examples & exploratory analyses	X								X	
Statistical Analyses	X								X	
Research manuscript: Quantitative									X	
Formal APA Style Poster Presentation									X	X
Professionalism										X
CNPY 515–Consultation in School & Agency Settings										
Simulated Audio taped Interviews + Consultation Summary Report	X	X		X	X	X	X	X		X

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

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
EDPS 500 Cognitive Assessment										
Six administered IQ tests with video taped corrective feedback				X	X	X	X	X		X
Video review of peer administered IQ testl				X			X	X		X
Professionalism										X
EDPS 510–Assmt & Interven IV: Behavioral & Social-Emotional Needs										
Professionalism										X
Functional Behavioral Assessment	X	X		X		X				X
Parent Interview	X	X		X	X	X	X	X		X
Direct Observation (Narrative/Event/Duration Coding)	X			X		X		X		
Direct Observation (Structured Observation Code)	X			X		X		X		
Projective Expressive Technique	X			X		X				
Review and present on a narrow-band informant or self-report measure	X			X		X			X	X
EDPS 582–Practicum in Social Emotional Assessment										
Observations + Reflection Papers	X			X	X			X	X	X
Functional Behavioral Assessment (FBA) + Behavior Support Plan (BSP)	X		X	X	X	X	X	X	X	X
Process Worksheets + Supervision	X	X								X
Practicum Log										X
EDPS 570–Advanced Interventions for Children, Adolescents & Families										
Professionalism										X
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			
COUN 550–Counseling Techniques Laboratory										
Video taped counseling sessions (2 counselees by 5 sessions)		X		X	X	X	X	X		X
Observe and provide feedback on counseling session		X								X
Participate in Group Supervision		X		X	X			X		X
Participate in Individual Therapy										X
Typed Chart of a Counseling Session	X									X
Case Notes for 5 Counseling Sessions	X									X

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

Appendix C
Admission Procedures for School Psychology Program

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

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

Student applying with a bachelor' degree	Student applying with an advanced degree
• Undergraduate background in psychology/education or related field with a GPA of 2.75	• Minimum GPA of 3.25 in a related field
• Two letters of recommendation	• Two letters of recommendation
• Submission of GRE with a minimum GRE Verbal and Quantitative of 144, respectively.	• Submission of GRE with a minimum GRE Verbal and Quantitative of 144, respectively.
• Written statement of learning goals and objectives	• Written statement of learning goals and objectives

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 and each applicant is ranked ordered. Program capacity based upon NASP standards indicates 12 FTE to 1 staff ratio. Approximately, 10 to 15 students can be admitted. Current student enrollment, however, dictates the number of openings available. In recent years, we have admitted well below the ratio permitted by NASP.

In the field of school psychology, most practitioners are Caucasian, white females; therefore, men and individuals from other underrepresented groups are encouraged to apply. Currently, our program actively attempts to recruit members from diverse and underrepresented groups. We send out flyers to colleges and universities with a high percentage of underrepresented groups. We also maintain a statement about diversity on the website, encouraging those from underrepresented groups to apply. We also reach

out to universities that identify as supporting students from diverse backgrounds. Over the last few years, this has been a successful recruitment practice.

Admission Ratings

Cumulative Average

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

GRE Scores

2	6	10
V 144 to 148	149 to 157	>157 (77%ile)
Q 144 to 147	148 to 152	>152 (61%ile)

Recommendations

2	4	6
Average	Above Average	Excellent

Total = _____ /22

Rider University: School Psychology Program
Entrance Interview

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

3	2	1
Target	Acceptable	Unacceptable

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

3	2	1
Target	Acceptable	Unacceptable

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

3	2	1
Target	Acceptable	Unacceptable

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

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

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

Total = ____/19

Appendix D

Review and Retention Policy

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

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

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

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

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

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

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

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

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

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

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

Name: _____ *EAR 1*		
FALL	**SPRING**	**SUMMER**
CNPY 515 Consultation in School & Agency Settings EDPS 583 Practicum in Consultation in School & Agency Settings (1-credit)	EDPS 510 Assessment of behavioral & Social-Emotional Needs EDPS 582 Practicum in Assessment of Social-Emotional & Behavioral Needs (1-credit)	EDSO 510 Sociological & Cultural Foundations of Education
EDPS 513 Professional Practice of School Psychology: Issues and Historical, Ethical, & Legal Considerations	EDPS 503 Human Growth & Development	
EDUC 500 Intro. to Research	EDPS 521 Statistics & Quantitative	
SPED 514 Applied Behavior Analysis	EDPS 514 Standardized Measures of Academics & Behavior	
YEAR 2		
EDPS 500 Cognitive Assessment	EDPS 515 Curriculum-Based Measures EDPS 584 Practicum in CBM (1-credit)	EDPS 535 Biological Basis of Behavior
EDPS 508 Cognitive Processes & Learning	EDPS 509 Psychoeducational Assessment & Report Writing EDPS 581 Practicum in Psychoeducational Assessment & Report Writing (1-credit)	
EDPS 538 Developmental Child Psychopathology	*EDAD 501 Ed Leadership & Org Theory	
*COUN 550 Counseling Techniques	EDPS 570 Advanced Interventions for Children, Adolescents, and Families	
YEAR 3 (6 to 12 credits)		
EDPS 590 Internship in School Psychology I	EDPS 591 Internship in School Psychology II	

*Note: EDAD 501 and COUN 550 may be taken during the fall and/or spring semesters of Internship if students require 6 credits to qualify for full-time status to obtain financial aid. Federal load guidance stipulate that full-time status for financial aid purposes is defined as two graduate courses (i.e., 6 credits).

Appendix F

Contents of the Professional Portfolio

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

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

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

  - 2.1   Data-Based Decision-Making and Accountability
  - 2.2   Consultation and Collaboration
  - 2.3   Intervention and Instructional Support to Develop Academic Skills
  - 2.4   Intervention and Mental Health to Develop Social and Life Skills
  - 2.5   School-Wide Practices to Promote Learning
  - 2.6   Preventative and Responsive Services
  - 2.7   Family-School Collaboration Services
  - 2.8   Diversity in Development and Learning
  - 2.9   Research and Program Evaluation
  - 2.10   Legal, Ethical and Professional Practice

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

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

Appendix G—Rubric for Professional Portfolio

Name: _____ Academic Year

Projected Date for Program Completion: _____ Current GPA: _____

Professional Competencies	Unacceptable (0) Work samples do not adequately represent the specified domain and are not representative of the professional field	Acceptable (1) Work samples adequately represent the specified domain and are representative of the professional field	Target (2) Work samples exemplify the specified domain and exceed typical representation from the professional field
2.1 Data Based Decision Making and Accountability			
2.2 Consultation and Collaboration			
2.3 Intervention and Instructional Support to Develop Academic Skills			
2.4 Intervention and Mental Health to Develop Social and Life Skills			
2.5 School-Wide Practices to Promote Learning and Development			
2.6 Preventative and Responsive Services			
2.7 Family-School Collaboration Services			
2.8 Diversity and Development and Learning			
2.9 Research and Program Evaluation			
2.10 Legal, Ethical and Professional Practice			
Overall Score			

Comments:

APPENDIX H: Internship Agreement Cover Letter

RE: INTERNSHIP PLACEMENT for STUDENT

Dear Colleague:

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

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

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

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

Sincerely,

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

Enclosures

Appendix H

Internship Placement Agreement: School Site

Internship Site: _____

Address: _____

Phone: _____

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

Intern: _____
- Days per week: _____

****

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The above criteria have been reviewed and accepted.

Signature	Title	Date

Signature	University Supervisor	Date

Signature	Graduate Student	Date

Appendix I

Rider University School Psychology Program
Field Supervisor Evaluation of Intern

Intern: _____

Supervising Psychologist: _____

Date: _____

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

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

2.1 DATA-BASED DECISION MAKING AND ACCOUNTABILITY	Score:

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

2.2 CONSULTATION AND COLLABORATION	Score:

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

Comments:

2.3 INTERVENTION AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS	Score:

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

Comments:

2.4 INTERVENTION AND MENTAL HEALTH TO DEVELOP SOCIAL AND LIFE SKILLS	Score:

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

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

c. Empirically supported strategies to promote social–emotional functioning and mental health

d. Strategies in social–emotional, behavioral, and mental health services that promote children's learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.

e. Techniques to assess socialization, mental health, and life skills and methods for using data in decision making, planning, and progress monitoring.

Comments:

2.5 SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING	Score:

a. Design and implement empirically supported practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.

b. Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.

c. Create and maintain effective and supportive learning environments for children and others within a multi tiered continuum of school-based services.

d. Develop school policies, regulations, services, and accountability systems to ensure effective services for all children.

Comments:

2.6 PREVENTATIVE AND RESPONSIVE SERVICES	Score:

a. Promote environments, contexts, and services for children that enhance learning, mental and physical

well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.

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

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

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

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

Comments:

2.7 FAMILY-SCHOOL COLLABORATION SERVICES	Score:

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

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

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

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

Comments:

2.8 DIVERSITY IN DEVELOPMENT AND LEARNING	Score:

a. Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and

backgrounds, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery.

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

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

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

Comments:

2.9 RESEARCH AND PROGRAM EVALUATION	Score:

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

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

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

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

Comments:

2.10 LEGAL, ETHICAL AND PROFESSIONAL PRACTICE	Score:

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

b. Provide services consistent with legal standards and regulations.

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

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

e. Utilize supervision and mentoring for effective school psychology practice.
f. Engage in effective, collaborative professional relationships and interdisciplinary partnerships.
g. In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children.
g. Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth.
i. Engage in career-long self-evaluation and continuing professional development.

Comments:

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

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

_____   _____
Supervising School Psychologist   Date

Appendix J

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

Intern: _____   Site Supervisor: _____

Site Location: _____   Date: _____

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

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

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

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

Comments/Recommendations

_____

_____

_____

_____

_____

_____

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

2.1 DATA-BASED DECISION MAKING AND ACCOUNTABILITY	Score:

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

2.2 CONSULTATION AND COLLABORATION	Score:

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

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

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

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

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

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

Comments:

2.3 INTERVENTION AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS   Score:

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

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

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

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

Comments:

2.4 INTERVENTION AND MENTAL HEALTH TO DEVELOP SOCIAL AND LIFE SKILLS   Score:

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

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

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

2.5 SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING	Score:

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

Comments:

2.6 PREVENTATIVE AND RESPONSIVE SERVICES	Score:

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

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

Comments:

2.7 FAMILY-SCHOOL COLLABORATION SERVICES	Score:

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

Comments:

2.8 DIVERSITY IN DEVELOPMENT AND LEARNING	Score:

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

Comments:

2.9 RESEARCH AND PROGRAM EVALUATION	Score:

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

Comments:

2.10 LEGAL, ETHICAL AND PROFESSIONAL PRACTICE	Score:

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

Comments:

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:** _____

<table>
<tr><td colspan="2" align="center">Rating Scale</td></tr>
<tr><td>No</td><td>No opportunity to observe/don't know</td></tr>
<tr><td>1</td><td>Needs substantial improvement to be at level appropriate for year in program</td></tr>
<tr><td>2</td><td>Needs some improvement to be at level appropriate for year in program</td></tr>
<tr><td>3</td><td>Exhibits level appropriate for year in program</td></tr>
<tr><td>4</td><td>Exhibits level above average for year in program</td></tr>
<tr><td>5</td><td>Exhibits level significantly above average for year in program</td></tr>
</table>

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

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

Comments/Recommendations

_____

_____

_____

_____

_____

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

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Appendix M

Rider University

RIDER UNIVERSITY SCHOOL PSYCHOLOGY CONFIDENTIAL EXIT SURVEY

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

Date of internship completion:

Domains of School Psychology Training and Practice

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

Domain 1:   Data based decision making and accountability.

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 2:   **Consultation and Collaboration**

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 3:   Intervention and Instructional Support to Develop Academic Skills

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 4:   Intervention and Mental Health to Develop Social and Life Skills

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 5:   School-Wide Practices to Promote Learning

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 6:   Preventative and Responsive Services

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 7:   Family-School Collaboration Services

❑ Target ❑ Adequate ❑ Unsatisfactory

Comments:

Domain 8: **Diversity in Development and Learning**

❑ Target ❑ Adequate ❑ Unsatisfactory

Comments:

Domain 9:   Research and program evaluation.

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 10:   Legal, Ethical and Professional Practice

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

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

RIDER UNIVERSITY SCHOOL PSYCHOLOGY ALUMNI SURVEY

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

Year of graduation: _____   _____

RIDER UNIVERSITY ALUMNI SURVEY

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

Domains of School Psychology Training and Practice

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

Domain 1:   Data based decision making and accountability.

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 2:   Consultation and Collaboration

❏ Target   ❏ Adequate   ❏ Unsatisfactory

Comments:

Domain 3: **Intervention and Instructional Support to Develop Academic Skills**

❑ Target ❑ Adequate ❑ Unsatisfactory

Comments:

Domain 4: **Intervention and Mental Health to Develop Social and Life Skills**

❑ Target ❑ Adequate ❑ Unsatisfactory

Comments:

Domain 5:   **School-Wide Practices to Promote Learning**

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 6:   Preventative and Responsive Services

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 7:   Family-School Collaboration Services

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 8:   Diversity in Development and Learning

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 9:   Research and program evaluation.

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

Domain 10:   Legal, Ethical and Professional Practice

❑ Target   ❑ Adequate   ❑ Unsatisfactory

Comments:

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

Appendix O
Rider University Graduate Association for School Psychology

Constitution

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

Preamble

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

Article 1: Name of the Group
The name of this group is Rider University Graduate Association for School Psychology (RUGASP).

Article 2: Membership
The membership of this group is for all admitted into the Educational Specialist (Ed.S) School Psychology program. The graduate student must be enrolled in the School Psychology Program at Rider University. Once the student has graduated, their active membership shall cease. The member must attend at least 3 meetings a semester to be considered an active member.

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

Article 3 and 4: Officers

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

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

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

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

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

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

Article 5: Meetings

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

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

Article 6: Amendments

Article 7: Ratification

By-Laws

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

Appendix P
Practica/Internship Logs

Name: _____

Date: _____ Time/Description of Activity	2.1 Data Decision Making & Accountabyy.	2.2. Consultation & Collaboration	2.3: Intervention & Instruc Support Academic	2.4 Intervention & Ment Health	2.5 School Pract to Promote Learning	2.6 Preventative & Responsive Services	2.7 Family-School Collaboration Services	2.8 Diversity	2.9 Research & Progr Eval	2.10 Legal, Ethical & Professional Practice
Assessment										
Consultation										
Counseling/Intervention										
IEP/Child Study										
Observation										

Report Writing										
Case Management/Administrative										
Research/Training										

Supervision
  -Individual
  -Group										

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

_____   _____

Supervisor's Signature   Date

Appendix Q

Fall 20XY

Dear _____,

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

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

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

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

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

Comments/Recommendations: