School Psychology Handbook

Introduction

WELCOME to what we believe is among the best school psychology programs in the nation -- a claim based on an established history of attracting, and graduating, outstanding students. We hope you will find that our small, selective program is characterized not only by outstanding students, but also by a highly productive and caring faculty of excellent teachers and researchers. The purpose of this handbook is to provide you with information regarding the procedures and requirements for completing either the specialist program or the Ph.D. program in education with a specialization in school psychology and to help guide you to resources that should be helpful to you at the university.

Please note that the school psychology "program" at the University of Delaware actually consists of two separate, yet closely interrelated, programs: the specialist program and the Ph.D. in Education program with a specialization in school psychology. Because the two programs share many goals, courses, and requirements, they are often referred to as one program, including within this handbook.

The specialist program has been approved by the National Association of School Psychologists since 1994, while the doctoral program received full approval during the summer of 2007. Although the two programs have many courses in common, the Ph.D. program provides greater breadth and depth in knowledge domains and competencies, particularly in research skills. Both programs are based on the *Standards for Graduate Preparation of School Psychologists* developed by the National Association of School Psychologists (2010).

In order to become familiar with these two programs, read all sections of this electronic handbook thoroughly. Throughout the handbook references will be made to the University's Official Student Handbook, the Graduate Catalog, and the Policy Guidelines for the Doctorate of Philosophy in Education. You should be familiar with all of these documents. Each contains important information not found in this handbook. Additionally, you should review the web site of the School of Education and the web site of the College of Education and Human Development (CEHD). The school psychology program is housed within the School of Education, which is one of two academic units within CEHD.

Selecting an appropriate graduate school is a decision that requires considerable deliberation. Admission to the school psychology program at the University of Delaware represents a major commitment by you and by the program's faculty. The faculty wants to attract, teach, and learn from students of high academic and professional potential. Consequently, we seek students whose likelihood of success is great - both during graduate study and throughout their professional careers. Applications for graduate study may be completed online by going to http://www.udel.edu/gradoffice/apply/.

Together with the above documents, this handbook should answer most questions you have about the program. For questions not addressed in this handbook, please see your advisor or the program coordinator. This year's program coordinator is Marika Ginsburg-Block. She can be reached by e-mail (marika@udel.edu) or phone (302-831-6631). You may also direct questions to Kathleen Minke (minke@udel.edu) or George Bear (gbear@udel.edu). We hope that your educational career at the University of Delaware is both challenging and rewarding. Again, welcome to the University of Delaware!

What Do School Psychologists Do?

The most basic function of a school psychologist is problem solving in schools. Problems may involve individuals (children, parents, or educators) or they may involve larger systems (e.g., school wide prevention programs, school community problems). Despite these varying forms, all problems or issues must be assessed systematically and interventions must be developed in ways that facilitate evaluation of their efficacy. This problem solving process requires multiple competencies in a wide range of functions, as outlined in the NASP *Model for Comprehensive and Integrated School Psychological Services.* School psychologists:

• *Assess children's intellectual, social, and emotional functioning*. School psychologists often are called upon to determine the significance and nature of children's problems in order to recommend and provide interventions. This requires consideration of multiple contributing factors, including the child's behavior, thoughts, and feelings and their interaction with the school and home environments. Assessment requires skills not only in administering and interpreting individual tests of intelligence, academic achievement, and social and personal functioning, but also skills in classroom observation, clinical interviewing, curriculum-based assessment and measurement, and response to intervention methodology. More importantly, it requires the ability to integrate information from multiple sources in a manner that leads to interventions that effectively address children's problems. In providing these skills, during the first year in the program students must complete courses covering assessment of cognitive ability, social-emotional and behavioral skills and academic achievement. In addition, in their second semester on campus, students complete an extensive assessment-focused practicum that requires two days per week (working under supervision) in the schools.

• *Design and implement interventions for promoting children's academic, cognitive, social, and emotional development*. The primary purpose of assessment is to guide intervention. School psychologists play either a direct or indirect role in the delivery of interventions. For example, school psychologists often work directly with children in counseling or social skills training; they also help children by planning and coordinating interventions that are implemented primarily by others (e.g., remedial instruction, family counseling, and changes in the learning environment). In most cases, children's problems call for multiple interventions, particularly those based on modern theories in psychology that have been shown to be effective. In preparing for the role of interventionist, students in the school psychology program take courses in applied human development, counseling, consultation, and a methods course on instructing exceptional learners. Practicum components are included in most courses. Additionally, students are required to complete practica during their third and fourth semesters (two days per week each semester), in which intervention skills are emphasized.

• *Consult and collaborate with parents, teachers, and others.* When assessing problems and providing interventions, it is critical that school psychologists work effectively with others. This entails problem solving consultation and collaboration with parents, regular education teachers, special education teachers, administrators, school counselors, physicians, clinical psychologists, etc. Effective consultation requires not only a broad base of knowledge in psychology and education, but also important interpersonal and problem solving skills that are developed and practiced through coursework in consultation and family-school collaboration and through field experiences.

- *Design and implement comprehensive prevention and intervention programs for children, school personnel, and parents.* Many school psychologists are called upon to assist in the development of school-based preventions and interventions, such as school-wide positive behavioral supports; programs for preventing and responding to discipline problems, school violence, suicide, non-completion of school, and substance abuse; and programs for promoting conflict resolution, friendships, and student achievement. This role includes needs assessment and evaluation components, as well as the provision of training opportunities for teachers and parents. Several courses help prepare students for these functions, including a course in research and evaluation at the specialist level and multiple research courses at the doctoral level. Moreover, these functions are expected of students in several other courses as well as in the required full year internship. During their internship students must develop a portfolio documenting their competencies in this area, as well as each of the areas above.

- *Conduct research and evaluation in psychology and education.* The scientist/practitioner model assumes that school psychologists will contribute to the knowledge base in psychology and education. Such contributions include reports of intervention effectiveness using either single subject or group research designs, the development and/or validation of psychoeducational instruments, in-depth examination of educational policies as well as more traditional experimental studies of development and behavior. This function receives greatest emphasis at the doctoral level, as reflected in required doctoral seminars, and extensive coursework in research and statistics, supervised research, a research portfolio, and the dissertation.

For more information about school psychology as a career, you may be interested in consulting these resources:

- [The National Association of School Psychologists](#)
- [U.S. News on Best Careers](#)

Why Choose the University of Delaware?

There are many outstanding school psychology programs in the nation. For the following reasons, we hope you will agree that we are among them:

- *A highly productive and nationally visible faculty.* Three professors are assigned full-time to the school psychology program. Adjunct faculty and faculty in other program areas (e.g., special education, measurement) also teach courses in the program. Faculty publish in the major journals in school psychology, developmental psychology, educational psychology, and special education and have assumed leadership roles in school psychology at the national and state levels. For example, during the 2010- 2011 school year, Kathy Minke served as President of the National Association of School Psychologists (NASP) and Marika Ginsburg-Block served as President of the Delaware Association of School Psychologists (DASP). Dr. George Bear serves on the editorial boards of School Psychology Review, School Psychology Quarterly, Journal of Educational and Psychological Consultation, and the Journal of School Violence.

- *A small, talented, body of students*. Each year, 8-10 outstanding students are admitted to the

specialist level. Currently, approximately 30 full-time students (including interns) are enrolled. We expect to admit only 2 students each year at the doctoral level. As a result, classes are very small, fostering not only quality instruction but also the development of close student/student and faculty/student relationships.

- *A course of study that emphasizes practice, research, and theory.* The program balances applied skills with related knowledge of research and theory. Unlike many other programs, students acquire approximately 1,800 hours (2,200 for doctoral students) of field experience through practicum and internship experiences in diverse settings. Although most hours are spent in culturally diverse public schools, students sometimes work in alternative programs, and various other settings committed to the mental health and education of children and families, including schools for low incidence disabilities. In each of these settings students apply and extend the knowledge and skills learned in their coursework. Further, in each setting students gain greater recognition and appreciation of individual differences. Note that our practica requirements greatly exceed those required by most other training programs and our students have viewed this as a major strength of our program.

- *Financial support.* Nearly all specialist level and all doctoral level students have received financial support through assistantships or tuition scholarships over the past 20 years. Decisions regarding financial support are made annually and are based on availability. Additionally, all in-state interns have been offered a stipend by the school district in which they are employed. Most in-state interns are paid $18,000.

- *An excellent atmosphere to live and study.* The University of Delaware consistently ranks among the top universities in the nation, offering exceptional library and technology resources as well as an attractive learning environment. UD's School of Education is ranked 35th for best graduate programs in education in by *US News and World Report* (2016). If you have not visited yet, you should do so. We think that you'll agree that the colonial-style campus is among the most attractive in the nation.

Philosophy and Goals

The school psychology program at the University of Delaware was established in 1981, with the first class consisting of two students admitted in the fall of 1982. From 1981 to 1983, the program had two part-time faculty members in school psychology. At that time it was envisioned that the program would train school psychologists for the state of Delaware, and would eventually become nationally accredited. The program gained approval from the National Association of School Psychologists in 1994. Currently, the 3-year program has three full-time faculty members in school psychology and an enrollment of around 30 full-time students and no part-time students.

The program is grounded in the scientist/practitioner model in psychology, and committed to the conceptual framework for all professional education programs at the University of Delaware. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. The candidates in our programs will implement best practices and recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic

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contexts. Candidates will embody three qualities as they move on their trajectory to become professionals: knowledge and skills, leadership and commitment to equity. Consistent with this framework, school psychology students are provided with a strong foundation in psychological and educational theory and research and are trained to use a collaborative, data-based problem solving approach when applying this foundation to help solve social, emotional, and academic problems faced by children, schools, and families. In addition to gaining theoretical and empirical knowledge, students acquire competencies in multiple skill areas, a problem solving mindset, and sensitivity and respect for cultural and individual diversity. Consistent with the scientist/practitioner model and a leadership role, students are also expected to contribute to the knowledge base in psychology and education -- an expectation that is most clear in the doctoral program. The program's philosophy is reflected in the following goals:

1. Students will adhere to the highest standards of ethical, legal and professional conduct and will demonstrate respect for the dignity, worth, and individual differences of children, families, and educators of all cultures and backgrounds.

2. Students will use multiple methods of gathering reliable and valid data, including appropriate technology, in the design and implementation of a variety of empirically-supported interventions for addressing problems faced by children, schools, and families.

3. Students will acquire an in-depth understanding of modern theories and research in the cognitive, academic, physical, social, and emotional development of children, including knowledge of family and school systems, as well as knowledge of individual differences and diversity, and will apply this knowledge to the practice of school psychology.

4. Students will develop a strong knowledge base specific to the profession of school psychology including its history and foundations, the various roles and functions of school psychologists, and models by which services are delivered.

5. Students will acquire and apply specific competencies in school psychology to support development of academic skills through assessment, consultation, prevention, and direct interventions, while using an ecological, problem-solving approach in the delivery of psychological services in schools.

6. Students will acquire the knowledge and skills necessary to collaborate effectively with others in developing and implementing comprehensive multi-tiered mental health services, especially school-based services for promoting   mental health; developing life skills; preventing and responding to crisis; and preventing social, emotional, and academic problems.

7. Students will work collaboratively and effectively with teachers, administrators, support staff, community agencies, children and their families, and others in the delivery of psychological services in the schools that have a positive impact on children, schools, families, and other consumers. This includes obtaining and applying knowledge of evidence-based strategies to support family influences on positive child development and support family-school collaboration.

8. Students will develop knowledge and skills in developing and implementing school-wide supports

to maintain positive school climates and effective learning environments for diverse learners.

An additional goal for students in the Ph.D. program is that they will conduct scholarly research in which they demonstrate competence in identifying critical problems in education and psychology, reviewing and integrating existing research, designing studies and experiments that competently address such problems, collecting and analyzing data using a variety of modern statistical procedures, and formally communicating results to other researchers and practitioners.

School Psychology Specialist Program Requirements

The specialist program requires three years of full-time study. With special permission from the student's advisor and program coordinator, the equivalent of one year of coursework may be completed part-time. Upon completion of the first year of coursework (30 credits) and passing of a comprehensive exam, students are awarded a master of arts (M.A.) in School Psychology. All students are expected to continue their studies to earn the educational specialist degree in school psychology, which requires 30 additional credits including a 1,200- hour internship. It is only upon completion of the full 60-hour integrated program that a student is eligible for certification as a school psychologist in Delaware as well as most other states. The program is highly structured and follows the specific sequence below; course descriptions may be viewed in Appendix F.

Coursework for Specialist Students

First Year (Master's Level)

During the first year, students complete the following coursework during the Fall, Spring, and Winter session. During the session in which they take their final course, they become eligible to take the comprehensive exam. Passing this exam qualifies students to receive the Master's degree.

Fall Semester (12 credits)
EDUC 618: Introduction to School Psychology
EDUC 663: Counseling Skills Laboratory
EDUC 817: Individual Intelligence Testing
EDUC 744: Educational Measurement and Progress Monitoring

Winter Session (6 credits)
EDUC 814: Psychological Assessment of Children
EDUC 623: Applied Human Development

Spring Semester (12 Credits)
EDUC 671: Practicum in School Psychology
EDUC 679: Instructing Elementary/Middle Schoolers with Mild Disabilities
EDUC 830: Consultation and Intervention: School Discipline
EDUC 870: Child Neuropsychology **OR** EDUC 842: Assessment of Special Populations

Second Year (Specialist level)
In the second year, students complete the following specialist coursework, which includes the practica:

Fall Semester (12 credits)
- EDUC 831: Advanced Counseling Techniques
- EDUC 671: Practicum in School Psychology
- EDUC 691: Applied Statistics and Research Design
- EDUC 813: Child Psychopathology

Spring Semester (12 Credits)
- EDUC 671: Practicum in School Psychology
- EDUC 651: School-Based Family Issues and Interventions
- EDUC 841: Consultation and Intervention: Mental Health
- EDUC 870: Child Neuropsychology **OR** EDUC 842: Assessment of Special Populations

Third Year (Internship)
During the third and final year of the school psychology specialist program, students complete the following requirements:

- Enroll in EDUC 688: Internship in School Psychology, for 3 credits or 6 credits per semester
- Pass the PRAXIS Exam in School Psychology
- Complete the portfolio and have it approved
- Complete the Application for Advanced Degree for conferral of the specialist Degree

Note: Students registered for EDUC 688/888 should be considered "full- time students" for the purpose of deferring student loans. Students are responsible for determining their loan status.

Minimum GPA of 3.5
Students must maintain a minimum cumulative grade point average of 3.5 to be eligible for the master's and specialist degree [NOTE: the PhD requires a minimum GPA of 3.0]. Students also must obtain a grade of B- or higher in each practica in order advance to the next level of the program. Additionally, a grade of B- or higher is required during each semester of the internship in order to complete the program and receive the specialist degree. Note that proficiency in oral and written expression in English is among the requirements in practica and the internship and additional competencies are required for completion of the internship.

Comprehensive Examination
The comprehensive examination is administered to first-year specialist students, usually during the last week of the spring semester. Alternate exam times are sometimes arranged for students who wish to participate in winter or summer graduation. The exam consists of several essay questions covering material from first-year courses. Successful completion of the exam and coursework results in the Master of Arts degree. The exam is graded by two or more members of the school psychology faculty. Student identities are masked for the purpose of exam grading. Students failing the exam are given the opportunity to take a second exam. At the discretion of the faculty, this second exam may cover all or part of the first year course material and may be written and/or oral. Students must pass the second administration in order to continue in the program.

Filing for a Master's or Specialist Degree

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" form to the Administrator for Graduate Student Academic Affairs in the Office of Graduate and Professional Education. Application forms are available online (http://www.udel.edu/gradoffice/). The application deadline for May graduation is Feb. 15. The application must be signed by the candidate's advisor (or program coordinator) and the School of Education's director. An application fee must be submitted along with the application. *When completing the application for the Master's Degree, be sure to also complete the necessary form to change your status from master's degree to specialist degree.* This is important because otherwise the University will no longer consider you as a student, since you received your degree.

Residency Requirement
All students must complete a full-time residency. Minimally, at the specialist level, students are required to spend one, continuous year (fall semester, spring semester) of full-time course work in the program. This does not include the internship. Full-time work is defined as completing nine credit hours per semester. It is strongly recommended that both years of coursework be completed on a full-time basis.

School Psychology Doctoral Program Requirements

The doctoral program yields a Ph.D. in Education with a specialization in School Psychology. Consisting of a minimum of 109 credit hours, the program is designed to be completed in five years, although students often prefer six years (i.e., completing their dissertation prior to the internship). In addition to being awarded the Ph.D. upon completion of all program requirements, students are awarded the specialist degree in School Psychology. Ph.D. requirements are presented below. This information is consistent with the *Policy Guidelines for the Doctorate of Philosophy in Education* developed by the faculty in the School of Education. Students should obtain a copy of the *Policy Guidelines* and make sure that their course of study conforms to the *Guidelines*.

Students who already have a master/s or specialist degree in school psychology may incorporate previous coursework into their Ph.D. studies. However, all course waivers and substitutions must be approved by the student's advisor and the faculty of the school psychology program. Faculty may require demonstration of specific competencies prior to waiving courses (e.g., submission of a written psychoeducational evaluation or video demonstrating counseling skills). Doctoral students who have already completed a 1,200 clock hour school-based internship may complete a pre-doctoral internship in a non-school setting (consisting of a minimum of 750 clock hours).

In addition to the masters and specialist courses, students in the Ph.D. take a set of common core content and methodology courses (EDUC 805, 806, 850, 856). They also take at least 9 credits in a research methods core; school psychology students are generally expected to take the quantitative core. They must take at least two elective courses from other specialization areas within the Ph.D. program; school psychology students often take additional research methodology courses to fulfill this requirement. At least 4 credits of research colloquia are also required.

The schedule below is a *sample only*. PhD students must work closely with their faculty advisors in planning their programs of study. Not all courses are offered every year. See the PhD in education web page and policy document for details. The following samples assume that students will choose

the quantitative methods core.

Doctoral Level Curriculum

Sample program of study

Fall of Year 1
• EDUC 618: Introduction to School Psychology
• EDUC 805: Proseminar I
• EDUC 850: Methods of Educational Research I (Qualitative)
• EDUC 840: Research Colloquium Series (1 credit)

Spring of Year 1
• EDUC 806: Proseminar II
• EDUC 856: Methods of Educational Research II (Quantitative)
• EDUC 679: Instructing Elementary/Middle Schoolers with Mild Disabilities
• EDUC 830: Consultation and Intervention: School Discipline
• EDUC 840:   Proseminar Exam

Fall of Year 2
• EDUC 663: Counseling Skills Laboratory
• EDUC 817: Individual Intelligence Testing
• EDUC 744: Educational Assessment and Progress Monitoring
• EDUC 874: Applied Multivariate Data Analysis (quantitative core course)
• EDUC 840: Research Colloquium Series (1 credit)

Winter Session of Year 2
• EDUC 814: Psychological Assessment of Children

Spring of Year 2
• EDUC 671: Practicum I in School Psychology
• EDUC 968: Supervised Research or Elective approved by advisor
• EDUC 812: Regression Methods in Education (quantitative core)
• EDUC 870: Child Neuropsychology **OR** EDUC 842: Assessment of Special Populations
• EDUC 840: Research Colloquium Series (1 credit)

Comprehensive Exam in School Psychology

Master's Degree Conferred

Fall of Year 3
• EDUC 671: Practicum II in School Psychology
• EDUC 831: Advanced Counseling Techniques
• EDUC 813: Childhood Psychopathology
• EDUC 968: Supervised Research or Elective approved by advisor

Spring of Year 3
• EDUC 671: Practicum III in School Psychology
• EDUC 841: Consultation and Intervention: Mental Health
• EDUC 651: School-Based Family Issues and Intervention
• EDUC 865: Educational Measurement Theory (quantitative core)

Fall of Year 4
• EDUC 968: Supervised Research or Electives*
• EDUC 832: Advanced Practicum in School Psychology (may take fall or spring)

Spring of Year 4
• EDUC 968: Supervised Research or EDUC 964: Pre-candidacy or EDUC 969: Doctoral
  Dissertation
• EDUC 832: Advanced Practicum in School Psychology (may take fall or spring)
• EDUC 842: Assessment of Special Populations **OR** EDUC 870: Child Neuropsychology

Fall of Year 5
• EDUC 888: Internship
• EDUC 969: Doctoral Dissertation

Spring of Year 5
• EDUC 888: Internship (1,500 clock hours)
• EDUC 969: Doctoral Dissertation

* Doctoral students are expected to take an 800 level Developmental course. One example of such course is *HDFS803 Human Development in Lifespan Perspective*. The EDUC623 course may be used only in circumstances when an 800 level course is unavailable.

PRAXIS Exam in School Psychology

Ph.D. Conferred

Minimum GPA Requirement
Doctoral students must maintain a GPA of 3.5 in school psychology courses required of the master's degree and specialist degree, and a GPA of 3.0 in additional doctoral-level courses. Students also must meet all other requirements of the specialist degree and the Ph.D. in Education, including the following scholarly apprenticeship requirements.

Scholarly Apprenticeship Requirements
All Ph.D. students will submit evidence of the following accomplishments to the school psychology faculty, and a copy of the supporting documentation will be placed in their file in the School of Education Graduate Studies Office.

1. *Research Forum:* Research experience is to begin in students' first year and continue throughout the program. The College sponsors a yearly Research Forum in which all doctoral students are expected to participate. Others, such as faculty, master's students and undergraduates

seeking an honors degree are also invited to participate. All doctoral students participate according to the following schedule: first year students attend other students' presentations; second year students present a poster session; third and fourth year students present a paper.

2. *Peer-reviewed paper:* At least one paper must be submitted for publication to a peer- reviewed journal where the student is a co-author. The submitted article will serve as evidence of this accomplishment.

3. *Conference presentation:* Students must present their work at a national conference in the student's area of expertise. A copy of the conference program will serve as evidence of the accomplishment.

4. *University teaching:* Students must develop skills in university teaching. This requirement can be fulfilled by teaching as instructor of record, either as part of a teaching assistantship or s-contract, or by co-teaching or apprentice teaching with a faculty member for credit through independent study. Students are encouraged to participate in workshops offered by the Delaware Center for Teaching and Learning while fulfilling this requirement.

Individual Program Plan

By the beginning of the third semester of enrollment, students will write an Individual Program Plan (IPP) that must be approved by the student's advisor. The IPP will include a listing of the courses the student plans to take to fulfill research methods core requirements, electives and specialization area requirements, and it will outline a timeline of research the student intends to undertake. Students are expected to ensure that their IPPs are completed on time, conform to policy requirements, and are on file in the SOE Director's Office.

Annual Review of PhD Students

The specialization area faculty completes an annual review of each student's academic progress. The review will include an assessment of the student's performance in classes, their progress in completing IPP goals and the Scholarly Apprenticeship requirements, and the quality of their work in teaching or research assistantships. Prior to review by the program area faculty, the student will complete the Annual Appraisal form under the supervision his or her advisor, including input from the student's assistantship supervisor, and submit the completed form to the specialization area coordinator for the area's review. The student, the student's advisor, and the PhD Program Coordinator will be informed in writing about the results of the review. The student's advisor is responsible for ensuring that the program area review is discussed with the student.

Residency Requirement

All students must complete a full-time residency. For students in the Ph.D. program, the University requires that the doctoral program be completed within ten consecutive semesters for students admitted with a master's degree and within fourteen consecutive semesters for students admitted without it. Full time study throughout the program is strongly encouraged. Students who can devote full time to their program should earn the doctorate within five years. For students entering the Ph.D. program who have already completed all requirements of the specialist program, the first two years

of study must be completed as a full-time student.

School Psychology Practica

Three carefully constructed practica (3 separate courses for a total of 9 credits) are a part of every student's program. The first practicum course orients students to the educational process and focuses on assessment skills. In addition to administering and interpreting a variety of assessment tools, students implement an academic intervention with an individual child, and conduct a functional behavior assessment linked to intervention. In the second and third practica, students refine their assessment skills and develop expertise in direct and indirect interventions (e.g., individual and group counseling, teacher and family consultation, design and implementation of behavior management programs, social skills training).

Doctoral students take a fourth semester of practicum, typically during the fourth year of the program. This practicum is individualized to the student's goals and training needs. It may be completed in a school or non-school setting, such as programs for children with physical and/or sensory impairments, alternative schools, schools for children with autism or other severe disabilities. Students interested in a particular area should discuss possible placements with the University practicum supervisor.

Additional practicum experiences are embedded in several of the content-based courses. For example, during the first semester students shadow and interview a school psychologist and administer a variety of intelligence tests.

Practicum assignments are made by faculty to ensure that students gain experience with children a variety of ages, cultures, and disabilities. Practica require 2 full days per week and typically are completed in regular school settings. Supervision is provided on-site by a certified school psychologist; students also attend weekly group supervision meetings with a University faculty member.

Students should read and be thoroughly familiar with the program's Practicum Guidelines. The Field Experience Checklist and Evaluation Form is used to plan field experiences during each semester of practicum. It is also used for mid-term and final evaluation by your on-site supervisor.

School Psychology Internships

For students in the specialist program, an internship is completed in the third year of training. Doctoral students typically complete the internship during the fifth year in the program. The objective of the internship is to insure competency and integration of knowledge and skills in all domains of school psychology and to broaden such knowledge and skills.

The internship is a culminating experience during which students not only continue to develop a full range of competencies across all domains of school psychology practice, but more importantly demonstrate the integration and application of such competencies. The internship requires full-time participation, five days per week for one academic year. Interns must log a minimum of 1,200 clock hours (1,500 for Ph.D.). Internship sites follow guidelines established by the National Association of

School Psychologists, as outlined in the [Internship Guidelines](#).

A plan of objectives and activities, which are consistent with goals of the program, are delineated and evaluated on the [Field Experience Checklist and Evaluation Form](#). As described in the [Internship Guidelines](#), a written contract between the university, internship site, and intern must be formalized prior to beginning an internship. This contract states the responsibilities of the training program, the internship site, and the intern. The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance. Students typically handle a case load roughly half of that required for a certified school psychologist. They must participate in a minimum of 4 hours of weekly supervision from a certified school psychologist (or someone with other appropriate credentials for placements in non-school settings) and log at least 1,200 clock hours (1,5000 for Ph.D.) that document a full range of experiences and services with a diverse population of students. During the internship, competencies in the domains of school psychology are assessed not only by field supervisors using the Field Experience Checklist Evaluation Form, but also by the University supervisors' evaluation of a comprehensive portfolio that includes counseling and consultation videos, a psychological report, two comprehensive case studies (documenting positive outcomes), documentation of professional development activities, and a PowerPoint presentation (to school psychologists and students) on a system-wide intervention or evaluation project that they completed.

Finding an appropriate internship site is the joint responsibility of the university supervisor and the student. While every effort is made to arrange for a paid internship, paid internships are not guaranteed. However, over the past twenty years all in-state interns have been offered paid internships (currently averaging about $18,000). While most students have completed their internships in Delaware, others have gone to Maryland, New Jersey, Alaska, Colorado, Connecticut, Florida, Illinois, Iowa, Massachusetts, Michigan, New York, North Carolina, Pennsylvania, Texas, and Virginia.

Placements must be approved by the university supervisor. Although the supervisor attempts to place interns in locations that they most desire, the program's obligations to local school districts must be respected. As such, the University may require that an internship be completed in a local school district. Likewise, *quality* of the site is always considered to be more important than a high salary.

Students should become thoroughly familiar with the [Internship Guidelines](#) (Appendix D) prior to beginning their internship search. Assistance with finding internship sites is provided during group supervision meetings in the third practicum.

School Psychology: Getting Started

Beginning your first semester in the program can be a very busy time. Here are some tips to help make the beginning of the semester less hectic.

- Before the semester begins, contact your advisor to arrange a brief meeting and discuss courses you will be taking. Registration can be done online, but check with the program coordinator, Dr. Ginsburg-Block, before registering online. Unless there are special circumstances (e.g. transfer of credits, etc.), specialist students should register for the courses as presented

previously in the curriculum. Doctoral students should consult with their advisors prior to registration.

- If you have an assistantship, be sure that all required forms are completed as soon as possible (in order to be paid!). Contact Mr. David Hannah (dhannah@udel.edu, 302- 831-2394) for such forms. Also, be sure to contact your assistantship supervisor as soon as possible to be sure your start dates are arranged.

- Marika Ginsburg-Block is the current program coordinator. At the beginning of the semester, inform her of your local phone number, address, and e-mail address via email to marika@udel.edu. Keep her informed of any changes.

- Every school psychology student has a mailbox located in Willard Hall Education Building, Room 210B. This is the primary place where faculty will place memos, your papers, etc. Check your mailbox on a regular basis. You will be given a key to the mailroom and to the building (a deposit is required). Please be sure to return these keys at the end of your internship.

- Go online and join the National Association of School Psychologists as a student member (http://www.nasponline.org/). Not only is membership a bargain for students, but is a professional responsibility. Also, be sure to join the Delaware Association of School Psychologists (applications are available online at http://dasponline.org/).

Advisors

Each student admitted to the specialist program in school psychology is assigned an academic advisor at the time of admission. Because courses in the specialist program are predetermined, and set in a specific sequence, there seldom is a need to meet with your advisor before registering. If you have questions, however, be sure to see your advisor or the program coordinator.

Students in the Ph.D. program are assigned both a primary and secondary advisor at the time of admission. Every attempt is made to match the research interests of students with those of their advisors. However, there is no guarantee that the advisor initially appointed will eventually oversee the student's dissertation research. Students are free to seek new advisors if their interests or the interests of their advisors change. When students desire to change advisors, they should discuss this with their current advisor and the program coordinator.

School Psychology Financial Aid

Nearly all specialist level and all doctoral level students have received financial support through assistantships or tuition scholarships over the past 20 years. Decisions regarding financial support are made annually and are based on availability. Over the past five years, 100% of students in the school psychology program have received either a teaching assistantship, service assistantship, or a research assistantship. Students with these positions receive approximately $18,000 in stipend support per year and 50-100% tuition remission. Although every effort is made to find assistantships for returning students, students receiving an assistantship one year are not guaranteed support the

next year. However, all full-time Ph.D. students in good standing typically receive financial support for four consecutive years (and may petition for a fifth year, if needed).

Please note that assistants are expected to work 20 hours per week during each week (except holidays) of the fall, winter and spring semesters. Review your contract for details.

Assistantships typically are housed in various research and teaching centers associated with CEHD and the School of Education. Centers that often award assistantships to school psychology students are the Center for Disabilities Studies, the Center for Educational Research and Development, and the Delaware Center for Teacher Education.

For questions or concerns about assistantships and fellowships, please contact Christina M. Johnston, MPA (cmj@udel.edu), Assistant Dean, Graduate Services. She is responsible for coordinating assistantships. Many assistantships require individual interviews, others are arranged by the Assistant Dean.

Students who do not receive an assistantship often work part-time. We strongly recommend that students do not work more than 20 hours per week. Schedules must accommodate the need to be free two full days each week during semesters when students are in practicum.

Housing

Most graduate students at the University of Delaware live off-campus. An off-campus housing listing is provided by the Office of Housing Assignment Services, which is located at 5 Courtney Street (off of Academy Street; across the street from the Student Center Parking Lot exit). They maintain a list of housing on Places4Students.com.

A limited number of on-campus graduate apartments are available for married and single graduate students. For information, go to http://www.udel.edu/reslife/.

In looking for shared housing, new school psychology students are encouraged to contact current students in the program.

School Psychology Student Progress Assessment

The school psychology program seeks candidates for admission with qualities that will enable them to become outstanding school psychologists. School psychologists must have the skills to analyze educational problems at all levels of the system; design, implement, and evaluate interventions to prevent or solve these problems; and collaborate with families, educators, and community members to promote healthy educational and psychological outcomes for all children. Therefore, we seek candidates who demonstrate the following dispositions:

- Approach new experiences with initiative, enthusiasm, flexibility, dedication, and willingness to learn.
- Engage in thoughtful analysis of performance, seek feedback, and incorporate suggestions into work.
- Are eager to learn, recognize that learning is never completed, and are committed to lifelong

professional development.

- Demonstrate excellent critical thinking and writing skills.
- Demonstrate responsibility, trustworthiness, reliability, cooperation and respect of others.
- Enjoy working with children, parents, and educators.
- View all children, families, and educators as having strengths and a capacity to learn and change.
- Embrace diversity as a source of enrichment rather than deficit; treat others with respect and a desire to understand their points of view.
- Are committed to ethical practices and to serving as agents of renewal and change within schools and communities.
- Value working collaboratively with students, families, educators, and the wider community in the pursuit of common goals.
- Understand that practice must be based in sound scholarship, viewing themselves as both producers and consumers of scholarly knowledge.
- Are committed to the profession of school psychology and seek to make contributions to the field.

Admissions Assessment Process
Several basic considerations guide the admissions process:
- Evidence of the dispositions cited above in the applicant's written statements, letters of recommendation, and interview.
- A minimum grade point average of at least 3.0 in all undergraduate and graduate course work. (Note, however, that most admitted students have a GPA above 3.2 and the average is 3.5.)
- A grade point average of at least 3.0 in all graduate work completed.
- Submission of GRE verbal, quantitative, and writing scores. (Note that the scores of students admitted into the program during the past few years have averaged well above the mean)
- Submission of three letters of recommendation.
- Submission of TOEFL scores for foreign students.

Students' applications for the Ed.S. Program are due **January 15** (applications to the Ph.D. Program are due **December 15**) and are reviewed by at least two faculty members. Approximately 20 of the most promising candidates are selected for personal interviews. Candidates' grades, test scores, letters of recommendation, and personal statements are reviewed for evidence of the qualities and dispositions listed above.

All students are interviewed prior to admission. The interview process consists of three components. First, students participate in a small group orientation (usually about 8-10 students are included in a group). During this process, candidates introduce themselves to each other, listen to a presentation about the program from faculty, and ask questions about the program. Second, candidates participate in a series of 15-20 minute interviews with at least two individual faculty members. Third, candidates have the opportunity to talk with current students in the program (while taken on campus tour, during lunch, and during other scheduled times).

Following the interview, each applicant is rated by 2-3 faculty members and evaluative comments from current students are solicited. Candidates are then 1) offered admission, 2) placed on the

waiting list, or 3) not accepted. Each year's entering class consists of 8-10 specialist students and 0-2 doctoral students.

Assessment Process in Coursework and Practica

Figure 1 outlines the assessments that occur periodically throughout the program. At the close of the first year and in each subsequent semester, and in accordance with procedures established by the Faculty Senate, the faculty in the school psychology program will evaluate the progress of each graduate student toward meeting the academic standards of the program. The outcome of these evaluations will be shared with students, including meetings with individual students, as needed. As shown in the figure, in addition to graded coursework (which includes the assessment of knowledge, as well as specific performance-based skills in several courses that involve course-linked practicum experiences), students' progress is evaluated through a comprehensive exam and performance in three separate practica (four for doctoral candidates) and an internship. Field-based school psychologists/supervisors play an active and critical role in the evaluation process.

At any decision point, a student may not be permitted to progress to the next level if satisfactory performance has not been demonstrated. The Field Experience Checklist and Evaluation Form, which is completed by field-based supervisors, outlines procedures for evaluating progress in practicum and internship experiences. More details are in the practicum and internship guidelines and course syllabi.

Throughout coursework and field experiences, students must adhere to the University's Code of Conduct, which is published in the Official Student Handbook. Additionally, students are expected to know the ethical standards of the National Association of School Psychologists and abide by them. Procedures for evaluating professional and ethical standards are directly linked to both the University's Code of Conduct and the ethical standards established by the National Association of School Psychologists.

As students progress through the program, their progress in assessment, counseling, and consultation is evaluated using specific rubrics (Appendix E). Note that similar evaluation tools are used throughout the program; however, students' performance is evaluated relative to their levels of training. That is, the performance considered "adequate" for each element is gradually increased over the course of the program.

These rubrics are used, at a minimum, within one formal course or practicum, and the internship portfolio. Additional information about the performance-based assessments can be found in the Practicum Guidelines and Internship Guidelines. Note also that the student gives feedback to the program regarding each semester's practicum placement using the Site Evaluation Form.

As described previously, students are required to pass the comprehensive exam in school psychology in order to receive the Masters degree and advance to the second year of the program (or third year for Ph.D. students).
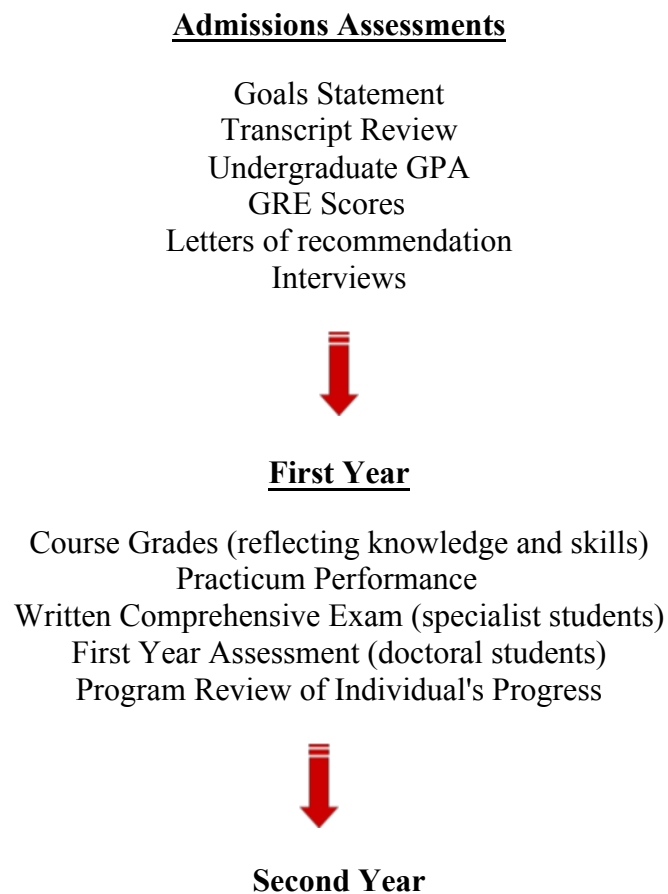
Internship Assessment Process

Interns at both the specialist and doctoral levels must satisfactorily complete internship portfolios consisting of a comprehensive psychological report, two comprehensive case studies that links

assessment to an effective intervention, demonstration (via recordings) of effective counseling and consultation skills, documentation of professional development activities, and a program development/evaluation "special project" that demonstrates systems-level involvement in a prevention program, curriculum program, or program evaluation. Portfolio items are evaluated by two university supervisors. Interns also are evaluated by their field supervisors using the Field Experience Checklist and Evaluation Form at the close of each semester of internship for the purpose of assessing skills in all domains of school psychology practice. Internship logs, submitted the first of every month, also are evaluated by the university-based supervisor and feedback on the logs is given to the intern.

Additionally, interns are required to achieve a passing score (147) on the National School Psychology Examination administered by the Educational Testing Service. The School Psychologist test, code 5402, is administered through the Praxis Series of Educational Testing Service. Information about the test and available test dates are available on the NASP web page and the Delaware Department of Education's web site.

Finally, each intern participates in an exit interview with one or more program faculty to evaluate progress, plan for ongoing professional development, and offer feedback on strengths/weaknesses of the program.

Figure 1. Assessment of Students in the School Psychology Program: From Admissions to Employment

Admissions Assessments

Goals Statement
Transcript Review
Undergraduate GPA
GRE Scores
Letters of recommendation
Interviews

First Year

Course Grades (reflecting knowledge and skills)
Practicum Performance
Written Comprehensive Exam (specialist students)
First Year Assessment (doctoral students)
Program Review of Individual's Progress

Second Year

Course Grades (reflecting knowledge and skills)
Practicum Performance
Program Review of Individual's Progress
Professional Dispositions of Effective Educators Form
Written Comprehensive Exam (doctoral students)

Subsequent Years of Course Work (Doctoral Students Only)

Course Grades (reflecting knowledge and skills)
Practicum Performance
Scholarly Apprenticeship Requirements
Dissertation Proposal Defense
Dissertation Defense

Internship (Both Specialist and Doctoral Students)

Internship Performance
Portfolio Review
National Exam in School Psychology
Exit Interview
Professional Dispositions of Effective Educators Form

Assessment Process of Interpersonal and Professional Competencies
Because all candidates will be working and collaborating with students, families, teachers, and administrators, the program recognizes the importance of interpersonal and professional competencies, in addition to traditional academic skills. These competencies are carefully monitored by faculty and site supervisors through course work and practicum experiences and evaluations. At the conclusion of second practicum and of internship, students will be evaluated by their site supervisors according to the 'Professional Dispositions of Effective Educators Form,' which assesses the interpersonal and professional dispositions of students that are necessary to be effective in today's schools. In accordance with the Professionalism Policy for Professional Education Programs at the University of Delaware, all students must review the new policy and complete the Signature of Professional Education Candidate form prior to participating in any field experience. More information can be found on the Office of Clinical Studies website at http://www.udel.edu/ocs/.

When problems are noted, one or more faculty members will meet with the student, inform him/her of the nature of the concerns, and assist the student in developing a remediation plan, if necessary. Interpersonal and professional difficulties subject to remediation plans may include (but are not limited to): accepting and utilizing feedback in supervision; developing and maintaining productive working relationships with faculty, peers, colleagues and clients; and behaving ethically and professionally (including all of the professional behaviors listed in the Field Experience Checklist) in practicum and classroom environments. In addition, personal or mental health problems that interfere with the quality of a student's work may be subject to the provisions of this policy. Remediation plans may include (but are not limited to) additional practicum experiences, additional practicum supervision, personal therapy, and/or a leave of absence.

If the concern is not satisfactorily remediated as agreed upon by the student and faculty member(s), written notification will be mailed to the student with details of the reasons for possible dismissal from the program. The student will have two weeks to prepare a response to such notification and to ask for a formal review by the school psychology faculty. At such a review meeting, the faculty and student will both have the opportunity to present their perceptions of the situation. The faculty committee will then make a final determination regarding dismissal.

Procedures for Dismissal from the Program

If in the professional judgment of the school psychology faculty a student has failed to make satisfactory progress toward meeting the standards of the program, the faculty may vote to dismiss that student from the program. Rarely have students been dismissed. Dismissal may occur for the following reasons: (a) failure to maintain the required GPA, (b) failure to complete practicum requirements, (c) ethical violations (e.g., plagiarism, cheating, lack of professionalism in field placements), (d) failure to pass the comprehensive exam in school psychology, and (e) serious deficiencies in interpersonal or professional competencies (as described above). When a student violates ethical standards or demonstrates deficiencies in interpersonal or professional competencies, the decision as to whether the student will be offered an opportunity to remediate deficiencies or will be immediately recommended for dismissal is solely at the discretion of the faculty.

In the case of dismissal, the program coordinator will send a report to the Office of Graduate and Professional Education that states the faculty vote on the decision causing dismissal and the justification for this action. This office will notify the student in writing when the student is being dismissed for failure to make satisfactory progress in the program.

Appeals

Students may appeal faculty decisions. Students should address requests for course waivers and appeals related to faculty interpretations of these guidelines to the School of Education Committee on Graduate Studies in Education (CGSE). Appeals of grade and decisions to dismiss students from the program follow University procedures and are handled outside the School. For these decisions, students should follow the Academic Appeals process outlined in the University Catalog. Students should keep in mind that all the regulations and guidelines in the University Catalog apply to them over and beyond the requirements in this document.

Do Not Forget!

(1) Tuberculosis Test and Background Check for Practica

In order to comply with state regulations, students must show written proof of a negative PPD Tuberculin Test before working in the schools. Students may have the test administered by their physician, a public health clinic, or at the Student Health Center on campus. There is a charge to students who have this service performed at the health center. If you use an off campus site, the results must be on file with the Student Health Center so that the Office of Clinical Studies can clear you.

Schools also require that all members of their staff, including practicum students and interns have a criminal background check completed with the Delaware State Police. The requirements for

background checks change frequently and vary by state. These checks require at least 6 weeks to complete and you will not be permitted into the schools without the appropriate clearances.

Students should consult the Office of Clinical Studies website for current details on both of these clearances, timelines for completing them, and required forms (http://www.ocs.udel.edu/). **Clearances must be updated annually.** It is the student's responsibility to make sure all required clearances are achieved in order to begin each semester.

(2) Obtain Professional Liability Insurance Coverage
It is recommended that students obtain professional liability insurance, particularly for practica and internship. Such insurance is relatively inexpensive for members of NASP. An application form is available online at www.nasponline.org.

(3) Think About Continuing Education Activities
Education is a lifelong experience. The school psychology program is committed to providing the highest quality of education. As part of this commitment, we strive to offer an active learning environment and opportunities that promote the continuing education of practicing school psychologists throughout the state of Delaware. We sometimes offer courses beyond the regular school psychology curriculum that fit the needs of professionals working in the field. These courses are generally offered during the summer. The faculty also works cooperatively with DASP to provide a high-quality, annual state convention, which students are expected to attend. Likewise, interns are required to outline their professional development goals and to document activities for obtaining these goals. Graduates are encouraged to pursue their professional development through workshops, coursework, etc. Upon graduating from the program, students should apply for national certification (NCSP), which requires 75 hours of continuing education every three years.

(4) Join Professional Organizations in School Psychology
• National Association of School Psychologists (NASP). NASP is committed to empowering school psychologists by advancing effective practices to improve students' learning, behavior, and mental health. With a membership of over 25,000, NASP is the primary professional organization for school psychologists. NASP publishes two professional journals, *School Psychology Review* and *School Psychology Forum,* and the *Communique*, a newsletter. All students are expected to join NASP as a beginning step in their commitment to continuing professional development. Our NASP student leader for the 2016-2017 school year is Rachel Salinger. As our representative, she communicates with classmates about the roles and benefits of NASP, recruits new members, and organizes a school psychology awareness week event. She also passes along resources, information and professional development opportunities related to school psychology.

    Application forms for membership are available online at www.nasponline.org .

• APA, Division of School Psychology (Division 16). With a membership of approximately 2,500, the Division has supported efforts that encourage research in the application of psychology to schooling and to improve the lives of children. Division 16 publishes a professional journal *School Psychology Quarterly*, and a newsletter, *The School Psychologist*. Doctoral students, especially, should consider joining Division 16.

- Delaware Association of School Psychologists (DASP). The Delaware Association of School Psychologists (DASP) represents approximately 100 practicing school psychologists in the state. DASP sponsors periodic workshops, dinner meetings, and an annual spring convention. All students are expected to join DASP. Membership forms are available online at http://dasponline.org/.

School Psychology Program Evaluation

The school psychology program is committed not only to assessing students in an ongoing and systematic fashion, but also to assessing the program's effectiveness. For the purpose of improving the overall quality of the program, the following performance-based measures of program effectiveness are used:

- **Course and Instructor Evaluations**. As required by the University, students complete a course and instructor evaluation form at the end of each course. Please take these evaluations seriously. Results are reviewed by the individual faculty member and by the Director of the School of Education, both of whom examine aggregated scores as well as written comments from students. This information is used not only to improve courses, but also is used to help determine the promotion and salaries of individual, full-time faculty members. Where appropriate, be sure to recommend ways that a course might be improved.

- **Evaluations of Field Supervisors**. In addition to evaluating courses and course instructors, you also are required to evaluate your practica and internship placements and the respective supervisors. Again, please take these evaluations seriously. Your evaluations are used by the university-based field supervisor and program coordinator to select and maintain quality sites. Your feedback is kept confidential, however.

- **Ratings of Students by Field Supervisors**. With regard to evaluating the effectiveness of the program, ratings of our students by their field supervisors are of critical importance. Such ratings reflect not only the competencies of our students, but also reflect the quality of the training they receive. Ratings for all skills and competencies are aggregated across students. We look closely at these ratings and attempt to make changes in our program, as needed, when a pattern of low ratings is detected across students.

- **Internship Portfolio**. The internship is a culminating experience during which students are expected to integrate and apply knowledge and skills in multiple domains of school psychology. In addition to supervisor ratings of specific skills, interns are evaluated via an assessment of a comprehensive, performance-based portfolio. The results of this assessment reflect not only the skills of our interns, but the quality of the training they receive throughout the program. As with supervisor ratings, patterns of weakness across interns indicate the need for us to make improvements in our training.

- **Exit Interviews of Interns**. Near the end of the internship, we ask interns how we might improve our program. We listen, and have made changes, based on that input.

- **National Exam in School Psychology.** This is another indicator of both student

competencies and the quality of the program. With respect to program evaluation, scores on the national exam are aggregated and closely examined.

- **Surveys of Field Supervisors.** Our field supervisors tend to represent the best school psychologists in the profession. We truly respect their feedback about students and the program. During most site visits of practicum and internship placements, we solicit such feedback. A more systematic and deliberate attempt to solicit their feedback occurs during the individual exit interview with the intern and his/her supervisor.

- **Surveys of Students and Alumni**. Periodically, we ask students and graduates to complete comprehensive surveys in which they are asked to evaluate the program and offer specific recommendations for improvement. The last survey was conducted in spring of 2015 (see Appendix G). Past surveys have led to several course changes.

- **Admissions, Graduation Rates, Paid Internships, and Employment of Graduates**. We closely examine admissions data, paying particular attention to the quality and diversity of those offered, and those accepting, admission. We also closely monitor the percentage of students who successfully complete the program (approximately 90% have done so over the past 10 years), the percentage of students receiving paid internships (100% have received paid internships), and percentage of graduates who are offered a full-time position in school psychology (100%).

- **Reviews for Accreditation**. Approximately every 5-7 years, the program is reviewed by several accreditation agencies. The most thorough and comprehensive of these reviews is jointly conducted by the National Association of School Psychologists and the Council for the Accreditation of Education Preparation (CAEP). The Delaware Department of Education also conducts a review. Both the specialist and doctoral programs have been very highly rated in these reviews.

School Psychology Faculty

Coursework in the program is integrated throughout the School of Education. Thus, faculty members in several programs, especially special education and measurement, statistics, and evaluation, contribute to the training of students in school psychology. However, three faculty members are assigned primarily to the school psychology program and advise students in the program. The primary faculty members are:

GEORGE G. BEAR, Ph.D. (U. of Virginia), Professor

Dr. Bear teaches school consultation and intervention, introduction to school psychology, and discipline and classroom management. He also supervises practicum students and interns. Before joining the University in 1985, Dr. Bear served for six years as a school psychologist and administrator of special education. For many years, he worked one day weekly as a practitioner at The College School. At the state level, since 2002 he has served as a member of the Delaware's School-wide Positive Behavioral Supports leadership team while assuming a major leadership role in the development of measures of school climate that are used in over 70% of public schools in Delaware.

At the national level, Dr. Bear has been an active member of the National Association of School Psychologists, having served as state delegate, chair of the Research Committee, a member of the Publications Board, and a member the Program Approval Board. Currently, he continues to review school psychology programs for NASP/NCATE approval and serves as team leader of the Technical Assistance Team of the NASP Graduate Education Workgroup.

Dr. Bear serves on the editorial boards of *School Psychology Review, School Psychology Quarterly, Journal of Educational and Psychological Consultation*, and *Journal of School Violence*.

His primary research interests are in the areas of school discipline and school climate. His most recent publications include:

- Bear, G.G., Mantz, L., Glutting, J., Yang, C., & Boyer, D. (in press). Differences in bullying victimization between students with and without disabilities. *School Psychology Review*.

- Bear, G.G., Whitcomb, S., Elias, M., & Blank, J. (in press). SEL and Schoolwide Positive Behavioral Interventions and Supports. In J. Durlak, T. Gullotta, C. Domitrovich, P. Goren, & R. Weissberg (Eds.), *Handbook of social and emotional learning.* Guilford.

- Bear, G.G., Yang, C., Glutting, J., Huang, X., He, X., Zhang, W., & Chen, D. (in press). Teacher- student relationships, student-student relationships, and conduct problems in China and the U.S. *Journal of International School and Educational Psychology.*

- Bear, G.G. (2014). Preventive classroom management. In E.T. Emmer & E. J. Sabornie (Eds.), *Handbook of classroom management* (2nd edition). Mahwah, NJ: Erlbaum.

- Bear, G.G., & Manning, M. A. (2014). Positive psychology and school discipline. In R. Gilman, E.S. Huebner, & M. Furlong (Eds.), *Handbook of Positive Psychology*, 2nd Edition. New York: Routledge/Taylor & Francis.

- Bear, G.G., & Manning, M. A. (2014). Best practices in classroom discipline. In P. L Harrison & A. Thomas (Eds.), *Best Practices in School Psychology: Student-Level Services* (pp. 251-268)*.* Bethesda, MD: National Association of School Psychologists.

- Bear, G.G., Yang, C., & Pasipanodya, E. (2014). Assessing school climate: Validation of a brief measure of the perceptions of parents. Advance online publication. *Journal of Psychoeducational Assessment, 32*

- Bear, G.,Yang, C., Pell, M., & Gaskin, C. (2014).Validation of a brief measure of teachers' perceptions of school climate: Relations to student achievement and suspensions *Learning Environments Research, 17,* 339-354.

- Bear, G.G. (2013). Teacher resistance to frequent rewards and praise: Lack of skill or a wise decision? *Journal of Educational and Psychological Consultation, 23,* 318-340.

- Yang, C., Bear, G. G., Chen, F.F., Zhang, W., Blank, J.C., & Huang, X.S. (2013). Students' perceptions of school climate in the U.S. and China. *School Psychology Quarterly, 28,* 7-24.

- Bear, G.G. (2012). Self-discipline as a protective asset. In S. Brock, P. Lazarus, & S. Jimerson (Eds), *Best Practices in Crisis Prevention and Intervention in the Schools* (2nd edition) (pp. 27-54). Bethesda, MD: National Association of School Psychologists.

- Bear, G.G. (2012). Both suspension and alternatives work, depending on one's aim. *Journal of School Violence, 11,* 174-186.

- Bear, G.G., Gaskins, C., Blank, J., & Chen, F.F. (2011). Delaware School Climate Survey - Student: Its factor structure, concurrent validity, and reliability. *Journal of School Psychology, 49,* 157-174.

- Manning, A.M., & Bear, G.G. (2011). Moral reasoning and aggressive behavior: Concurrent and longitudinal relations. *Journal of School Violence, 11*, 258-280

- Bear, G. G. (2010). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior.* New York: Guilford Press.

- Osher, D., Bear, G.G., Sprague, J.R., & Doyle, W. (2010). How can we improve school discipline? *Educational Researcher, 39,* 48-58.

KATHLEEN M. MINKE, Ph.D. (Indiana University), Professor

Dr. Minke teaches courses in counseling techniques and family-school collaboration, and supervises practicum and internship experiences. Before joining the faculty in 1991, Dr. Minke worked as a school psychologist in Virginia and Indiana. She is active in the National Association of School Psychologists and has served as Delaware delegate, member of the NCSP Board, and chair of the Professional Growth and Convention committees. During 2010- 11, she was President of NASP and currently serves the Board of Directors as the strategic coordinator. She works with the Delaware Positive Behavior Supports Initiative providing professional development on family-school collaboration and targeted interventions. Her research interests include family-school collaboration, parent-teacher relationships, trauma informed schools, and professional issues in school psychology. Her publications include:

- Hughes, T.L., & Minke, K.M. (2015). Health service psychology internships in schools. *Psychology in the Schools, 52*(10), 1020-1031. DOI: 10.1002/pits.21873

- Eklund, K., von der Embse, N., & Minke, K.M. (Fall, 2015). School Psychologists and School-Based Medicaid Reimbursement. *The Register Report.*

- Skalski, A. K., Minke, K., Rossen, E., Cowan, K. C., Kelly, J., Armistead, R., & Smith, A. (2015). *NASP Practice Model Implementation Guide*. Bethesda, MD: National Association of School Psychologists.

- Minke, K.M., & Vickers, H.S. (2014). Get families on board to navigate mental health issues. *Phi Delta Kappan, 96*(4), 29-33.

- Hughes, T.L., & Minke, K.M. (2014). Blueprint for Health Service Psychology Education and Training: School Psychology's Response. *Training and Education in Professional Psychology, 8,* 26-30.

- Minke, K.M., Sheridan, S.M., Kim, E.M., Ryoo, J., & Koziol, N. (2014). Congruence in parent-teacher relationships: The role of shared perceptions. *Elementary School Journal, 114*(4), 527-546.

- Minke, K.M., & Jensen, K.A. (2014). Best practices in facilitating family-school meetings. In A. Thomas & P. Harrison (Eds.). *Best practices in school psychology –6*. Bethesda, MD: National Association of School Psychologists.

- Minke, K.M. (2010). Helping teachers develop productive working relationships with families: The CORE model of family-school collaboration. *International Journal for School-Based Family Counseling, 2*, 1-13 (may be retrieved online at http://www.schoolbasedfamilycounseling.com/journal.html)

- Minke, K.M., & Anderson, K.J. (2008). Best practices in facilitating family-school meetings. In A. Thomas & J. Grimes (Eds.). Best practices in school psychology–V. Bethesda, MD: National Association of School Psychologists.

- Anderson, K.J., & Minke, K.M. (2007). Parent Involvement in Education: Toward an Understanding of Parents' Decision-making. Journal of Educational Research, 100, 311- 323.

- Bear, G. G., & Minke, K. M. (Eds.). (2006). *Children's needs III: Development, prevention, and intervention.* Bethesda, MD: National Association of School Psychologists.

MARIKA GINSBURG-BLOCK, **Ph.D. (U. of Pennsylvania), Associate Professor**

Dr. Ginsburg-Block is an Associate Professor in the School of Education. She holds a Ph.D. in School Community and Clinical Child Psychology from the University of Pennsylvania. Dr. Ginsburg-Block joined the faculty at the University of Delaware in 2003. She has served as coordinator for the graduate program in school psychology and president of the Delaware Association of School Psychologists. She teaches courses in counseling, psychopathology, and mental health consultation, and supervises field-based internship experiences in school psychology. Dr. Ginsburg-Block's research focuses primarily on investigating parent and peer-mediated interventions for vulnerable youth, while also seeking to better understand the numerous school-based mechanisms that lead to student success. Her work involves developing culturally relevant measures of family early literacy practices and clarifying the mechanisms by which families contribute to the development of language and literacy skills in their young children. Some of her recent publications include:

Deniz Can, D. & Ginsburg-Block, M. (in press). Dimensions of parenting stress in

relation to parent home-based involvement and family literacy practices. *Journal of Applied Developmental Psychology.*

McWayne, C. M., Manz, P. H. & Ginsburg-Block, M. (2015). Examination of the Family Involvement Questionnaire-Early Childhood (FIQ-EC) with Low-Income, Latino Families of Young Children. *International Journal of School and Educational Psychology,* Volume 3 (2), 117-134.

Deniz Can, D. & Ginsburg-Block, M. (2015). Classwide Peer Tutoring. In G. Scarlett (Ed.). *The Sage Encyclopedia of Classroom Management.* Thousand Oaks, CA: Sage Publications.

Lewis, K. & Ginsburg-Block, M. (2014). Early childhood literacy programs: Promoting involvement of ELLs and their families. *NHSA Dialogue, 17(2) 17-57.*

Deniz Can, D., Ginsburg-Block, M., Golinkoff, R. & Hirsch-Pasek, K. (August 2013). A long term predictive validity study: Can the CDI Short Form be used to predict language and early literacy skills 4 years later? *Journal of Child Language, 40(04), 821-835.*

Deniz Can, D. & Ginsburg-Block, M. (2012). Peer tutoring school-age children. In J. A. Hattie & E. M. Anderman (Eds.). *The International Guide to Student Achievement* (pp. 375-378). Oxford, UK: Routledge Publishers.

Ginsburg-Block, M., Manz, P. H., & McWayne, C. (2010). Partnering with families to foster early achievement in reading and mathematics. In A. L. Reschly & S. Christenson (Eds.). *The Handbook on School Family Partnerships for Promoting Student Competence* (pp. 175-203). Oxford, UK: Routledge/Taylor and Francis Group.

Ginsburg-Block, M. (2010). Peer tutoring. In I. B.Weiner & W. E. Craighead (Eds.), The *Corsini Encyclopedia of Psychology, Fourth Edition, Volume 3* (pp. 1183-1184). John Wiley & Sons.

Manz, P. H., Hughes, C., Barnabas, E. R., Bracaliello, C. B. & Ginsburg-Block, M. (2010). A qualitative review and meta-analysis of family-based early literacy interventions: To what extent are interventions responsive to ethnic-minority and linguistically-diverse families of young children? *Early Childhood Research Quarterly, Vol 25 (4), 409-431.*

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Power, T. J., Mautone, J. A., & Ginsburg-Block, M. (2010). Training school psychologists for prevention and intervention in a three-tier model. In Walker, H.

M., Stoner, G., & Shinn, M. R. (Eds.), *Interventions for Academic and Behavior Problems III.* Bethesda, MD: National Association of School Psychologists.

Supporting Faculty

Additional faculty members and other professionals who teach courses taken by school psychology students include:

ABBY CASH, Ed.S. (U. of Delaware). Teaches courses in assessment and practicum supervision.

JOSEPH J. GLUTTING, Ph.D. (U. of Pennsylvania), Professor; Measurement, Statistics, and Evaluation Program. Dr. Glutting teaches two courses required in the school psychology program: EDUC 691, Applied Statistics and Research Design and EDUC 814 Psychological Assessment of Children.

JAMES HOLDNACK, Ph.D. (SUNY-Buffalo), Senior Scientist, Pearson Clinical assessment; neuropsychology.

EMILY KLEIN, Ed.S. (U. of Delaware), School Psychologist in Colonial School District. Teaches courses in assessment and special populations.

KRISTEN D. RITCHEY, Ph.D. (University of Maryland), Associate Professor; special education, instructional methods for elementary and intermediate students with mild to moderate disabilities.

JOSHUA WILSON, Ph.D (University of Connecticut), Assistant Professor; special education, methods of assessing and instructing struggling writers; application of automated essay scoring (AES) technology in Response to Intervention (RtI) contexts.

Additional faculty teaching core courses included in the PhD program include:

DANIELLE FORD, Ph.D. (University of Michigan), Associate Professor, science education.

ROBERT HAMPEL, Ph.D. (Cornell University), Professor, history of education.

NANCY JORDAN, Ed.D. (Harvard University), Professor; cognitive development, learning disabilities, mathematics and reading, assessment.

CHARLES MACARTHUR, Ph.D. (American University), Professor; special education.

EUGENE MATUSOV, Ph.D., (University of California – Santa Cruz), Professor; developmental psychology, socio-cultural approaches to education.

HENRY MAY, Ph.D. (University of Pennsylvania), Associate Professor, evaluation, measurement, statistics.

RATNA NANDAKUMAR, Ph.D. (University of Illinois – Urbana-Champaign), Professor, evaluation, measurement, statistics.

ROSALIE ROLON-DOW, Ph.D. (Temple University), Associate Professor, socio-cultural approaches to education.

Interns and Recent Graduates

One indication of the quality of a program is the success of its graduates. All of our graduates in pursuit of full-time employment as school psychologists have found it. We also encourage students to apply for doctoral study at the University of Delaware as well as other institutions of higher learning. The faculty is proud to be able to mention a few of those who have earned degrees at Delaware in the last few years (along with their initial job placements upon graduation):

Internship Placements-
Class of 2016
Alyssa Dinnegan- Red Clay School District, DE
Lori Glass- Appoquinimink School District
Kaity Holmes- Loudon County Public Schools, VA
Krista Jensen (Ph.D. program)- Colonial School District, DE
Elizabeth Karn- Appoquinimink School District
Jessica Kradjel- Christina School District, DE
Michelle Laraia- Pennsbury School District, PA
Marie McGill- Colonial School District, DE
Anna Rutledge- Christina School District, DE
Mallory Smith- Colonial School District, DE
Joy Taylor- Anne Arundel County Public Schools, MD

Class of 2015
Courtney Casperson– Smyrna School District, DE
Gina Circo- DSST Public Schools, Denver, CO
Molly Blew- Appoquinimink School District, DE
Michelle Cain- Christina School District, DE
Samantha Gralla- Sayreville Public School District, PA
Taylor Hamilton- Metro Nashville Public Schools- Nashville, TN
Katie Hoffman- Appoquinimink School District, DE
Sara Posey- Marple-Newtown School District, PA
Nic van Oss- St. Croix River Education District, North Branch, MN
Laura Wells- Appoquinimink School District, DE

Class of 2014
Danielle Jansen- Los Angeles CA Unified School District
Dara Lipschutz- Christina School District, DE
Kristin Valle Michaelson- Princeton Public School District, NJ
Lynda Pagan- Appoquinimink School District, DE
Melissa Van Cak Wilson- Christina School District, DE

Rebecca McGraw Gerig- Fairfax County Public Schools, VA
Sarah LeMonte- Appoquinimink School District, DE

Class of 2013
Meredith Cooke- Princeton Public School District, NJ
Kathleen Eaken- Christina School District, DE
Allison Jacobus- Montgomery County Public Schools, MD
Kathryn McDonald- Success Academy Upper West, NY
Traci Ritterband- Success Academy Charter Schools Harlem 4, NY
Aaron Salisbury- Caesar Rodney School District, DE

Class of 2012 Graduates
Cassie Shutt- Marriotts Ridge High School, Howard County, MD
Mark DeGliobizzi- Smyrna School District, DE
Mike Lewis- Caesar Rodney School District, DE
Kellie Lee- Appoquinimink School District, DE
Eileen De La Cruz- New Castle County Vocational Technical District, DE
Gabrielle Koury- Red Clay School District, DE
Eric Pizzini- Red Clay School District, DE
Kelley Helie- Red Clay School District, DE
Jessica Blank- Colonial School District, DE
Kandia Lewis- Research Associate, Temple University, Philadelphia PA

Class of 2011 Graduates
Liz Bozzo, Christina School District, DE
Natalie Bizzarro- Christina School District, DE
Maureen Sullivan, Appoquinimink School District, DE
Kendyl Suloff, Indian River School District, DE
Jessica Zdatny (Soltys)- Colonial School District, DE
Lindsay Jolley (Ambriz), Christina School District, DE
Lauren Butrie (Gaines)- Baltimore City Public Schools, MD

Class of 2010 Graduates
Ryan Wilson, Christina School District, DE
Kristen Ponder, Appoquinimink School District, DE
Daniel Patino, Appoquinimink School District, DE
Lindsay Barnes, Smyrna School District, DE
Jamie Caruso, Smyrna School District, DE
Richard Galeas, Colonial School District, DE
Cecilia Till, Colonial School District, DE
Sarah Melchoir, Montgomery School District, MD

Class of 2009 Graduates
Emily Barlow, Harford County Public Schools, MD
Karen Webster, Calhoun Intermediate School District, MI

Emily Burgdorf, Caesar Rodney School District, DE
Jessica Galeas, Caesar Rodney School District, DE
Cathy Holland, Appoquinimink School District, DE
Johanna Homan, Cambridge Public Schools, MA
Allison Solano, Capital School District, DE
Dilara Deniz Can, Research Associate, University of Washington, Seattle
Brynn Stout, Appoquinimink School District, DE

Class of 2008 Graduates
Jeremy Burroughs, Newport News Public Schools, VA
Jeffrey Duquette, Southington Public School District, CT
April Gregor, Christina School District, DE
Jennifer Le-Si, Alexandria City Public Schools, VA
Lauren Messner, North Penn School District, PA
Maggie Muklewicz, Valley View School District, PA
Julia Park, Colonial School District, DE
Annemarie Potucek, Renondo Beach, CA
Stephanie Terzian, Scott Montgomery Elementary School, D.C.

Class of 2007 Graduates
Abby Courtright, Baltimore County (North East Middle School), MD
Jessica Hackmann, Prince George's County Schools, MD
Melissa Hoffman, PA
Katie Quigley, Maternity Leave
Kerrin Rucker, Bethlehem Area School District, PA
Candace Turner, Baltimore County (Lansdowne Middle School), MD
Julie Watkins, Colonial School District, DE

Class of 2006 Graduates
Terri Dunham, Colonial School District, DE
Genae Martin, Appoquinimink School District, DE
Roseann McManus, Mansfield School District, CT
Maria Toggas, Harrisonburg City Schools, VA
Cara Trout, Mesa School District, AZ

Class of 2005 Graduates
Sarah Butler, Gibson Pike Warrick Cooperative Schools, IN
Kristi Ewing, Capital School District, DE
Mary Heim, Colonial School District, DE
Emily Klein, Colonial School District, DE
Karole Kurtz, North Penn School District, PA
Sarah Unger, Montgomery County School District, MD

Class of 2004 Graduates
Kellie Anderson (Ph.D.), Anne Arundel County Schools, MD
Polly Benkstein, Red Clay School District, DE
Jennifer Dock, Alamance Barlington School, NC

Jennifer Dugan, West Orange School District, NJ
Stacy Falls, Brandywine School District, DE
Lindsay Goetz, Colonial School District, DE
Lauren Lewandowski, NY
Andrew Maffei, Baldwinsville Central Schools, NY
Maureen Manning (Ph.D.), Anne Arundel County Schools, MD

Class of 2003 Graduates
Shari Barkin, Ewing Township, NJ
Danielle Johnson, Cecil County Schools, MD
Holly Pomerening, Appoquinimink School District
Eileen Baker, Private Practice, DE
Jennifer Veach, Appoquinimink School District
Shannon Pearl, Baltimore City Schools, MD
Lisel Stork, Prince George's County Schools, MD

School Psychology Student Resources

Computer Services

Before you arrive on campus, you can activate your UDelNet and UD email accounts. These accounts provide access to a host of other computing resources available only to UD students. Start at http://www.udel.edu/it/welcome.html. Students are expected to use their UDel e-mail addresses for all correspondence.

Several computers in the Educational Resources Center (ERC) can be used for scoring many psychoeducational tests. Software is available in the ERC. Check the web page http://www.it.udel.edu/computingsites for more information about computing sites on campus.

Career Services Center (831-2392)

Located at 401 Academy Street, the Career Services Center provides students with numerous resources and opportunities for career preparation. We recommend during the second year in the program that students at the specialist level register for services at the Center. Students in the Ph.D. track should register during their fourth year in the program.

In addition to the job listings, the center offers a variety of free career programs including such topics as resume writing, interview preparation, and job search strategies. You can obtain a schedule of career program offerings from the web site.

Office of Financial Aid (831-8761)

For information pertaining to loans, fellowships, and other sources of financial aid, consult the graduate catalog or the Office of Financial Aid.

Graduate Student Organizations

The Graduate Student Senate (GSS) is the advocacy and interdepartmental social organization for graduate students. The association sponsors monthly meetings and social functions, such as happy hours, picnics, and museum tours. Graduate student representatives from GSA attend faculty senate committee meetings, Board of Trustee committee meetings, and meetings of the President's Council. At the GSS meetings, the representatives discuss issues relevant to graduate students. For more information about GSS, go to http://www.udel.edu/gradoffice/gradsenate/.

The Education Graduate Association (EGA) is a student-run association that represents the needs of graduate students in the School of Education. The Association sponsors meetings and social functions. The purpose of these meetings is to address student concerns and discuss issues relevant to graduate students. Graduate student representatives from EGA attend the School's undergraduate and graduate curriculum committee meetings and faculty meetings (if they so desire). The representatives then report back to the EGA regarding issues pertaining to graduate students. For more information see http://www.education.udel.edu/current-students/education-graduate-association/.

Health Services

Student Health Services is located in Laurel Hall at the corner of South College Avenue and East Park Place. The physicians on staff are Board certified or Board eligible in the following specialties: family practice, pediatrics, gynecology, and psychiatry. All full-time students are eligible for these services and are charged the semester and Winter Session health fee. This fee also supports the mental health services offered by the Center for Counseling and Student Development (CCSD). The student health fee covers 16 counseling sessions per year at CCSD. For more information, contact the Counseling Center at 831-2141.

University Insurance Program

The University sponsors an optional Student Accident and Sickness Insurance Plan available to all admitted full- and part-time students. Call Student Health Services for more information.

Morris Library Services
The Morris Library is the main branch of the University of Delaware libraries. The collection in this library supports all disciplines. The library has over 2.8 million printed volumes. In addition, 80% of the 31,000 journals and magazines to with the Library subscribes are electronic journals available 24/7 to all University students, faculty and staff. Over 300 databases speed research with links to full articles via "Get It" buttons. For many graduate students, Morris is their "home away from home," and many students and faculty consider their web site to be one of the best on campus. Graduate student s are eligible to reserve study carrels.

The School of Education has a librarian responsible for collection development and library instruction in subject areas that support the curriculum and research needs of the University of Delaware. The School of Education contact is Margaret Grotti, mgrotti@udel.edu, 831-6310.

<div align="center">

Morris Library
181 S. College Ave.   Newark, De 19716
</div>

(302)831-2965   For library hours, call (302) 831-BOOK
http://library.udel.edu/

Education Resource Center (831-2335)
Located on the ground floor of Willard Hall Education Building, the Education Resource Center (ERC) provides many valuable services to school psychology students. In order to check out materials, students need an ERC user number, which can be obtained at the circulation desk free of charge. The ERC has a regular circulating collection containing curriculum materials (Kindergarten through eighth grade), children's books, and professional books on education-related topics, including: regular and special education, educational research, and educational psychology. School counseling resources are also available. Materials from the regular circulating collection are available on a two-week loan period. Please note that a select group of reference books in school psychology are shelved directly behind the check-out desk. These books are useful references, especially for helping you with case studies and recommendations.
The ERC also has three special collections: standardized tests, faculty reserve readings, and education-related periodicals. The ERC has a large standardized test collection. Students use these materials for class and practicum activities. Please ask at the circulation desk for information on collection contents. Tests are available to school psychology students for a three-day loan period and may be renewed over the telephone. There is a substantial late fee for overdue test materials. The faculty reserve collection, located directly behind the circulation desk, contains many resources pertaining to school psychology. The ERC subscribes to about 20 education-related periodicals, which are available on a two-day loan period.

Student Services Building
The Student Services Building is located on Lovett Avenue behind Pearson Hall. Representatives from the following departments are located there:

• Cashier
• Scholarships and Financial Aid
• Registrar
• UD1 Flex
• Billing and Collection
• Student Services.

Practical Recommendations and Interventions

Each year, students develop evidence-based recommendations on a variety of topics. These are shared on the webpage in order to guide students' research into appropriate recommendations for practicum activities.

APPENDIX A
University of Delaware
School Psychology Program
Field Experience Checklist and Evaluation Form:
Practica and Internship
REVISED Fall 2014

Student:			Semester and Year:		
School:			District:		
Site Supervisor:			University Supervisor		
Field Experience (mark one):					
Practicum I	Practicum II	Practicum III	Practicum IV (PhD only)	Internship	

This document serves as both a planning tool and an evaluation tool.

Planning should be conducted jointly between the student and site supervisor, early in each field experience. **Please see Practicum and Internship Guidelines in the Handbook and the course syllabus for additional evaluative components and for the dates on which each component is due**. Planned activities should be marked in the first column and an approximate date for completion should be included as appropriate.

The final form turned in at the end of each experience must have all columns completed and must be signed by the site supervisor and the student.

Section A: *School-Wide Practices to Promote Learning* – Knowledge of School Organization, Policies, and Procedures.

For activities in Section A, please use the following scale:

NA	Activity not appropriate or not available for this placement.
1	Activity was appropriate but was not completed adequately.
2	Activity was completed adequately.

	Activity	Planned	Midpoint Evaluation			Final Evaluation		
A1	Reviews with supervisor the organization and administration of general education and special education services in the assigned school(s) and district.		NA	1	2	NA	1	2
A2	Reviews with supervisor the various school-based and community programs and services for children with diverse needs.		NA	1	2	NA	1	2
A3	Learns roles and responsibilities of school personnel, including the school psychologist, school counselor, speech clinician, reading specialist, special education teacher, general education teacher, and administrators.		NA	1	2	NA	1	2
A4	Reviews the philosophy and goals of the school and district.		NA	1	2	NA	1	2
A5	Reviews the disciplinary policies, school climate/prevention programs, and crisis response plans of the school and district.		NA	1	2	NA	1	2
A6	Reviews the school's curricula, including the scope and sequence of the reading and math curricula in the elementary school.		NA	1	2	NA	1	2
A7	Demonstrates understanding of, and adherence to, the district's special education regulations, guidelines, and procedures.		NA	1	2	NA	1	2
A8	Reviews IEP forms and procedures.		NA	1	2	NA	1	2
A9	Observes and, as appropriate, participates in IEP meetings.		NA	1	2	NA	1	2
A10	Observes problem solving teams across multi-tiered systems of support (e.g., schoolwide/universal, targeted/ intensive), and reviews their responsibilities, policies, and procedures.		NA	1	2	NA	1	2
A11	Observes and interviews staff of various		NA	1	2	NA	1	2

school-based programs that serve students with diverse needs. Programs observed (list):				

Section B: *Data Based Decision Making and Accountability* – Data Gathering.

For activities in the remaining sections, please rate the student's skill level using the following scale:

1 = Unsatisfactory: does not meet expectations for level of training (i.e., 1st, 2nd, 3rd practicum, PhD practicum, internship); the candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2 = Adequate Emerging Competence: meets expectations for level of training and it is understood that continued practice and on-going supervision are recommended.

3 = Advanced Emerging Competence: competence beyond that expected for a candidate at current level of training and it is understood that continued practice and on-going supervision are recommended.

4 = Competent: student demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required. (**Please note:** ratings of 4 should be very uncommon for practicum students or beginning interns.)

	Activity	Planned	Midpoint Evaluation	Final Evaluation
B1	Reviews student records and obtains background information on the student's developmental and educational history. Accurately summarizes background information, including results of previous evaluations, where appropriate.		1 2 3 4	1 2 3 4
B2	Interviews teachers and support staff and effectively gathers information that addresses the referral question.		1 2 3 4	1 2 3 4
B3	Interviews parents (in person or by phone, if necessary) and effectively gathers information that addresses the referral question.		1 2 3 4	1 2 3 4
B4	Interviews the student and effectively		1 2 3 4	1 2 3 4

			1 2 3 4	1 2 3 4
	gathers information that addresses the referral question.			
B5	Observes the student and the classroom environment and effectively gathers information that addresses the referral question. Employs methods of recording that are appropriate for the targeted behavior (e.g., narrative, interval, frequency, duration, momentary time sampling).		1 2 3 4	1 2 3 4
B6	Where appropriate, conducts functional behavioral assessments, as required by regulations.		1 2 3 4	1 2 3 4
B7	Selects and uses a variety of assessment methods that address the referral question, are psychometrically sound, and provide an accurate and useful profile of the student's strengths and needs.		1 2 3 4	1 2 3 4
B8	Selects and uses assessment methods that are appropriate for the student's cultural and language background.		1 2 3 4	1 2 3 4
B9	Adheres to standardized directions and procedures when administering standardized tests of intellectual ability. List measures administered:		1 2 3 4	1 2 3 4
B10	Adheres to standardized directions and procedures when administering standardized tests of academic achievement. List measures administered:		1 2 3 4	1 2 3 4
B11	Adheres to standardized directions and procedures when administering standardized measures of social and emotional functioning and adaptive behavior. List measures administered:		1 2 3 4	1 2 3 4
B12	Conducts curriculum-based assessments in specific areas of achievement to obtain		1 2 3 4	1 2 3 4

	Activity	Planned	Midpoint Evaluation				Final Evaluation			
	practical, authentic information that addresses the referral question.									
B13	As appropriate, analyzes and interprets progress monitoring data in order to assess response to intervention.		1	2	3	4	1	2	3	4
B14	Scores all tests with accuracy, using technology correctly, as appropriate.		1	2	3	4	1	2	3	4

Section C: *Data Based Decision Making and Accountability* – Interpreting and Reporting Data.

1 = Unsatisfactory
2 = Adequate Emerging Competence
3 = Advanced Emerging Competence
4 = Competent

	Activity	Planned	Midpoint Evaluation				Final Evaluation			
C1	Written reports present data clearly and accurately, using error-free grammar and mechanics.		1	2	3	4	1	2	3	4
C2	Written reports present a clear, accurate, and useful interpretation of results of the assessment of intellectual ability, integrated across sources as appropriate.		1	2	3	4	1	2	3	4
C3	Written reports present a clear, accurate, and useful interpretation of results of the assessment of academic achievement, integrated across multiple methods sources.		1	2	3	4	1	2	3	4
C4	Written reports present a clear, accurate, and useful interpretation of results of the assessment of social, emotional, and adaptive functioning, integrated across multiple methods and sources.		1	2	3	4	1	2	3	4
C5	Written reports address the referral question(s).		1	2	3	4	1	2	3	4
C6	Written reports offer a variety of evidence-based, practical interventions that address the referral question and assessment results.		1	2	3	4	1	2	3	4
C7	Reports are completed in a timely manner.		1	2	3	4	1	2	3	4
C8	In oral reports to teachers, parents, and others, data are presented clearly and accurately, using understandable		1	2	3	4	1	2	3	4

		Planned	Midpoint Evaluation				Final Evaluation			
	language.									
C9	In oral reports to teachers, parents, and others, a variety of evidence-based, practical interventions are discussed in a collaborative, problem-solving manner.		1	2	3	4	1	2	3	4
C10	In oral reports to teachers, parents, and others referral questions are well addressed.		1	2	3	4	1	2	3	4
C11	Uses electronic communications (e.g., email, social media) appropriately with recognition of their limitations for communicating effectively and with appropriate safeguards for confidentiality.		1	2	3	4	1	2	3	4
C12	Effectively uses technology to analyze and visually represent assessment data, as appropriate, to communicate effectively with others.		1	2	3	4	1	2	3	4

Section D: *Direct and Indirect Services* – Student Level Services to Support Development of Academic, Social, and Life Skills

1 = **Unsatisfactory**
2 = **Adequate Emerging Competence**
3 = **Advanced Emerging Competence**
4 = **Competent**

	Activity	Planned	Midpoint Evaluation				Final Evaluation			
D1	Selects and/or develops interventions that are evidence-based (i.e., supported by theory and research).		1	2	3	4	1	2	3	4
D2	Collects and analyzes data to evaluate the fidelity of implementation and effectiveness of interventions.		1	2	3	4	1	2	3	4
D3	Collaborates effectively with others throughout the assessment to intervention process.		1	2	3	4	1	2	3	4
D4	Effectively uses technology to analyze and visually represent intervention data, as appropriate, to communicate with others.		1	2	3	4	1	2	3	4
D5	Demonstrates skills in accessing, evaluating, and utilizing information resources and technology in ways that support the implementation of evidence-		1	2	3	4	1	2	3	4

	based practices.										
D6	Effectively engages families in interventions as appropriate.		1	2	3	4	1	2	3	4
D7	Maintains appropriate records of services provided, maintaining confidentiality.		1	2	3	4	1	2	3	4
Direct Services: indicate student's competency in utilizing the above skills through the intervention types below.											
D8	Individual counseling (including skills in establishing effective relationships with clients, promoting goal development, implementing behavior change activities, evaluating outcomes, ending services appropriately).		1	2	3	4	1	2	3	4
D9	Group counseling (including skills in member selection, establishing group norms and relationships, promoting goal development, implementing behavior change activities, evaluating outcomes, ending services appropriately).		1	2	3	4	1	2	3	4
D10	Social skills and social problem solving interventions (including skills in selecting, implementing, and evaluating specific interventions).		1	2	3	4	1	2	3	4
D11	Other direct interventions (please list):		1	2	3	4	1	2	3	4
Indirect Services: indicate student's competency in utilizing the above skills through the intervention types below.											
D12	Collaborative consultation with individual teacher/support staff to support students' cognitive and academic skills.		1	2	3	4	1	2	3	4
D13	Collaborative consultation with individual teacher/support staff to support students' socialization, learning, and mental health.		1	2	3	4	1	2	3	4
D14	Collaborative consultation with parents to support students' cognitive, academic skills socialization, learning, or mental health.		1	2	3	4	1	2	3	4
D15	Collaborative consultation with problem-solving teams to support students' cognitive and academic skills.		1	2	3	4	1	2	3	4
D16	Collaborative consultation with problem-solving teams to support students' socialization, learning and mental health.		1	2	3	4	1	2	3	4
D17	Other indirect interventions (please list):		1	2	3	4	1	2	3	4

Section E: *Direct and Indirect Services* – Systems Level Services to Support Development of Academic, Social, and Life Skills

1 = Unsatisfactory
2 = Adequate Emerging Competence
3 = Advanced Emerging Competence
4 = Competent

*(NOTE: Most of these activities should be addressed during **internship**, but may or may not apply in practica. Please complete items in this section whenever they apply.)*

	Activity	Planned	Midpoint Evaluation	Final Evaluation
E1	Participates in risk assessments as needed for students threatening harm to self or others, consistent with level of training and with appropriate supervision.		1 2 3 4	1 2 3 4
E2	Participates in problem solving teams across multi-tiered systems of support (e.g., schoolwide/universal, targeted/intensive), providing leadership as appropriate.		1 2 3 4	1 2 3 4
E3	Provides inservice programs to teachers, families, and/or community to promote effective schooling. Appropriate technology is used to facilitate learning.		1 2 3 4	1 2 3 4
E4	Collaborates with others in the development and/or implementation of school-wide interventions and supports to promote learning (e.g., school-wide PBIS, social-emotional learning, school climate initiatives, crisis preparation and response). Please describe activities:		1 2 3 4	1 2 3 4
E5	Works collaboratively with others at the systems level in developing and implementing prevention and intervention programs that promote learning environments that are positive, safe, and		1 2 3 4	1 2 3 4

	Activity	Planned	Midpoint Evaluation	Final Evaluation
	facilitate the emotional, social, and academic development of all children. Please describe activities:			
E6	Engages in research and program evaluation activities. Please describe activities:		1 2 3 4	1 2 3 4
E7	Demonstrates commitment to continuous learning and professional development activities (e.g., is a member of state and/or national organizations of school psychologists; attends meetings of professional organizations; attends local, state, or national workshops and inservice presentations; engages in self study in areas of interest and need; subscribes to listservs in school psychology). List activities below (and record them in your log).		1 2 3 4	1 2 3 4

Section F: *Foundations of School Psychological Service Delivery* – Legal, Ethical, and Professional Practice

1 = Unsatisfactory
2 = Adequate Emerging Competence
3 = Advanced Emerging Competence
4 = Competent

Please note: this section MUST be completed for every student in practicum and internship.

	Activity	Planned	Midpoint Evaluation	Final Evaluation
F1	Reliable, responsible, and dependable.		1 2 3 4	1 2 3 4
F2	Performs functions with confidence and		1 2 3 4	1 2 3 4

			1 2 3 4	1 2 3 4
	appropriate assertiveness.			
F3	Assumes initiative (e.g., doesn't wait to be told what needs to be done).		1 2 3 4	1 2 3 4
F4	Is prepared for supervision.		1 2 3 4	1 2 3 4
F5	Accepts and makes effective use of feedback from supervisor.		1 2 3 4	1 2 3 4
F6	Establishes and maintains positive and appropriate relations with children in culturally appropriate ways.		1 2 3 4	1 2 3 4
F7	Establishes and maintains positive and collaborative relations with teachers and school staff in culturally appropriate ways.		1 2 3 4	1 2 3 4
F8	Establishes and maintains positive and collaborative relations with parents, families, and members of the community in culturally appropriate ways.		1 2 3 4	1 2 3 4
F9	Demonstrates an understanding and appreciation of human diversity, including knowledge of the importance of individual and cultural differences.		1 2 3 4	1 2 3 4
F10	Consistently demonstrates sensitivity and interpersonal skills necessary to work with student, parents, teachers, and others of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.		1 2 3 4	1 2 3 4
F11	Conveys respect for all persons in avoiding stereotypes and group attributions.		1 2 3 4	1 2 3 4
F12	Recognizes that an understanding and respect for diversity and advocacy for social justice are foundations of all aspects of service delivery.		1 2 3 4	1 2 3 4
F13	Understands and adheres to all professional, ethical, and legal standards in school psychology and education.		1 2 3 4	1 2 3 4

Please sign and date when each component is completed:

Planning Component   Date:

Signature of student*:*   Signature of site supervisor:

_____   _____

Supervisor's Comments:

Student's Comments:

Mid-term Evaluation (practicum only*)***   Date:

Signature of student*:*   Signature of site supervisor:

_____   _____

Supervisor's Comments:

Student's Comments:

Final Evaluation   Date:

Signature of student*:*   Signature of site supervisor:

_____   _____

Supervisor's Comments:

Student's Comments:

University of Delaware School Psychology Handbook
APPENDIX B: PRACTICUM GUIDELINES
Revised: Fall, 2014

Practica are integral and essential components of the school psychology training program. They provide opportunities for students to gather knowledge and skills most appropriately learned in the field and to demonstrate and refine their skills under supervision. Practica experiences are a direct extension of specific training activities. Although more limited than an internship in regard to the range of cases and problems to which students are exposed, practica challenge students to resolve individual, group, and system-level problems. Practica requirements are consistent with the University's conceptual framework for teacher training, which provides the goals and outcomes for the candidates in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. The candidates in our programs will implement best practices and recognize students and adults as whole persons who are developing across the cognitive, social, emotional and physical domains within families, communities, cultural, and economic contexts. Candidates will embody three qualities as they move on their trajectory to become professionals: knowledge and skills, leadership, and commitment to equity.

CHARACTERISTICS AND GENERAL REQUIREMENTS

- Specialist students are required to complete three practica, each comprising 3-credit hours. Doctoral students take an additional practicum during the fourth year of the program.
- At least two practicum replacements are to be in public school settings and are to take place during the school year. One other practicum may be completed during a summer session and/or in an approved non-public school setting. However, in practice, nearly all specialist students complete their placements in public school settings; doctoral students are more likely to complete their fourth practicum in a more specialized setting. Past settings have included: Delaware Autism Program, Sterk School (for students with hearing impairments), the Option Program (alternative program), Terry Children's Psychiatric Center, Meadowood (program for students with severe disabilities), and the College School (program for students with learning disabilities). Exceptions may be approved by the University's program coordinator and the practicum supervisor.
- Supervision is jointly shared with the on-site supervisor and the University practicum supervisor. However, principal responsibility for the student typically rests with the University supervisor.
- Practicum placements are made by faculty.
- At least 450 hours of combined practica experiences are required prior to the full-time internship (which occurs during the third year of the program for specialist students and in the fifth year for doctoral students). In practice, most students attain far more

than the minimum number of hours. Students are expected to be on-site for two full days a week during each semester of practicum.

- Up to 150 clock hours of practica may be waived for those students with previous experiences directly related to school psychological services. Decisions regarding the waiver of practicum hours must be approved by the student's advisor and the school psychology program coordinator and be based on the student's demonstration of skills expected of a student at the level of practicum to be waived.
- Supervision shall be provided by program faculty or other supervisory personnel who possess background, training, and credentials appropriate to the practicum experiences. As such, supervisors of school practica must be certified school psychologists. Supervision must be available to students in sufficient amounts of time (a minimum of two hours per week).
- In addition to the completion of field activities, practicum students are required to participate in University class meetings held concurrently with their field placements. These group supervision meetings are designed to increase students' skills as reflective practitioners. Students share and discuss field experiences, critique and discuss assigned readings and new instruments in school psychology, offer feedback on their colleagues' work, and complete other activities related to their practica experiences.
- Completion of all monitoring components of field experiences (i.e., the checklist, interim, and final reviews, etc.) is the responsibility of the student. Failure to complete and return such forms to the University supervisor could result in a failing grade.

IMPORTANT NOTES
- All local schools require that you present evidence of a recent PPD Tuberculin test and complete a criminal background check before entering the schools. **These must be updated annually**. Please consult the Office of Clinical Studies website for up-to-date information on requirements
- It is recommended that students obtain professional liability insurance. Such insurance is relatively inexpensive for members of NASP (which students should join).

 FIRST PRACTICUM (Spring Semester of Year 1 for specialist students)
Prior to the first practicum, students should have completed the following courses: EDUC 817 (Individual Intelligence Testing), EDUC 618 Introduction to School Psychology, EDUC 744 (Educational Measurement and Progress Monitoring), EDUC814 (Psychological Assessment), EDUC623 (Human Development) and EDUC 663 (Counseling Skills Lab). Concurrently with the first practicum, most students will be taking three other courses, including Consultation and Intervention: School Discipline (EDUC830) and Instructing Elementary/Middle Schoolers with Mild Disabilites (EDUC679). A major purpose of the first practicum is to orient students to the educational process and to give students the opportunity to practice diagnostic assessment skills.

In light of their limited prior experience in assessment, it is recommended that first-year practicum students be assigned to reevaluations, and not initial evaluations, unless the cases appear to be simple. The number of assessments will depend largely on their comprehensiveness and the extent to which the student is engaged in other functions. However, students generally assume primary responsibility for 3-5 cases. It should be expected that first-year practicum students will require greater supervision than second-year students.

Objectives of First-year Practicum

1. Students will develop their knowledge of the organization and operation of school systems, including the roles and functions of personnel from varying disciplines and the operation of both regular and special education programs. Specifically, students will learn the processes by which children become eligible for special education services and the processes districts use to monitor children's progress in preparation for statewide assessment. **Domain 10: Legal, Ethical, and Professional Practice**

2. Students will develop assessment skills through planning and implementing psychoeducational assessments as assigned at their sites. Students will develop their skills in using multiple methods to gather data, in interpreting and reporting data, and in use of technology in assessment. Specifically, students will practice the skills obtained through course work in psychological and educational assessment -- i.e., planning the assessment based on the referral question; administration, scoring, and interpretation of standardized and curriculum based measures; observation; interviewing teachers, parents, and children; integrating assessment data; devising evidence-based recommendations; and reporting assessment results clearly). **Domain 1: Data-Based Decision Making and Accountability**

3. Students will develop their understanding of the implications of individual student's sociocultural and family background in planning and implementing assessment activities. They will develop their ability to utilize a social justice framework to analyze and intervene with school-based challenges. **Domain 8: Diversity in Development and Learning**

4. Students will develop an understanding of how effective instruction is delivered in the classroom setting through observation and analysis of exemplary practices. Students will increase their understanding of the relationship between prevention efforts, such as effective instruction, and the special education referral process. **Domain 5: School-Wide Practices to Promote Learning**

5. Students will increase their understanding of the broader roles of school psychologists through observation of school psychologists engaging in consultation and intervention activities at their practicum sites. They will become familiar with the district and community resources that may be of value to the school psychologist. **Domain 2: Consultation and Collaboration; Domain 3: Interventions and Instructional Support to Develop Academic Skills; Domain 4: Interventions and Mental Health**

Services to Develop Social and Life Skills

6. Students will develop their professional behaviors and knowledge and implementation of professional ethics. **Domain 10: Legal, Ethical, and Professional Practice**

Evaluation of Progress
Students should consult the practicum syllabus for detailed requirements. However, at a minimum, students will be evaluated using the Field Experience Checklist and Evaluation Form and one of their assessment reports will be evaluated using the Assessment Rubrics.

SECOND AND THIRD PRACTICA (Fall and Spring of Year 2 for specialist students)
Two semesters of practicum are taken in the second year of the program for specialist students. Students have now completed all assessment courses and should be able to apply assessment skills with minimal supervision. However, assessment skills will continue to be practiced and improved under supervision. Likewise, assistance in interpreting and presenting results to parents, teachers, etc. will be necessary. In addition to assessment, the practicum student should devote ample attention to linking assessment to intervention. Thus, learning and practicing direct and indirect interventions are now expected. Students are expected to serve as active problem- solvers working in partnership with other professionals at their practicum site.
During the first semester of the second year (concurrent with the Advanced Counseling Techniques course), the focus is on direct intervention with children and adolescents. Practicum meetings will include individual and group supervision (including feedback on students' work through video) as well as study of counseling theory.
During the second semester (concurrent with the Consultation and Intervention: Mental Health and Diversity and Family School Collaboration courses), greater focus is on indirect interventions with students through work with teachers and parents.
Objectives of Second and Third Practica
The objectives for second-year practica include those previously listed for the first-year practicum, plus the following:
- To practice skills obtained through course work in consultation and intervention -- e.g., consultations with teachers and other staff members regarding recommendations for children; the design, implementation, and evaluation of specific interventions. **Domain 1: Data-based Decision Making and Accountability; Domain 2: Consultation and Collaboration; Domain 3: Interventions and Instructional Support to Develop Academic Skills; Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills.**
- To practice skills obtained through course work in counseling – e.g., providing individual and group counseling services using solution-oriented, cognitive-behavioral, and other positive approaches to intervention; organize and lead a social skills group. **Domain 1: Data-based Decision Making and Accountability; Domain 2: Consultation and Collaboration; Domain 3: Interventions and Instructional Support to Develop Academic Skills; Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills.**

- To practice skills obtained through course work in other areas of training, including family-school collaboration, and research and evaluation -- e.g., provide staff members with a review and summary of research on a timely topic, design simple procedures to evaluate intervention programs for individual or small groups of students, develop resources for improving family-school collaboration activities. **Domain 1: Data-based Decision Making and Accountability; Domain 2: Consultation and Collaboration; Domain 5: School-Wide Practices to Promote Learning; Domain 6: Preventive and Responsive Services; Domain 7: Family-School Collaboration Services; Domain 9: Research and Program Evaluation.**

Evaluation of Progress
Student progress will be assessed using the Field Experience Checklist and Evaluation Form during both second year practica. In addition, the Assessment Rubric (Appendix E) will be applied informally to all assessment reports and formally at least once each semester. Students will submit a minimum of one counseling case (video and class notes) during the fall semester for evaluation using the Counseling Rubric (Appendix E). Students will submit a minimum of one consultation case (video and case notes) during the spring semester for evaluation using the Consultation Rubric (Appendix E). In preparation for internship, students are expected to evaluate the effectiveness of their interventions.

FOURTH PRACTICUM (PhD students only; generally 4th year)
In this practicum, doctoral students are expected to reflect on their training and practicum experiences to this point in the program and, based on this reflection, identify goals and objectives for this practicum. Thus, each student's plan is expected to be individualized and designed to enhance the applied skills that the student identifies as important for his/her continued professional development. The course includes two major parts: 1) two days per week field experience and 2) individual or small group supervision provided by the site supervisor and the University supervisor.
Objectives of Fourth Practicum
The specific course objectives will vary according to individual student's needs. However, it is anticipated that students will develop individualized objectives to enhance specific problem-solving, assessment, consultation, and/or counseling skills in the context of serving a diverse population of students, families, and colleagues.
Evaluation of Progress
Student progress will be assessed using the Field Experience Checklist and Evaluation Form. Internship rubrics will be used as appropriate given the student's individualized objectives and experiences.

GENERAL ARRANGEMENTS AND GENERAL GUIDELINES FOR PRACTICA
1. The student will conform to the standards and policies of the local school district or clinic, and of the State of Delaware, and will strive to uphold ethical standards of the profession in the course of the training experience. Students are expected to know the ethical standards of the National Association of School Psychologists and abide by them in their field placements. Lapses in ethical and/or professional behavior may result in a failing grade, regardless of the quality of the remainder of a student's work.

2. The individual school district, or clinic, will determine what specific procedures to follow in obtaining consent from parents and/or children when the practicum student is involved in a case as observer or service provider. However, consent from parents is required for all cases for which the practicum student has primary responsibility.

3. Students are expected to protect the confidentiality of their clients at all times. It is essential that all test protocols, reports, documents, video and audio recordings that are used for training purposes at the University of Delaware be treated as confidential. Students will insure that all documents are protected while in their possession and properly filed with the school division when the case is completed. All video and audio recordings should be erased at the end of each semester.

4. The administration of personality tests or other types of measures specifically for training purposes may require special consent procedures. Furthermore, diagnostic decisions should never be based on tests administered specifically for practice, unless validity and reliability are attested to by the supervisor.

5. Psychological reports and other formal documents prepared by the student for the school district, or clinic, must be countersigned by both the on-site supervisor and the University supervisor, who in doing so, indicate that the work is acceptable. Students should sign work as "School Psychology Trainee," or "Practicum Student in School Psychology."

6. The on-site supervisor will meet with the student a minimum of two hours a week to plan and supervise training experiences. Three special sessions are to be arranged, as described later -- one at the beginning of the semester for initial planning, one at mid-semester for interim evaluation and feedback, and one at the end of the semester for final evaluation and feedback. The university supervisor will visit the site as needed.

7. The on-site supervisor should determine the level of direct involvement and of independence that is appropriate for the student and for the space provided. That is, the supervisor should assign activities at a level consistent with the competencies demonstrated by the student. A hierarchy of activities involving a particular skill might be devised, as in the examples below, so that an assignment may be matched to the student's expertise. The examples below pertain to all first-year practicum students and many second-year practicum students.

Example 1. Administration of a standardized test not previously given by the student.
     a. Student observes administration by supervisor.
     b. In response to questions by supervisor, student tells how he/she would administer a given subtest or respond to a given behavior.
     c. Student administers test to supervisor as simulation.
     d. Student administers test to child, observed by or taped for supervisor.
     e. Student administers test to child, summarizes in supervision.
     f. Student administers test to child; supervisor reviews test protocol and written report for points pertaining to administration.

Example 2. Teacher Interview
     a. Student observes interview by supervisor, shares impressions afterwards.
     b. Given details of a case, student outlines what he/she would ask about and how.
     c. Student role plays interview with supervisor.
     d. Student and supervisor interview teacher together.
     e. Student conducts interview, is observed or taped for supervision.

f. Student conducts interview, reviews point by point (from extensive notes taken immediately afterwards) in supervision.

g. Student conducts interview, reviews key point and general outcome in supervision.

Example 3. Classroom observation

a. Student and supervisor discuss observational methods (including required form, when appropriate), and goals of observation.

b. Student is introduced to teacher and observation session(s) is scheduled.

c. Supervisor and student observe child and record observations.

d. Supervisor and student review, compare, and discuss observations.

e. Steps above are repeated, with student being the primary recorder of observations.

f. Student conducts observations and reviews findings with supervisor.

Obviously (or hopefully!), not all activities will necessitate this type of attention from the supervisor.

DRESS CODE

Area school districts and early learning facilities require those working in their buildings to dress professionally. Here is an example of the guidelines used by a local district. Please follow these guidelines. As adults in the school building you will be modeling appropriate attire for the students.

- Professional attire includes: dresses, skirts (no more than 3" above the knee), blouses, polo shirts, sweaters, jackets, pant suits, suits, blazers, dress slacks/khakis, shirt and tie, leather or suede shoes or dress sandals.

- Unprofessional attire includes items such as: leggings; stretch pants; stirrup pants; spandex pants; denim jeans of any color; athletic wear such as sweat pants or sweat shirts; shorts; tank tops; t-shirts; bare midriffs; halter tops; short skirts; clothes with holes; clothes that depict images or texts; leisure sandals (such as flip flops and thongs); sneakers; clothing that reveals one's stomach, private areas or, or underwear- either when standing or kneeling/bending over or stretching; and see-through shirts or skirts.

- To signify that you are in a school building legitimately, schools require you to wear their id tags at all times.

- Since students are forbidden to chew gum it is a good idea to refrain from gum chewing while on school property.

FORMAL STRUCTURE OF PRACTICA

Prospective field placement experiences and specific outcome-based competencies are outlined on the Field Experience Checklist and Evaluation Form. This document serves as a systematic planning and evaluation tool for monitoring student progress throughout the program. In the first practicum, the student may have little or no experience in the Direct and indirect services sections and few of these activities will be conducted and evaluation. In subsequent semesters, this area should receive substantial attention.

Structure and accountability are also introduced through the arrangements described below. Note that asterisks indicate that something is to be written or prepared (these requirements

are summarized at the end of this document). Also note that the student is required to maintain an ongoing log of activities and time spent during practica.

A. Initial Planning

Use the Field Experience Checklist to help structure an initial meeting in which:

1. Student describes past experience and expertise relevant to school psychology services.
2. Supervisor and student plan field experiences for the semester using the Field Experience Checklist. Student will give a copy of this plan to the University supervisor. *

B. Interim Evaluation and Review with Supervisor

Supervisor and student are to meet during the middle of the semester to review progress to date and to plan for the remainder of the semester.

1. Supervisor completes the second column (i.e., evaluation column) of a copy of the Field Experience Checklist and Evaluation Form that was completed earlier for planning purposes. This is for interim feedback to the student, and is not submitted to the university.
2. Student and supervisor review Field Experience Checklist and Evaluation Form and identify those areas of need or of special interest in which future experiences can be arranged. Make specific plans for these activities at this time.
3. 3. Student indicates what aspects of supervision have been most valuable for him/her, and suggests ways in which supervision could be made more valuable.
4. Student writes up a brief progress report that summarizes the key points and plans discussed in this meeting, including (a) areas in need of improvement, and (b) special experiences or interests that the student will be pursuing in the remainder of the semester. The report is co-signed by the student and supervisor and given to the University supervisor.*

C. Final Supervisor's Evaluation

1. Using the original Field Experience Checklist and Evaluation Form (Appendix A) that was completed at the beginning of the semester, the supervisor completes the second column and reviews his/her final evaluation with the student.
2. Student indicates on form whether he/she disagrees with any points in the evaluation, and signs form. Student returns form to University supervisor.*
3. Student completes Site Evaluation Form and submits it to the university supervisor.*

D. Ongoing Log of Experiences*

The student must maintain a daily log of practicum experiences. Be certain to document required supervision time. Entries into the log should summarize experiences and include:

- date and time spent
- brief description of tasks performed

- characteristics of student(s) (age, type of disability, behaviors)
- assessments and/or interventions used

For example, "Sept. 15. Observed a third-grade inclusion classroom, completed re-evaluation of a second-grade African-American student suspected of LD (WISC-IV, WIAT-II, CBA); teacher concerned about reading problems. Met with supervisor for 1 hour to review cases. Wrote report. 7 hours."

SPECIFIC REQUIREMENTS AND SUGGESTIONS FOR STUDENTS
1. All reports must be approved by both the on-site and the University supervisor. Obviously, this will require some coordination and expediency on your part. Be sure you understand your supervisors' expectations regarding timelines, who reviews reports first, and other logistical details. If the two supervisors disagree, the on-site supervisor has the last word (unless, of course, an ethical violation exists). Disagreements over diagnostic decisions, preferred measures and interventions, report-writing styles, etc., should be expected. Such experiences represent reality in the field and are often educationally rewarding. Whenever these disagreements occur, however, defer final judgment to the on-site supervisor who is assuming responsibility for the case.
2. Consult the Assessment, Counseling, and Consultation Rubrics to guide your work.
3. Make sure that the University supervisor promptly receives a copy of your initial practicum plan, interim report, final evaluation, and log.
4. Attending practicum as scheduled is a high priority (in most cases, you should consider completing practicum requirements your highest priority). If on rare occasions you must change your schedule, inform your on-site supervisor and the school secretary. If you are sick and cannot attend a scheduled meeting that requires your participation, then it is your responsibility to insure that all parties involved in the meeting are notified and that other arrangements are made, when necessary (e.g., your supervisor might need your written report).
5. Treat this as your first job in school psychology! Impress upon your supervisors and co-workers that you are an energetic and responsible person who desires to learn and help. Dress and behave as a professional at all times. Introduce yourself to the staff and students, particularly to those with whom you will be spending the most time. Familiarize yourself with their concerns, interests, needs, etc. These suggestions might seem trite, but concerns about students' tardiness, late reports, not calling in when sick, unfriendliness, etc. are voiced almost every year by supervisors.
6. Don't always wait to be told what to do. Be proactive. That is, you should never have nothing to do. Don't expect your supervisor to schedule your entire day - supervisors are very busy people. Whenever you are not involved in a case, arrange for other learning experiences, such as:
- Review special education guidelines and procedures.
- Observe, and compare, regular and special education classrooms.
- Interact with kids (read a book to kindergartners, play ball with elementary kids at recess, talk to students, etc.).
- Talk to other professionals (e.g., reading specialist, nurse, counselor, educational diagnostician, etc.) about their roles.

7. Use your time wisely! Start the habit now of scheduling your day. Always arrive early and before classes begin. Use this time to schedule sessions for testing, consultation, counseling, classroom observations, etc. Teachers like to know in advance when a child has to leave the classroom or when someone is going to visit their classroom. Also, they do not like class interruptions. Respect this (and if it can't be avoided, apologize profusely). Plan accordingly and accommodate the scheduling preferences of teachers (if you and the teacher cannot agree on a time, see your supervisor).

8. Always let the school secretary know when you enter and leave the building. Check to see if you need to sign-in and sign-out. Always wear your identification.

9. Maintain a file (e.g., notebook binder) of ideas, references, resources, recommendations, policies, etc.

GRADING

Determination of the final grade for each practicum is the responsibility of the University supervisor. The grade is determined in consultation with the on-site supervisor and reflects the degree to which the student has achieved competency in skills on the Field Experience Checklist and the appropriate rubrics. Expectations will increase with each practicum. A student with "unsatisfactory" performance in any competency (including professional characteristics) during the third practicum will not be allowed to begin an internship. See each semester's course syllabus for additional details.

Summary of Planning and Evaluation Procedures

Week 1 or 2

- Supervisor and student jointly complete Field Experience Checklist and Evaluation Form (FECEF).
- Student forwards one copy to university supervisor, makes one copy for interim evaluation, and keeps original for final evaluation.

Mid-semester

- Student asks Supervisor to complete the evaluation component (i.e., second column of checklist) of a copy of the FECEF that was completed previously, modifies planned activities (if appropriate), and shares results with student.
- Student submits brief progress report to university supervisor.

End of semester

- Student asks Supervisor to complete evaluation component of the original FECEF (with modifications in planned activities, if appropriate) and forwards the form to the university supervisor.
- Student submits copy of Practicum Log to university supervisor.
- Student submits completed Site Evaluation to university supervisor.

APPENDIX C
School Psychology Practica
Site Evaluation

SEMESTER/YEAR: _____

SITE: _____

SUPERVISOR: _____

SCHOOLS SERVED (include grade levels): _____

       _____

ACTIVITIES:

	Conducted	**Observed**
Reeval. Assessments		
Initial Assessments		
Consultations (cases)		
Individual Counseling (cases)		
Group Counseling		
Other activities (specify):		

Strengths of this placement:

Weaknesses of this placement:

Note any changes you recommend in this practicum class. THANKS!!!

APPENDIX D
UNIVERSITY OF DELAWARE
SCHOOL PSYCHOLOGY INTERNSHIP GUIDELINES
Revised Fall, 2016

Purpose of Internship

The internship follows completion of all required coursework, allowing the intern to demonstrate proficiency with skills acquired during the training program and to gain new knowledge and skills. The internship gives the intern the opportunity to integrate all previous training experiences and to apply, under supervision, a broad range of outcome-based school psychological services that have a positive impact on children, schools, families, and other consumers. As a reflection of the culmination of graduate training in school psychology, it is expected that interns will demonstrate competency in all areas corresponding with the program's goals and with the 10 domains of practice delineated by NASP.

Internship Plan

Specific outcome-based competencies for the internship are listed in the Field Experience Checklist and Evaluation Form. Serving as both a written plan and an evaluation procedure for monitoring the intern's progress, this form details the specific outcome-based competencies that are developed over the course of training and that are further developed and demonstrated during the internship.

Note that although the Field Experience Checklist and Evaluation Form serves as a systematic plan for monitoring performance, the internship contract, the Internship Guidelines, and the syllabus for the internship course are also part of the internship plan. Together, they specify competencies to be demonstrated, requirements to be met, and the collaborative responsibilities of the school psychology program and the internship site in providing supervision and support and ensuring that the goals of the internship are achieved.

Length of the Internship

The specialist-level internship must involve a minimum of 1200 clock hours (6 to 12 credit hours). Interns in a school setting are expected to complete an internship that entails a full academic school year. Internships may be completed when a half-time basis over a period of two consecutive academic years. The doctoral-level internship is typically 12 months in duration and a minimum of 1500 clock hours.

Internship Setting

Finding an appropriate internship site is the joint responsibility of the university supervisor and the intern. While every effort is made to arrange for a paid internship, paid internships are not guaranteed. However, over the past 20 years all in-state interns have been offered paid internships.

The University supervisor must approve all placements, including placements in each school building. Although the University supervisor attempts to place interns in locations that they most desire, the program's obligations to local school districts, as well as their

preferences and needs, must be respected. Likewise, the quality of a site, especially the supervision provided and the range of services offered, is considered to be more important than a high salary. Thus, an intern may not be allowed to complete in a setting of unknown quality if an opening nearby would go unfilled or if the local site offers a more promising internship with respect to quality. The internship must be in a school setting. Although other settings may be incorporated into the internship experience, the public school setting must constitute at a minimum of one half of the time designated for the internship. Where other settings are employed, a rationale must specify its appropriateness. The public school setting must offer a full range of general and special education services provided to children at the preschool, elementary, and secondary levels for children with high and low incidence disabilities. It also must serve a diverse population of students, including diversity of race and culture.

Supervision

Supervision is the collaborative responsibility of local and university personnel. In addition to e-mail and/or telephone correspondence, a University supervisor will meet with the intern's site supervisor at least once annually and as needed (site visits outside of the region may not be necessary, however).

Whereas the authority for providing internship credit and the intern's grade rests with the University faculty, primary responsibility for intern supervision rests with the site supervisor.

Local supervision is to be provided by a person(s) holding valid certification as a school psychologist, who is employed full-time as a school psychologist in the local educational agency, and who has held such employment in that agency for a minimum of one school year prior to undertaking supervisory responsibilities. The local supervisor should have at least three years of experience as a school psychologist (exceptions to this requirement will be considered on a case-by-case basis by the University's internship supervisor). For an internship in a non-school setting, the supervising psychologist must be appropriately credentialed for the internship setting.

To ensure appropriate supervision, the local school psychologist should be provided sufficient assigned time for regular duties and must not be responsible for more than two interns at a given time. A minimum average of four hours of individual supervision per week is to be documented by the intern.

Both local and University supervisors should demonstrate active involvement in the profession as evidenced by professional association memberships, scholarly pursuits, experience and professional competence, and continuing professional development.

Participation at monthly meetings of interns with the University supervisor is required. Group supervision is provided in those meetings. Exceptions for attending may be granted by the University supervisor for interns completing an internship located out of state and not near the University.

Evaluation

A variety of performance-based procedures are used to ensure that interns demonstrate accountability with regard to the effectiveness of the University's school psychology training program. These procedures, as described below are used to evaluate competencies corresponding to the programs goals into the NASP domains of practice.

Supervisor's Observations and Ratings of Specific Competencies and Professional Qualities

At the end of this semester, the on-site supervisor and the intern shall jointly evaluate specific competencies and professional qualities that are taught of the course of the school psychology program and which are to be further developed and demonstrated during internship. As described below, an evaluation form developed by the university is used for this purpose (i.e., the evaluative component of the Field Experience Checklist and Evaluation Form).

> For the purpose of initial planning, at the beginning of each semester the intern and on-site supervisor completes the Field Experience Checklist and Evaluation Form indicating when each skill will be addressed (marking the first column of the form with a specific date, where appropriate; otherwise, simply checking that the skill will be addressed).

> For purposes of evaluation, the above form is reviewed periodically by the intern and the on-site supervisor, as appropriate.

> A review at mid-semester (i.e., late October and late March is **required** and should be noted in the intern's log. However, the checklist does not need to be completed at that time, unless either the field supervisor or University supervisor has areas of concern about the intern's lack of progress or professional skills. Note that the University supervisor does not need to be sent a copy of such a review; however, the University supervisor is to be contacted if the intern receives low ratings or if disagreements exist between the intern and the on-site supervisor with respect to the intern's progress.

> At the end of each semester, the on-site supervisor completes the evaluation column of the form. The supervisor reviews his/her final evaluation with the intern, giving the intern the opportunity to disagree with any points in the evaluation. The intern and site supervisor sign the form and the intern sends a copy to the University supervisor.

> Doctoral interns participating in APPIC-approved sites may substitute the site's evaluation forms with permission of the University supervisor for review. Note that the university supervisor is the final judge of the intern's skills and qualities delineated on the Field Experience Checklist and Evaluation Form.

Portfolio Requirements

Throughout the semester the intern is required to prepare a comprehensive portfolio that demonstrates his/her competencies in school psychology, as well as the knowledge, skills and dispositions required of all professional education programs at the University of Delaware. The portfolio is reviewed and graded by University supervisors who provide timely feedback on each item. The portfolio shall contain the following components (as detailed in the course syllabus):

Monthly Log. Using the EXCEL template provided,
the intern must keep an accurate ongoing log, following specific instructions in the course syllabus, and send it to the University supervisor the first of each month. The University supervisor shall review the log monthly and provide the intern with feedback.

Professional Development Goals and Activities. The intern is to develop a set of goals for professional development during the internship and a sequence of activities designed to address these goals. All professional development activities are to be documented in the internship log. It is expected that approximately 25 hours of professional development time will be documented.

Comprehensive Assessment Report. This report should reflect an integration of multiple methods of assessment (observations, interviews, standardized and CBA measures, response to intervention, etc.) linked to interventions.

Comprehensive Intervention Case Studies: Consultation and Counseling. Two comprehensive case studies are required: a consultation case and a counseling case. In each case study the intern is to demonstrate that he/she possesses the knowledge and professional expertise to implement an effective intervention (including counseling), while collaborating with the student, teachers, families and other professionals, where appropriate, in the intervention's design, implementation, and evaluation.

One case study must demonstrate a positive impact on the student's behavior (e.g., reduced behavior problems, increased work completion, or improved social skills) and another must demonstrate a positive impact on academic performance (e.g., improved grades or specific skills). Requirements for these two projects are specified in the course syllabus, including providing an effect size that shows a positive impact. Among additional requirements are that interns include a video of their counseling and consultation skills, a self-critique of their skills, and report an effect size that shows a positive impact.

Program Development/Evaluation Project. This portfolio item must be presented at the program's annual spring supervisor appreciation luncheon and at the spring DASP conference. The project should address the educational or mental health needs of children and youth, their families, and/or educational and mental health agencies that serve them. The project could consist of a program evaluation, the design and/or implementation of a prevention program, a needs assessment, systematic in-service training, curriculum development, etc.

Passing Score on the PRAXIS Exam in School Psychology. Interns are required to achieve a passing score (as set by the NASP, which is currently 147) on the national school psychology

examination administered by the Educational Testing Service. Information about the test and available test dates are available on the NASP web page and on the ETS webpage. Complete credit for the internship will not be awarded until a passing grade on the exam is forwarded to the university supervisor.

Evaluation of the Site

At the end of the internship the intern completes the Site Evaluation Form and submits it to the University supervisor. (Additionally, the University supervisor will interview the intern with respect to overall quality of the site and internship experience, and may also contact the site supervisor.)

Ethical and Professional Development Standards. The internship is to be conducted in a manner consistent with NASP/APA ethical standards and the legal-ethical standards established by the local school district and the state. Additionally, the intern is expected to participate in scheduled monthly university meetings, as well as regional and state-wide meetings for school psychologists. If feasible, the intern also should participate in national level meetings. Reimbursement by the school district for such travel is strongly encouraged. Irrespective of the availability of reimbursement or other financial support, released time for attendance at professional meetings should be provided.

Contractual Agreement

A written contract specifying the following must be signed by the intern and the appropriate authorities representing the University and the agency appointing the intern:

  a. Period of appointment and terms of compensation;
  b. Schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.);
  c. Provision for participation in continuing professional development activities,
  d. Expense reimbursement consistent with policies pertaining to school psychologists in the District;
  e. An appropriate work environment including adequate supplies, materials, secretarial services, office space, and support services consistent with that offered to school psychologists in the District;
  f. Appropriate supervision, including release time for internship supervisors; and
  g. A commitment to the internship as a diversified training experience.

Final Grade

The intern's final grade will be determined by the University supervisor based on evaluations by the on-site supervisor, the quality of the portfolio, submission of all materials when due and any other criteria the instructor includes in the course syllabus for the internship.

Certification in School Psychology

National certification school psychology is strongly recommended. National certification is fairly simple for graduates of our program since the program is NASP approved. However, you must apply (and pay a fee).

Note that different states have different requirements for state certification. Interns need to contact the Department of Education for the state(s) in which they plan to work to learn of their certification requirements. In Delaware, graduates will be certified upon completing the program, which includes completion of the internship and passing receiving a passing score in the PRAXIS exam in school psychology. Currently (2016), Delaware also requires passing scores on the PRAXIS I exams in reading, writing, and math (equivalent passing scores on the SAT or GRE may be substituted for the math and reading PRAXIS I exams, but not for the writing exam). Other states are likely to have different requirements and may not accept SAT and GRE scores as substitutes.

Please Note: Graduates must apply for certification. It is not automatic!

Assessment Skills Competencies Portfolio Evaluation Rubric

Intern: _____   Date: _____

University supervisor completing rubric: _____

Child assessed: (pseudo-name, or initials): _____

The following ratings are used to indicate the quality of the element of the report:

1 = Unsatisfactory: does not meet expectations for level of training; the candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2 = Adequate Emerging Competence: meets expectations for level of training (i.e., 1st, 2nd, or 3rd year) and it is understood that continued practice and on-going supervision are recommended.

3 = Advanced Emerging Competence: competence beyond that expected for a candidate at current level of training and it is understood that continued practice and on-going supervision are recommended.

4 = Competent: student demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required.

NOTE: This form is to be completed by the university supervisor and attached to a written summary of the evaluation of the report.

_____ Report was completed in a timely manner.

_____ A confidentiality statement is provided at the top of the first page.

_____ Data are presented clearly and accurately, using error-free grammar and mechanics.

_____ Assessment methods are listed and scores are reported in an accurate and clear fashion that is understandable to parents, teachers, and others.

_____ Assessment methods follow logically from the referrals question(s).

_____ Multiple assessment methods, with demonstrated validity and reliability, are employed, including (where appropriate) review of records, standardized tests, rating scales, curriculum-based assessment, classroom observations, and interviews with teacher(s), parent, and child.

____ Salient educational history is included based on a complete review of school records, such as: (1) prior grades, (2) group achievement test scores, (3) health records (e.g., vision and screening results), (4) records of behavior, (5) previous evaluation reports, and (6) previous and existing interventions related to the referral.

____ Parent/guardian interview covers (1) age of onset of problems, (2) course/prognosis of problem, (3) etiology (as appropriate), (4) family psychiatric history (as appropriate), (5) child's developmental and educational history, (6) child's social and emotional functioning, and (7) relevant cultural information (e.g., language of the home). A semi-structured or structured interview format is used to assure that all pertinent areas are covered.

____ Teacher interview covers: (1) current classroom achievement in all pertinent areas (e.g., reading, mathematics), and (2) social and emotional functioning. Both strengths and weaknesses are identified.

____ The report presents a clear description of relevant behaviors of the child observed during testing and includes a statement regarding probable validity given the child's test session behaviors.

____ The report presents a clear description of classroom behavior, using systematic methods of observation. Observed factors that contribute to the student's behavior (e.g., peers, instruction, etc.), and are relevant to the referral question(s), are highlighted. These observations are integrated, as appropriate, with other behavioral data.

____ The report presents data that are helpful to the IEP team or intervention support team in determining eligibility for special services and/or for developing interventions.

____ The report synthesizes and integrates information from multiple sources, including school records, interviews, and standardized and curriculum-based measures of ability, achievement, and social and emotional functioning, as appropriate to the referral question.

____ Classroom-based progress monitoring/response to intervention data are included when relevant. Results are presented in a coherent and integrated fashion (e.g., test by test reporting is avoided). Graphs and other visual representations are used as appropriate.

____ The report provides appropriate summary that helps guide the IEP team's eligibility determination.

____ The report offers multiple, specific, evidence-based, and practical recommendations that address the referral question(s) and that may serve as the basis for developing an IEP or intervention plan, where appropriate.

Reviewer Comments:

____ APPROVED   ____ NOT APPROVED

Counseling Skills Competencies/ Case Study Evaluation Rubric

Interns must submit a completed counseling case study, including the case file (with appropriate planning, implementation, and evaluation documentation) and a video of at least one session (you may choose to show parts of several sessions). This project must show a positive impact on the client's academic and/or behavioral issues. The reviewer will rate the quality of the required elements according to the following scale:

1 = Unsatisfactory: does not meet expectations for level of training; the candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2 = Adequate Emerging Competence: meets expectations for level of training (i.e., 1st, 2nd, or 3rd year) and it is understood that continued practice and on-going supervision are recommended.

3 = Advanced Emerging Competence: competence beyond that expected for a candidate at current level of training and it is understood that continued practice and on going supervision are recommended.

4 = Competent: student demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required.

CASE STUDY

____ Completed Permission Form included

____ Completed History and Treatment Plan form included
    ____ RELEVANT background presented
    ____ Brief description of presenting problem (including client's perceptions)
    ____ Goals stated for the intervention
    ____ Proposed evaluation of progress methods explained
    ____ Theoretical approach and techniques planned are outlined

____ Progress notes for all sessions included
    ____ Notes are dated and signed
    ____ Objective language used throughout
    ____ Each note includes:
        ____ Goals for session
        ____ Brief overview of client's current status
        ____ Brief review of session content
        ____ Evaluation of progress
        ____ Plan for next session

____ Termination documents included
    ____ Evidence of positive impact on one or more academic/behavioral goals
        documented using appropriate methods (e.g. effect size; goal attainment scale)

____ Recommendations for follow up
____ Termination letter to parent(s)

VIDEO

____ Video of one or more sessions included
____ Counselor conveys warmth and acceptance of client
____ Counselor uses basic listening and communication skills effectively (e.g., reflection, paraphrases, summarizations)
____ Counselor implements appropriate interventions during the session (e.g., reframes, externalizing the problem, cognitive restructuring)
____ Counselor demonstrates appropriate flexibility in responding to client's current goals/needs
____ Counselor demonstrates proper pacing and timing in the session (e.g., starts and stops on time, sets limits as appropriate)
____ Counselor closes session appropriately (e.g., includes plans for next session, reviews between session activities that have been planned)

SELF-EVALUATION

____ Counselor Self-Critique completed for session(s) in which video is included as evidence of competence
____ Counselor accurately identified strengths of the session
____ Counselor accurately identified areas of needed improvement in the session
____ Counselor made appropriate plans for improvement
____ Counselor summary of case overall
____ Counselor accurately identified strengths of the treatment plan and intervention
____ Counselor accurately identified areas of needed improvement in the treatment plan and intervention
____ Counselor made appropriate plans for continuing professional growth in counseling skills

RESPONSE TO SUPERVISION

____ Supervision notes included, as appropriate
____ Counselor demonstrated understanding of feedback through paraphrasing or summarizing supervisor comments
____ Counselor was non-defensive
____ Counselor adequately explained therapeutic choices made in the session when questioned

REVIEWER COMMENTS:

____ APPROVED   ____ NOT APPROVED

NOTE: For purposes of the internship portfolio, ALL elements described above are expected to be present (i.e., the case must be appropriately terminated) and adequate for entry level into the profession (i.e., rated at least as satisfactory). If any element is missing or unsatisfactory, the reviewer will return the portfolio submission to the student for revision.

Consultation Competencies/ Case Study Evaluation Rubric

Interns must submit a completed consultation case study, including a video of at lease one session (either problem identification or problem analysis). This project must show a positive impact on the target student's academic and/or behavioral issues. The reviewer will rate the quality of the required elements according to the following scale:

1 = Unsatisfactory: does not meet expectations for level of training; the candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2 = Adequate Emerging Competence: meets expectations for level of training (i.e., 1st, 2nd, or 3rd year) and it is understood that continued practice and on-going supervision are recommended.

3 = Advanced Emerging Competence: competence beyond that expected for a candidate at current level of training and it is understood that continued practice and on-going supervision are recommended.

4 = Competent: student demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required.

Written Consultation Report

Background information presented

_____ Presents brief overview of the case and description of presenting problem
_____ Presents brief background history of the student in areas relevant to the problem
(including any diagnoses and previous attempted interventions and outcomes)
_____ Addresses any unusual circumstances that need to be explained (e.g., teacher's or
student's absences, resistance, other project delays)

Review and self-critique of problem solving interview(s)

_____ Accurately identifies strengths of interviews
_____ Accurately identifies weaknesses of interviews
_____ Suggests ways that identified weaknesses might have been avoided and/or addressed in
future interviews
_____ In general, report is well written (i.e., qualities of excellent writing are demonstrated,
such or organization, clarity, grammar, etc.

Research Review/Integration

_____ Research related to the case is well integrated into the report

____ Research reviewed applies directly to the case, helping to explain or understand factors related to the case or providing guidance to intervention
____ Research reviewed is drawn from a variety of sources, including recent studies and/or theoretical articles

Review and Critique of Intervention

____ Problem behavior(s) is clearly identified and described in observable, measurable terms.
____ Problem behaviors are appropriately assessed, including the collection of baseline data and the use of functional behavioral assessment, where appropriate.
____ Problem behaviors are analyzed clearly and sufficiently (i.e., proximal and distal factors that contribute to the behavior are explored)
____ Hypotheses linked to assessment are generated
____ Problem solving process is collaborative
____ Goals for intervention are clear, measurable, linked to assessment and problem analysis, and appropriate for the case
____ Each component of the intervention is clearly described such that the intervention could be replicated by others
____ Intervention is linked to results of formal and informal methods of problem solving assessment
____ Intervention is linked directly to intervention goals
____ Intervention is supported by theory and/or research
____ Intervention is evaluated with appropriate methods
____ Visual representations of evaluation data are provided that clearly show a positive outcome of the intervention in one or more specified academic and/or behavioral areas
____ An Effect Size is reported.
____ Suggestions for improving the intervention and for follow-up are discussed and appropriate to the case (e.g., possible modifications are described; discussion of whether the problem has been solved or requires further or different intervention)
_____In general, report is well written (i.e., qualities of excellent writing are demonstrated, such or organization, clarity, grammar, etc.)

Skills Demonstrated, as Presented on Consultation Video:
(Note: one of the two sections below should be completed depending on evidence submitted by consultant)

Problem Identification Interview

____ Presents opening statements that summarize the purpose of interview and what the consultee should expect
____ Elicits general examples of the behavior(s) of concern
____ Identifies specific targeted behavior(s) and elicits examples thereof (as appropriate)
____ Elicits estimates of behavior's strength
____ Tentatively defines goals/expectations for behavior improvement

____ Summarizes and validates above information (as appropriate)
____ Specifies situational context and tentatively explores various environmental and intra individual factors
____ Tentatively explores factors outside of the situational context
____ Summarizes and validates contributing factors (as appropriate)
____ Explores existing interventions, and student's response to them
____ Tentatively identifies replacement behaviors (and goal, as appropriate)
____ Summarizes procedures and replacement behaviors (as appropriate)
____ Determines recording procedures
____ Summarizes and clarifies recording procedures
____ Schedules/plans for follow-up
____ Demonstrates appropriate level of interpersonal/problem solving skills, as evaluated with Interpersonal and Problem Solving Skills Checklist

Problem Analysis Interview (Required if Problem Identification Interview video is not submitted)

____ Questions/briefly reviews identified problem(s)
____ Questions/explores current behavior and goals for change
____ Analyses contributing factors
____ Summarizes above (as appropriate)
____ Links contributing factors to possible interventions
____ Collaboratively develops intervention plan
____ Collaboratively plans intervention tactics
____ Summarizes plan and tactics
____ Encourages questions, offers assistance and follow-up
____ Schedules follow-up/next meeting

Inclusion of Completed Interview and Self-Rating Forms
(checked if included)

____ Problem Identification Interview
____ Problem Identification Interview Self-Rating Form
____ Problem Analysis and Intervention Planning Interview
____ Problem Analysis and Intervention Planning Interview Self-Rating Form
____ Interpersonal and Problem Solving Skills Checklist

Additional Comments:

____APPROVED   ____ NOT APPROVED

Program Development/ Project Evaluation Rubric

The evaluation of this project is based on a review your poster presentation completed at the Supervisors' Luncheon. The project is evaluated on the following elements. Each element below is rated on this scale:

1 = Unsatisfactory: does not meet expectations for level of training; the candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2 = Adequate Emerging Competence: meets expectations for level of training (i.e., 1st, 2nd, or 3rd year) and it is understood that continued practice and on-going supervision are recommended.

3 = Advanced Emerging Competence: competence beyond that expected for a candidate at current level of training and it is understood that continued practice and on-going supervision are recommended.

4 = Competent: student demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required.

Specific Competencies

____Project is of importance to the school building or district.
____Rationale for the project is clear.
____The goals of the project are clear.
____Implementation of the project (what, whom, when, and how) is well described.
____A collaborative problem solving process is applied throughout the project's development, implementation, and evaluation.
____Interventions and/or methods are linked directly to the goals of the project.
____Appropriate statistical or evaluative techniques are employed.
____Results of the project are clearly presented.
____Limitations of the project are presented, as appropriate.
____Implications for practice and/or future research are delineated.
____Implications/recommendations are supported by research.
____Poster is visually appealing, well organized, clear, and appropriate for the given project.

General Competencies Addressed

Based on your poster presentation but also on consultation/discussion with your university supervisor, the project required general competencies related to each of the school psychology competency domains. Where appropriate, each domain is rated using the following scale. Note that it is understood that because projects are developed to meet the needs of individual schools, not all of the following domains apply and the skills within each domain are expect to vary (thus, specific competencies are not delineated).

1 = Unsatisfactory: Skills within this domain apply, but competencies were not exhibited.

2 = Satisfactory: Skills within this domain apply, and competencies required exhibited reflect good professional practice.

3 = Superior: Skills within this domain apply, and competencies required reflect outstanding professional practice.

NA = Not Applicable

Foundations of Service Delivery (these elements are evaluated in all projects):

_____ *Diversity in development and learning.* Your project included a diverse population of students (and collaborators, where appropriate), and you demonstrated sensitivity and skills needed to address their individual differences.

_____ *Research and program evaluation.* This should apply to all projects. You demonstrated appropriate application of research and evaluation methods for improvement of services.

_____ *Legal, ethical, and professional practice.* You consistently demonstrated critical interpersonal, ethical, and legal competencies.

Practices That Permeate All Aspects of Service Delivery (these elements are evaluated in all projects):

_____ *Data-based decision-making and accountability*. For example, data were systematically collected, analyzed, and translated into practical interventions or recommendations, using technology as appropriate.

_____ *Consultation and collaboration.* For example, you collaborated effectively with teachers, administrators, families, or others in the planning and decision-making process.

Direct and Indirect Services for Children, Families, and Schools (these elements are evaluated as appropriate to the specific project):

_____*Interventions and instructional support to develop academic skills*. For example, you used evidence-based strategies to develop and implement services at the group or systems level to enhance academic skills and/or evaluated effectiveness of academic interventions.

_____ *Interventions and mental health services to develop social or life skills.* For example, you developed a new social skills curriculum that you implemented and evaluated.

____ *School-wide practices to promote learning* You demonstrated an understanding of schools as systems, while helping to facilitate policies and practices that create and maintain safe, supportive, just, and effective learning environments.

____ *Preventive and responsive services.* For example, you were effective in helping develop, implement, and evaluate a prevention program to promote the mental health of students.

____ *Family-school collaboration services.* Your project required collaboration across settings and you collaborated effectively with others to promote comprehensive services to children and families.

Additional Comments

____ APPROVED   ____ NOT APPROVED

Appendix F
Required Courses in the School Psychology Program
Brief Descriptions and Relevant NASP Standards

All courses in the program are consistent with the University of Delaware Conceptual Framework, which provides the goals and outcomes for the candidates in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. The candidates in our programs will implement best practices and recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts. Candidates will embody three qualities as they move on their trajectory to become professionals: knowledge and skills, leadership and commitment to equity. The framework describes these qualities and is available online at:
http://www.dcte.udel.edu/wp-content/uploads/2012/01/Conceptual-Framework-2012.pdf

Each required course is described briefly below, along with the relevant NASP Standards addressed in each course. *NOTE: The Standards are referenced below as they appear in the Standards for Graduate Preparation of School Psychologists (2010); the numbering system for CAEP is different.*

EDUC 618: Introduction to School Psychology
This course provides an overview of the roles and functions of school psychologists and exploration of related critical issues. Primary attention is given to:
- Current issues pertaining to the assessment, classification, and education of children with disabilities (Standards 2.1, 2.10, 2.5).
- Current, historical and foundational, and professional issues in school psychology (Standard 2.10).
- Cultural diversity, the organization and operation of special services in the schools, and professional, legal, and ethical standards in school psychology (Standard 2.8).
Applied experience includes interviewing and shadowing a school psychologist.

EDUC 623: Applied Human Development
This course is designed for school psychologists and educators who will teach learners with exceptionalities or learners who are learning English as a second language. Students will understand the research and theory in child and adolescent development with an emphasis on applications in the classroom. Primary attention is given to:
- Social, moral, affective, cognitive and biological domains of development (Standards 2.3, 2.4, 2.8)
- Understanding individual differences children's and adolescents' learning, motivation, and behaviors, including those related to culture and developmental contexts (Standards 2.3, 2.4, 2.8)

EDUC 651: School-Based Family Issues and Interventions
This course is designed to provide school psychologists and other educators with an understanding of diverse family systems and processes from an eco-systemic perspective. It is

also intended to increase understanding of the relationships between families and the school system, as well as the application of family-school collaboration theory and skills. Primary attention is given to:

- Understanding the processes that govern family functioning and the multiple influences (e.g., culture, SES) that affect families' functioning (Standards 2.7, 2.8)
- Learning basic principles of ecosystemic theory and their application to family- school collaboration (Standard 2.7, 2.8)
- Learning multiple strategies that are successful in enhancing family-school collaboration by improving interpersonal relationships between educators and families (Standards 2.2, 2.7, 2.8)
- Developing skills in identifying school-based challenges that relate to family engagement, analyzing existing family engagement strategies, and developing evidence-based strategies that will more effectively connect families and schools (Standards 2.5, 2.7, 2.8)

Applied experience includes researching a family-school collaboration challenge in one of your school placements, collecting data, and planning an intervention to address the challenge.

EDUC 663: Counseling Skills Laboratory

This course assists students in developing the skills necessary to accomplish and facilitate a "helping relationship." Students observe, participate in, and critique a variety of role playing exercises and actual counseling sessions as a means of mastering counseling skills. Primary attention is given to:

- Foundational skills including –
  - Interpersonal & collaborative skills (Standard 2.2)
  - Diversity awareness and culturally competent service delivery (Standard 2.8)
  - Professional, legal, ethical, and social responsibility, including self-analysis and self-growth, and ethical use of technology (Standard 2.10)
- Functional competencies including –
  - Individual counseling skills and approaches, including the microskills hierarchy (Standard 2.4)
  - Basic interviewing, observation and assessment skills (Standard 2.1)
  - Interventions to enhance clients' wellness, social skills, mental health, and life competencies (Standard 2.4)

Applied experience includes producing video of counseling sessions.

EDUC 671: Practicum in School Psychology - I

This practicum focuses on increasing students' familiarity with the organization and operation of schools and on developing skills in assessment for intervention. Students will learn to conduct psychoeducational assessments as a collaborative problem-solving process. The goal is to inform the development of empirically valid interventions that will remediate identified academic, social, and behavioral difficulties and prevent further difficulties from arising. Primary attention is given to:

- Developing knowledge of the organization and operation of school systems, including the roles and functions of personnel from varying disciplines and the operation of both regular and special education programs. Students will learn the processes by which children become eligible for special education services and the processes districts use to monitor children's

progress in preparation for statewide assessment. (Standard 2.10)
- Developing assessment skills through planning and implementing psychoeducational assessments as assigned at their sites. Students will develop skills in using multiple methods to gather data, in interpreting and reporting data, and in use of technology in assessment (Standards 2.1, 2.2)
- Developing students' understanding of the implications of individual client's sociocultural and family background in planning and implementing assessment activities. They will develop their ability to utilize a social justice framework to analyze and intervene with school-based challenges. (Standard 2.8)
- Developing an understanding of how effective instruction is delivered in the classroom setting through observation and analysis of exemplary practices. Students will increase their understanding of the relationship between prevention efforts, such as effective instruction, and the special education referral process. (Standard 2.5)
- Increasing students' understanding of the broader roles of school psychologists through observation of school psychologists engaging in consultation and intervention activities at their practicum sites. (Standards 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)
- Developing students' professional behaviors and knowledge and implementation of professional ethics. (Standard 2.10)

EDUC 671: Practicum in School Psychology – II
In this course students have the opportunity to apply the knowledge and skills attained in the first year of the program. Particular attention is given to counseling skills. The course includes two major parts: 1) two days per week supervised field experience and 2) university-based supervision through individual meetings and group seminar meetings. The course addresses multiple NASP Standards in an integrative fashion. Students are expected to:
- Demonstrate assessment skills through planning and implementing complete psycho-educational assessments as assigned at their sites (Standard 2.1)
- Demonstrate progress toward proficiency in 1) their knowledge of school organization, policies, and procedures; 2) use of multiple measures to gather data; and 3) interpreting and reporting data (see skills included on the School Psychology Field Experience Checklist and Evaluation Form). During this semester, emphasis is given to conducting planful assessments and writing timely, informative reports that guide effective interventions for learning and behavior problems. (Standards 2.1, 2.2, 2.3, 2.4, 2.5)
- Develop their understanding of problem solving and intervention planning at all three tiers of intervention through observation of and participation in school-based problem solving teams. (Standards 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)
- Develop and refine intervention skills, particularly individual counseling with children and adolescents in conjunction with other course work (Standards 2.1, 2.3, 2.4, 2.6)
- Refine their knowledge of the legal, ethical, and professional practice issues most relevant to counseling and other direct interventions in schools. (Standard 2.10)
- Demonstrate knowledge of counseling skills and their application to school-age populations from diverse backgrounds. (Standards 2.4, 2.8)

EDUC 671: Practicum in School Psychology - III

The primary purpose of the third and final (for specialist students) practicum is to provide you with opportunities to refine your skills in assessment, counseling, and other areas covered in your previous classes and field experiences. Primary attention is given to:

- Practicing skills obtained through course work in consultation and intervention. Students are required to consult with diverse teachers, parents, and others in selecting, designing, implementing, and evaluating interventions for children. Few, if any, of your cases this semester should involve only assessment. Instead, you are expected to link assessment to consultation and intervention. (Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.10)
- Practicing skills obtained through course work in other areas of training, including research, evaluation, and counseling.   For example, students should provide teachers, parents, and other consultees with summaries of research on timely topics and design simple procedures to evaluate intervention programs for individuals or small groups of students. (Standards 2.5, 2.6, 2.9)
- Help implement a group counseling or social problem-solving program. You have to teach at least 3 sessions. (Standards 2.1, 2.2, 2.4, 2.9)

EDUC 679: Instructing Elementary/Middle Schoolers with Mild Disabilities
This course addresses instructional methods and curricula for elementary and middle school learners with mild disabilities. It focuses on using assessment to identify students' learning needs, planning effective instruction using models of learning and teaching, and monitoring student learning. Instructional accommodations and modifications are also included. The course includes development of Individualized Education Plans and collaboration with professionals. Primary attention is given to helping students:

- Become knowledgeable about different models of instruction and their application to learners with mild disabilities (Standard 2.3)
- Implement a process of curriculum-based assessment in reading, writing, math, and content areas (Standards 2.1, 2.3)
- Analyze and modify learning environments to meet the needs of students with mild disabilities (Standards 2.3, 2.5)
- Identify evidence-based instruction strategies and translate those strategies into lessons and units in reading, writing, math, and content area instruction (Standard 2.3)
- Work effectively with other professionals (Standard 2.2)

Applied experience includes implementing and evaluating a direct academic intervention with a student.

EDUC 688/867: Internship in School Psychology
Internship is not a course in the traditional sense. Interns develop and enhance skills and professional characteristics needed to provide effective services that integrate the goals of the school psychology program across the 10 domains of practice delineated by the National Association of School Psychologists (NASP). As such, interns provide a full-range of school psychology services under close supervision. They are expected to analyze the services they provide and, with the assistance of their supervisors, evaluate the effectiveness of those services. Students prepare a portfolio of their work to demonstrate competence across the domains of practice. The portfolio includes:

- Comprehensive psycho-educational assessment report (Standards 2.1, 2.2)

- Comprehensive consultation and counseling case studies demonstrating positive impact of their work for academic and social-emotional/behavioral goals (Standards 2.1, 2.2, 2.3, 2.4)
- Program development/evaluation project demonstrating skills in assessing and addressing specific needs at the school or district level (Standards 2.1, 2.2, 2.5, 2.9)
- Documentation of on-going professional development activities and the application of theory and research to professional activities (Standard 2.9).
- Log of activities and evaluation by supervisors that demonstrate competence in:
  - Effective problem-solving thorough assessment, consultation, intervention, prevention, and program development (Standards 2.1, 2.2, 2.3, 2.4, 2.6, 2.9)
  - The ability to collaborate effectively with students, teachers, families, and administrators as partners in the problem-solving process while working with individuals, teams, and at the systems levels (Standards 2.2, 2.7, 2.5).
  - The ability to apply these skills with a diverse community of learners; interns are expected to work effectively with students of varying ages, ethnicities, economic status, and developmental levels (Standards 2.8, 2.10).
- *NOTE: Doctoral students complete the same portfolio requirements as specialist students but complete additional hours of training.*

EDUC 691: Applied Statistics and Research Design

The statistics and research designs taught in this course will enable students to comprehend the "Results" sections of studies using univariate statistical methods. The course spans three, integrated units. The first covers basic statistics. The second introduces students to program evaluation and research designs. The third unit is the largest. It provides instruction on how to perform statistical tests and how to apply statistics to answer questions related to research studies and/or program evaluations.

Each statistics lecture will contain the following elements: (1) an introduction to a specific technique such as the analysis of variance (ANOVA), (2) discussion of assumptions underlying application of the statistical technique, (3) step-by-step instructions on how to use SPSS (or other programs) to calculate the statistic, (4) presentation of how to interpret output from the program, (5) how to conduct an a priori power analysis for the technique, and (6) provision of a template write-up showing how to incorporate the output into the "Data Analysis" and "Results" sections of a research paper. (Standards 2.1, 2.2, 2.9)

EDUC 744: Educational Measurement and Progress Monitoring

This course is designed to introduce students to educational assessment and diagnosis using both norm-referenced measures and curriculum-based Response to Intervention approaches. Primary attention is given to:

- Measurement issues related to academic assessment such as norms, reliability and validity as applied to both standardized and curriculum-based assessment practices (Standard 2.9)
- Administration and interpretation of norm-referenced and curriculum-based measures and their application to determination of disability status (Standard 2.1)
- Communicating assessment results in psychoeducational reports (Standard 2.2)

- The use of curriculum-based measures in progress monitoring as part of a Response to Intervention model (Standards 2.3, 2.5)

Applied experience includes administration, interpretation, and report writing for norm references and curriculum based measures.

EDUC 813: Child Psychopathology

This course is designed to introduce students to theory and research on psychological and behavioral disorders of childhood and adolescence. The course emphasizes reading and understanding the research into the pathways by which psychopathology develops as well as understanding empirically supported treatment strategies. Emphasis will be given to critiquing what is read and integrating information across diverse sources. Students are expected to:

- Become familiar with the DSM-5 classification system as it applies to disorders of childhood and adolescence as well as understanding relevant recent changes from the DSM-IV TR and their impact on diagnosis and treatment (Standards 2.1, 2.4).
- Learn how to assign DSM-5 diagnoses according to information obtained from case studies (Standards 2.1, 2.4)
- Increase knowledge of the etiology, development, and treatment of psychological and behavioral disorders of childhood and adolescence (Standard 2.4)
- Increase understanding of the roles of biological factors, sociocultural and environmental influences, and individual differences in childhood psychiatric disorders (Standards 2.4, 2.8).
- Develop in-depth knowledge of intervention approaches for a particular problem area in childhood psychopathology (Standard 2.4).
- Become familiar with several first-hand accounts of childhood disorders (Standard 2.4)
- Improve scholarly writing skills (Standard 2.9)

EDUC 814: Psychological Assessment of Children

This course covers techniques for evaluating the psychological adjustment and well-being of children and adolescents. Primary attention is given to:

- Essential measurement concepts that underlie personality assessment, including basic statistics for tests, norm-referenced versus criterion-referenced assessment, methods of norming tests, reliability, and validity (Standard 2.9)
- Administration and interpretation of parent-rating scales, teacher-rating scales, observation methods used by psychologists in classroom situations, child developmental histories obtained from parents, and interviews with students, parents and teachers (Standards 2.1, 2.2, 2.7).
- Appropriate use of data in planning interventions related to vocational aspirations, academic attainment, and emotional adjustment of children and adolescents (Standards.2.5, 2.6)

Applied experience includes administration, interpretation, and report writing for several rating scales and other assessments.

EDUC 817: Individual Intelligence Testing

This course covers the administration and interpretation of the major individually administered intelligence tests, in the context of current theories of cognitive ability and learning. Primary attention is given to:

- The structure and score composition of individually-administered intelligence tests (Standard 2.1)
- Theories addressing the nature and acquisition of intelligence (Standard 2.8)
- Common practices regarding the interpretation of ability profiles (Standard 2.1)
- The administration and scoring of major intelligence tests, especially the Wechsler Scales for children and adults (with coverage also including the Woodcock-Johnson, Stanford Binet, DAS, KABC, and others as assigned) (Standard 2.8)
- How to observe and interpret test-session behavior (Standard 2.1)
- Report writing (Standard 2.2)

Applied experience includes administration, scoring, and interpretation of multiple cognitive assessments.

EDUC 830: Consultation and Intervention: School Discipline

This course focuses on the role of school psychologists as consultants to teachers and schools on issues of school discipline. This includes applying a collaborative, problem solving model of consultation when working with teachers, students, and parents in the prevention and correction of behavior problems (Standard 2.2). Primary attention is given to:

- Classic models of classroom discipline (Standard 2.5)
- The social/emotional/learning (SEL) and the school-wide positive behavioral supports (SWPBS) approaches to school-wide discipline (Standard 2.5)
- Individual and environmental factors that mediate or contribute to behavior problems in the classroom (Standard 2.8)
- Principles of social learning theory, applied behavior analysis, and social, emotional, and moral development in the contexts of understanding, preventing, and correcting misbehavior (Standard 2.6)
- Conducting functional behavioral assessments (FBA) and developing behavior intervention plans (Standard 2.1)
- Reviewing practical strategies and techniques for preventing and correcting behavior problems and for developing self-discipline (Standards 2.3, 2.4, 2.6)

Applied experience includes a taped consultation session and conducting a functional behavioral assessment linked to behavioral intervention plan.

EDUC 831: Advanced Counseling Techniques

This course provides students the opportunity to extend and expand skills learned in EDUC663 Counseling Skills Lab. The course focuses on the "nuts and bolts" of counseling with child and adolescent clients from diverse backgrounds, including skills in assessment, treatment planning, evaluating outcomes, and termination. Attention is given to short-term, strength-based (solution-oriented) perspectives, with an emphasis on presenting problems encountered frequently in schools. Primary attention is given to:

- Increasing students' knowledge of the principles of counseling with children and adolescents. They will understand the unique aspects of children and adolescents as clients and increase their appreciation of the importance of developmental, contextual,

and cultural variables in counseling. (Standards 2.4, 2.8)
- Developing skills in conceptualizing client problems from a variety of perspectives, including solution-oriented, behavioral, cognitive, and systemic views (Standard 2.1)
- Demonstrating ethical best practices in the delivery of counseling services (Standard 2.10)
- Developing skills in planning and selecting specific treatment strategies, monitoring and documenting outcomes, and planning/ implementing healthy termination of services (Standards 2.1, 2.4)
- Understanding and applying specific counseling techniques, including modeling, problem solving strategies, self-monitoring strategies, relaxation, and use of imagery, games, and play within the brief, solution-oriented framework (Standard 2.4)
- Increasing students' knowledge of counseling issues associated with grief and loss, disclosure of sexual abuse, and suicidal ideation/behavior and develop their skills in responding to these student needs (Standard 2.6, 2.7, 2.10)

Applied experience includes work with at least three clients over the course of the semester and receiving feedback on at least five videos of sessions.

EDUC 841: Consultation and Intervention: Mental Health
This course builds upon EDUC 830, a prerequisite, presenting additional consultation and intervention skills in the schools related to behavior problems of students. Much greater focus is devoted to problem analysis and intervention phases of consultation and to system change at the school level. Research and various models of preventing mental health problems in the schools are studied and applied to systems. Primary attention is given to:
- Integrating theory and research related to the major approaches to school-based consultation (Standard 2.2, 2.9)
- Applying research and theory in consultation, prevention, and intervention in a collaborative problem-solving fashion to improve the social, emotional, and academic functioning of children (Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)
- Developing interpersonal skills related to effective consultation, including sensitivity to differences in individuals, cultures, organizations, and systems. (Standards 2.2, 2.8)
- Understanding the determinants of conduct problems and linking such understanding to help teachers implement evidence-based interventions that address specific behavior problems (Standards 2.2, 2.4, 2.6)
- Studying research on systems change and applying it to a proposed systems change plans for the prevention of behavior problems in the schools (Standards 2.1, 2.5, 2.6, 2.9)
- Developing familiarity with resources, materials, recommendations, and programs associated with a variety of individual, classroom, and school-wide interventions for children with conduct problems (Standards 2.3, 2.4, 2.5)
- Developing familiarity with resources, materials, recommendations, and programs for crisis prevention and response, especially crises concerning school violence (Standard 2.6)

Applied experience includes a taped consultation session and school-level needs assessment and program intervention plan.

EDUC 842: Assessment of Special Populations
This course emphasizes methods of assessing the needs and strengths of young children (birth to 5 years of age), and children with low incidence disabilities (including physical, cognitive, and sensory disabilities). Attention is given to planning school-based interventions that include progress monitoring within a response to intervention model, and developing behavior support plans based on functional behavior assessment. Students will demonstrate their knowledge through an examination, homework assignments, and participation in class discussions.

Objectives:
- Students will develop skills in the evaluation, selection, administration, and interpretation of psychological tests that address cognitive, social, emotional, and behavioral areas of development for young children and children with low incidence disabilities (Standards 2.1, 2.8).
- Students will identify best practices in educational planning and programming for young children and children with low-incidence disabilities (Standards 2.3).
- Students will develop skills in utilizing assessment information to develop empirically-based recommendations useful to parents and teachers (Standards 2.2, 2.7).
- Students will become familiar with best practices in prevention and intervention for learning and behavioral difficulties commonly found in young children and children with low incidence disabilities (Standards 2.3, 2.4, 2.6).
- Students will understand how information gathered as part of the assessment process contributes to special education eligibility under Delaware law (Standard 2.10).

EDUC 870: Child Neuropsychology
This course examines approaches to child neuropsychological assessment and interpretation, including applications to childhood learning and neurodevelopmental disorders. Primary attention is given to:
- Reviewing the basic foundations of human and child neuropsychology (Standard 2.8)
- Learning specific assessment techniques and approaches to interpretation (Standard 2.1)
- Increasing understanding of childhood and adolescent disorders (including: acquired neurological disorders and diseases, neuropsychiatric disorders, genetic/metabolic disorders, and developmental disorders, and psychopharmacology) (Standard 2.8)
- Learning the application of neuropsychological assessment results to practical educational remediation (Standards 2.3, 2.4)

Required Courses for the PhD Only

NOTE: All of the above courses are required for the PhD, with the exception of EDUC 623; PhD students typically take an 800-level development course instead.

EDUC 805: Proseminar I
This course introduces first year doctoral students to topics in educational research and policy,

along with the ways in which educational researchers use qualitative methods to examine these issues. Students will also develop and evaluate scholarly writing in the qualitative tradition. Students will:

- Improve understanding of the role of qualitative research in studying education. (Standard 2.9)
- Strengthen scholarly dispositions and research interests through investigating several topics in depth relevant to education practices. Topics include school reform, social contexts of education, teacher education, learning and development, and curriculum and instruction. (Standards 2.3, 2.4, 2.5, 2.8)
- Improve writing, speaking, listening, and research skills to facilitate participation in education scholarship (Standards 2.2, 2.9)

EDUC 806: Proseminar II
In this proseminar, students learn how to review research with a quantitative focus and to assess the evidence critically. Students read and evaluate a range of studies that employ experimental research designs as well as ones that are correlational in nature. Additionally, students practice framing their own research questions and proposing a research project that addresses the questions. (Standard 2.9) More generally, scholarly and practical communication are emphasized, both orally and in writing, along with APA publication standards and style. (Standard 2.2)

The course is organized around substantive topics that are being investigated in the field and by faculty members at SOE. The topics include math, language, literacy, educational interventions for high-risk students, school climate, motivation, and educational leadership. (Standards 2.3, 2.4, 2.5, 2.8)

EDUC 832: Practicum in School Psychology IV
In this practicum, doctoral students are expected to reflect on their training and practicum experiences to this point in the program and, based on this reflection, identify goals and objectives for this practicum. Thus, each student's plan is expected to be individualized and designed to enhance the applied skills that the student identifies as important for his/her continued professional development. The course includes two major parts: 1) two days per week field experience and 2) individual or small group supervision provided by the site supervisor and the University supervisor. Students will develop greater depth and breadth in their assessment, counseling, consultation, and program evaluation skills, as needed, to support their professional development (Standards 2.1, 2.2, 2.8, and 2.10 addressed for all students; Standards 2.3, 2.4, 2.5, 2.6, 2.7, and 2.9 addressed as needed for individual student goals).

EDUC 840 Research Colloquium in Education (1 credit per semester; minimum of 4 credits required)
A detailed analysis of the research currently under way at the University of Delaware and other institutions, including doctoral dissertations, that has application to human learning in an educational environment. Students attend weekly lectures and follow-up discussion sessions with expert speakers. (Standards 2.1 and 2.9)

EDUC 850: Methods of Educational Research I (Qualitative)

This course introduces students to the purposes and nature of qualitative research, the kinds of questions pursued through qualitative inquiry, and the different types of research designs used to address qualitative questions (Standard 2.9). Students will be exposed to various data collection methods such as observation, interviewing, and focus groups; and they will develop skills and dispositions needed to conduct qualitative research studies as they practice these methods (Standard 2.1). Students will learn the characteristics that make qualitative research a valid and reliable form of research for addressing educational phenomena.

EDUC 856: Methods of Educational Research II (Quantitative)

The statistics and research designs taught in this course will enable students to comprehend and perform analyses shown in the "Results" sections of studies using univariate statistical methods. The course spans two, integrated units. The first unit introduces students to research designs and discusses both internal and external validity threats. The second unit is the largest. It provides instruction on how to perform univariate statistical tests. Each statistics lecture will contain the following elements: (1) an introduction to a specific technique such as the analysis of variance (ANOVA), (2) discussion of assumptions underlying application of the statistical technique, (3) step-by-step instructions on how to use SPSS (or other programs) to calculate the statistic, (4) presentation of how to interpret output from the program, (5) how to conduct an a priori power analysis for the technique, and (6) provision of a template write-up showing how to incorporate the output into the "Data Analysis" and "Results" sections of a research paper. (Standards 2.1, 2.2, 2.9)

Quantitative Methods Core

NOTE: Students may choose between the qualitative and quantitative methods core; however, students are strongly encouraged to take the quantitative core.

EDUC 812: Regression and Structural Equation Modeling

The emphasis of this course is on familiarizing graduate students in with the language, logic, and implementation of Structural Equation Modeling (SEM).
 SEM refers to a family of methods that all involve tests of a priori statistical models of covariances. These models typically feature observed or latent variables, error terms, and hypothesized relations–directional or nondirectional–among them. Specific techniques included in the SEM family include path analysis (PA), confirmatory factor an analysis (CFA), and the evaluation of "hybrid" models with features of both path analytic and factor models. SEM is increasingly used in many areas of the social sciences to test a wide variety of hypotheses, including those about causality, measurement, and change over time. About three-quarters of the course will cover the fundamental techniques of Regression (linear, multiple and logistic), Path Analysis, and Confirmatory Factor Analysis, and the rest of the time will be spent on basic SEM hybrid models. (2.1, 2.9)

EDUC 865: Educational Measurement Theory
This course deals with the psychometric issues concerning the construction of an

educational/psychological instrument or questionnaire on a domain of interest. The course provides the technical knowledge necessary for test construction and responsible test use (Standards 2.1, 2.10). The topics to be covered in this course include principles of test construction, classical true-score theory, reliability, validity, Rasch measurement scaling, and procedures to identify biased items.

The main emphasis of the course will be on the conceptual understanding of the theoretical concepts and the logic that underlie standard test construction and their applications to real data. In this regard, each of these conceptual concerns of high quality of assessment and measurement will be applied and explored in the context of real data collection situations of interest to the students (Standard 2.1). As part of the course, students will construct a test, refine it, collect data, and analyze the data to produce a psychometrically sound instrument including a Rasch scale for items (Standard 2.9).

EDUC 874: Applied Multivariate Data Analysis
The purpose of this course is to provide students with an introduction to a variety of widely-used multivariate techniques. This is not a course in statistics per se; we do not not emphasize statistical formulas and mathematical derivatives. Instead, focus will center on the ***applied use*** of multivariate techniques in the analysis of data (Standards 2.1, 2.9).

The statistics taught in this course will enable students to comprehend the "Results" sections of studies using multivariate statistical methodologies. Each unit of instruction will contain the following elements: (1) an introduction to a specific statistical technique under consideration (e.g., multivariate analysis of variance), (2) discussion of assumptions underlying application of the statistical technique, (3) step-by-step instructions on how to use SPSS (or other programs) to perform the analysis, (4) presentation of how to interpret output from the program, (5) how to conduct an a priori power analysis for the technique, and (6) provision of one or more template write-ups showing how to incorporate the output into the "Data Analysis" and "Results" sections of a research paper using the format of the American Psychological Association.

Appendix G
Alumni Survey 2015
(for 2012 and 2013 cohorts)

Year of Graduation (i.e., completed internship):

Please rate the overall effectiveness of the University of Delaware's program in providing you with knowledge and skills in each of the following NASP domains of school psychology practice described below. Please highlight or bold your answer using the following scale:

1 = Very Ineffective   2 = Ineffective   3 = Effective   4 = Very Effective

Data-Based Decision Making and Accountability – School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. School psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

1 -------------- 2 -------------- 3 -------------- 4

Consultation and Collaboration – School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. School psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

1 -------------- 2 -------------- 3 -------------- 4

Interventions and Instructional Support to Develop Academic Skills – School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

1 -------------- 2 -------------- 3 -------------- 4

Interventions and Mental Health Services to Develop Social and Life Skills – School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods to implement and evaluate services that support socialization, learning and mental health.

1 -------------- 2 -------------- 3 -------------- 4

School-Wide Practices to Promote Learning – School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School

psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

1 -------------- 2 -------------- 3 -------------- 4

Preventive and Responsive Services – School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

1 -------------- 2 -------------- 3 -------------- 4

Family–School Collaboration Services – School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships/interactions with community agencies for enhancement of academic and social behavioral outcomes for children.

1 -------------- 2 -------------- 3 -------------- 4

Diversity in Development and Learning – School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

1 -------------- 2 -------------- 3 -------------- 4

Research and Program Evaluation – School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system level.

1 -------------- 2 -------------- 3 -------------- 4

Legal, Ethical, and Professional Practice – School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional

standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in response ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

<div align="center">1 -------------- 2 -------------- 3 -------------- 4</div>

Overall, what do you consider to be the strengths of the program?

Overall, what do you consider to be the weaknesses of the program?

The following is the current course sequence (as of Fall 2014) in the specialist program. Please review the courses and answer the questions.

Year 1:

<u>Fall</u>
EDUC 618 Introduction to School Psychology
EDUC 663 Counseling Skills Laboratory
EDUC 817 Individual Intelligence Testing
EDUC 744 Educational Measurement and Progress Monitoring

<u>Winterim</u>
EDUC 814 Psychological Assessment of Children
EDUC 623 Applied Human Development

<u>Spring</u>
EDUC 671 Practicum in School Psychology
EDUC 870 Child Neuropsychology OR EDUC 842*
EDUC 679 Instructing Elementary/Middle Schoolers with Mild Disabilities
EDUC 830 Consultation and Intervention: School Discipline

Year 2:

<u>Fall</u>
EDUC 831 Advanced Counseling Techniques
EDUC 671 Practicum in School Psychology
EDUC 813 Child Psychopathology

EDUC 691   Applied Statistics and Research Design

<u>Spring</u>
EDUC 671   Practicum in School Psychology
EDUC 651   School-Based Family Issues and Interventions
EDUC 841   Consultation and Intervention: Mental Health
EDUC 842   Assessment of Special Populations OR EDUC 870*

Year 3:

EDUC 688   Internship in School Psychology (3 credits per semester)

*EDUC 870 and EDUC 842 are now offered every other year. The first and second year cohorts take them together.

Please list topics and skills that you think we should cover more extensively in our program.

Please list any courses in the above curriculum that you think should be substantially revised or eliminated.   Please include a brief description of the revisions you would recommend.

Please list any courses in the above curriculum that you think should be taught at a different point in the sequence. Please include a brief explanation.

Do you have any recommendations to improve practica or internship? If so, please explain briefly?

Do you have any recommendations about assistantships? If so, please explain briefly?

Based on your experience, would you have preferred to take courses over the summer instead of taking them during winter session?

Please tell us any other recommendations you have that might be helpful in improving the program.

Appendix H
PhD in Education
Individual Program Plan

This document is designed to help you plan and monitor your program of study. It is the student's responsibility to update it each spring and be sure that it is appropriately filed in the School of Education Director's Office.

Student's Name: _____
Student's Phone: _____
Student's Email: _____
Primary Advisor: _____
Secondary Advisor: _____

Semester of Program Entry: _____
Anticipated Graduation Date (semester/year):   _____

Date original IPP submitted to SOE Director's Office: _____
(The IPP must be on file no later than the start of the third semester in the program.)

Annual Evaluations:
(Annual evaluations must be completed each spring with your advisor.)

Year in Program	Date Self-Assessment Submitted to Advisor	Date Faculty Evaluation Submitted to SOE Director	Notes (If progress is not satisfactory in any area, attach description of plans for remediation)
1			
2			
3			
4			
(5)			
(6)			

FIRST YEAR ASSESSMENT:
All students in the program are required to successfully pass the First Year Assessment, which serves as the qualifying exam for the program. The First Year Assessment occurs during finals week of the spring semester. It is designed and administered under the supervision of the Doctoral Core Committee (DCC). Students may not take the exam if they have an "Incomplete" in any of the first year core courses. Students must pass the exam on their first or second attempts; retakes must be completed by August 1 (see procedures documents for more detail).

Exam Attempt	Date Taken	Passed (Y/N)

COURSE REQUIREMENTS
Course substitutions: Students are expected to complete all the required courses in the degree program, as well as the courses in their area of specialization. On rare occasions, extenuating circumstances may warrant a course substitution. On those occasions, students may write a petition to the SOE's Committee on Graduate Studies in Education (CGSE) requesting a course substitution. The petition should describe the extenuating circumstances that warrant the request and

explain the benefits that accrue to the students' scholarly development. The student's advisor must approve the petition before it is submitted to the CGSE.

First Year Common Content Core (12 credits):

Course	Semester planned	Semester completed	Grade
EDUC 805 Proseminar I			
EDUC 806 Proseminar II			
EDUC 850 Qualitative Research and Evaluation Designs in Educational Settings			
EDUC 856 Introduction to Statistical Inference			

Research Methods Core (9 credits):

(Students choose the quantitative or qualitative course sequence. In some cases, and with the approval of their advisor, students may fulfill the methodology core by choosing courses from both tracks.)

Course	Semester planned	Semester completed	Grade
Qualitative Core EDUC 852 Critical and Interpretive Methods in Education Research			
Qualitative Core EDUC 858 Advanced Qualitative Research Methods			
Qualitative Core EDUC 859 Ethnographic Research			
Quantitative Core EDUC 812 Regression and Structural Equation Modeling			
Quantitative Core EDUC 865 Educational Measurement Theory			
Quantitative Core EDUC 874 Applied Multivariate Data Analysis			

Elective (Second Specialization) Content Courses (6 credits):

(Students choose 6 credits from one or more of the specialization area courses outside of their own specialization area; courses marked with asterisks in the individual specialization area requirements are available to meet this requirement, subject to enrollment minimums.)

Course	Semester planned	Semester completed	Grade

Colloquium Courses: (minimum of 4 credits):

Course	Semester planned	Semester completed	Grade
EDUC 840 Research Colloquium in Education (1 credit)			
EDUC 840 Research Colloquium in Education (1 credit)			
EDUC 840 Research Colloquium in Education (1 credit)			
EDUC 840 Research Colloquium in Education (1 credit)			

Specialization Requirements
(Complete only the area to which you were admitted. Courses marked with asterisks are available to fulfill the 6 credits of elective content described above.)

Evaluation, Measurement, and Statistics
(NOTE: Students in this specialization are expected to take the quantitative sequence above for the research methods core)

Course	Semester to be taken	Semester completed	Grade
EDUC 863 Principles of Program Evaluation*			
EDUC 873 Multilevel Models in Education*			
EDUC 826 Mixed Methods in Social Science Research*			
Research methods elective (specify):			

Additional requirements for Evaluation, Measurement, and Statistics Specialization:

Requirement	Date Taken/Passed	Retake Date/Passed
Specialty exam		

Learning Sciences

Course	Semester to be taken	Semester completed	Grade
EDUC 804 Foundations of the Learning Sciences*			
EDUC 815 Design of Learning Environments*			

EDUC 819 Disciplinary Knowledge in Learning Sciences*			

Additional requirements for Learning Sciences Specialization:

Requirement	Date Taken/Passed	Retake Date/Passed
Specialty exam		

Literacy Development and Learning Problems

Course	Semester to be taken	Semester completed	Grade
EDUC 802 Reading Development and Instruction*			
EDUC 807 Writing Development and Instruction*			
EDUC 822 Critical Issues in Literacy Development and Learning Problems*			

Additional requirements for Literacy Development and Learning Problems Specialization:

Requirement	Date Taken/Passed	Retake Date/Passed
Comprehensive paper		

Mathematics Education

Course	Semester to be taken	Semester completed	Grade
EDUC 833 Research and Theory of Mathematics Learning*			
EDUC 834 Research and Theory of Mathematics Teaching*			
EDUC 835 Research and Theory of Mathematics Curriculum*			
EDUC 836 Research and Theory of Mathematics Teacher Education and School Improvement*			

Additional requirements for Mathematics Education Specialization:

Requirement	Date Taken/Passed	Retake Date/Passed
Second year exam		
Second year study report		

Sociocultural and Community-Based Approaches to Education

Course	Semester to be taken	Semester completed	Grade
EDUC 854 Topics in Equity in Education*			
EDUC 855 Topics in Sociocultural Theories of Education*			
EDUC 732 Community-Based Practicum			

Elective (usually from outside SOE; specify):			

Additional requirements for Sociocultural and Community-Based Approaches to Education Specialization:

Requirement	Date Taken/Passed	Retake Date/Passed
Secondary exam		

School Psychology

(NOTE: Students in this specialization typically are expected to take the quantitative sequence above for the research methods core. In addition, because these students earn both a masters and educational specialist degree as part of the doctoral program, there are many more required courses in this specialization than in the other areas.)

Course	Semester to be taken	Semester completed	Grade
EDUC 618 Introduction to School Psychology*			
EDUC 623 Applied Human Development (or 800 level development course)+			
EDUC 651 Family-School Collaboration and Diversity*			
EDUC 663 Counseling Skills Lab			
EDUC 671 Practicum I			
EDUC 671 Practicum II			
EDUC 671 Practicum III			
EDUC 679 Instructing Elementary/Middle Schoolers with Mild Disabilities			
EDUC 744 Educational Assessment and Progress Monitoring			
EDUC 813 Childhood Psychopathology*			
EDUC 814 Psychological Assessment of Children			
EDUC 817 Individual Intelligence Testing			
EDUC 830 Consultation and Intervention: School Discipline*			
EDUC 831 Advanced Counseling Techniques			
EDUC 832 Practicum IV			
EDUC 841 Consultation and Intervention: Mental Health			
EDUC 842 Assessment of Special Populations			
EDUC 870 Child Neuropsychology			
EDUC 867 Doctoral Internship (6 credits)			

+Students are expected to take an 800 level human development course; may be in SOE or another department; the 623 course may be used only in circumstances where an 800 level course is unavailable.

Additional requirements for School Psychology Specialization:

Requirement	Date Taken/Passed	Retake Date/Passed

Comprehensive Exam (for masters degree)		
Praxis Exam (for specialist degree)		

Other Requirements for All PhD Students

Dissertation Coursework (at least 9 credits):

All Ph.D. students must complete 9 credits of Doctoral Dissertation, EDUC 969. These 9 credits may be taken during one semester, or may be distributed over 2-3 semesters.

Course:	Semester to be taken:	Semester completed:
EDUC 969: Doctoral Dissertation		

Scholarly Apprenticeship Requirements:

1. Presentation at a national or international conference:

Complete citation for presentation	Date Completed:

2. At least one paper submitted for publication to a peer reviewed journal where the student is at least co-author:

Complete citation for paper	Date Completed:

3. Participation in School of Education Research Forum:
   (Note: Students are expected to participate for at least four years and in additional years if they are funded.)

Year in program (requirement)	Title of Contribution	Date

First year (attendance)	NA	
Second year (poster)		
Third year (paper)		
Fourth year (paper)		
Fifth year (paper)		

4. Supervised teaching experience:
(Note: This requirement can be fulfilled by teaching as instructor of record, either as part of a teaching assistantship or s-contract, or by co-teaching or apprentice teaching with a faculty member for credit through independent study. Students who do not have a Teaching Assistantship should consult with their advisors and/or specialization area coordinators in finding appropriate activities to fulfill this requirement. Students also are encouraged to participate in workshops offered by the Delaware Center for Teaching and Learning while fulfilling this requirement.

Description of experience:	Date Completed:

Dissertation Committee:

Date (Month/Year) Committee Formed (or you anticipate forming): _____

Role	Name
Chair	
SOE member	
SOE member	
Outside member	

Proposal Defense and Advancement to Candidacy:

All students must pass an oral defense of their dissertation proposal in order to advance to doctoral candidacy.

Date of successful proposal defense: _____

Residency Requirements:

University Policy requires all doctoral students to complete one year of full-time study (9 credit hours), either in a fall-spring or spring-fall sequence.

Dates of Residency: _____

APPENDIX I
PHD IN EDUCATION
ANNUAL PROGRESS REPORT
Student Self-Assessment

Specialization faculty members review all students' progress in the spring of each year. To facilitate this review, students must:

1. Update their Individual Program Plan (IPP)
2. Answer the questions below
3. Submit both documents, with an updated version of their CV, to their advisor by the date requested (typically May 15)

Students will receive feedback from the faculty no later than July 1.

Self-Assessment Questions

1. Describe your professional and career goals. How have these changed in the past year? What implications do any goal changes have for your IPP?

2. Describe your progress during the past academic year toward the degree and describe your accomplishments during this time period. Include specific information regarding progress toward completion of both coursework and the scholarly apprenticeship requirements.

3. Describe your planned activities for the upcoming academic year. Be specific about the items in your IPP that you are targeting for progress/completion.

4. What was your assistantship assignment this year (include supervisor's name)? Describe your activities and provide an assessment of the quality of your work. If you experienced difficulties in your assistantship, what steps did you take to resolve them?

5. What is your assistantship assignment for next year (if applicable)? Include supervisor's name.

6. Describe any questions or concerns you have regarding completion of the program as outlined in your IPP. What assistance do you want from faculty in continuing to progress toward graduation?