

**DEPARTMENT OF EDUCATION
PROFESSIONAL STANDARDS BOARD**

**14 DE Admin. Code 220
Statutory Authority: 14 Delaware Code,
Section 220 (14 Del.C. §220)**

**Education Impact Analysis
Pursuant To
14 DEL.C. §122(d)**

PROPOSED

368 Certification School Psychologist

A. Type Of Regulatory Action Requested

Amendment to Existing Regulation

B. Synopsis Of Subject Matter Of Regulation

The Professional Standards Board, acting in cooperation and collaboration with the Department of Education, seeks the consent of the State Board of Education to amend **DE Admin. Code** 368 Certification School Psychologist. The regulation concerns the requirements for certification of educational personnel, pursuant to 14 **Del.C.** §1220(a). It is necessary to amend this regulation to align it with current statute and regulations concerning licensing and certification of educators and to align it with standards set forth for school psychologists by the National Association of School Psychologists and the American Psychological Association. The regulation will be renumbered 1577 to reflect its movement to the Professional Standards Board section of the Department of Education regulations and will be renamed Standard Certificate – School Psychologist to make it consistent with the nomenclature of other Standard Certificate regulations.

C. Impact Criteria

1. Will the amended regulation help improve student achievement as measured against state achievement standards? The amended regulation addresses student achievement by establishing standards for the issuance of a standard certificate to educators who have acquired the prescribed knowledge, skill and/or education to practice in a particular area, to teach a particular subject or to instruct a particular category of students to help ensure that students are instructed by educators who are highly qualified.

2. Will the amended regulation help ensure that all students receive an equitable education? The amended regulation helps to ensure that all teachers employed to teach students meet high standards and have acquired the prescribed knowledge, skill and/or education to practice in a particular area, to teach a particular subject or to instruct a particular category of students.

3. Will the amended regulation help to ensure that all students' health and safety are adequately protected? The amended regulation addresses educator certification, not students' health and safety. Appropriately trained and certified school psychologists, however, are essential to students' health and safety.

4. Will the amended regulation help to ensure that all students' legal rights are respected? The amended regulation addresses educator certification, not students' legal rights. Students' legal rights, however, will be respected by ensuring that school psychologists are adequately and appropriately prepared.

5. Will the amended regulation preserve the necessary authority and flexibility of decision makers at the local board and school level? The amended regulation will preserve the necessary authority and flexibility of decision makers at the local board and school level.

6. Will the amended regulation place unnecessary reporting or administrative requirements or mandates upon decision makers at the local board and school levels? The amended regulation will not place unnecessary reporting or administrative requirements or mandates upon decision makers at the local board and school levels.

7. Will decision making authority and accountability for addressing the subject to be regulated be placed in the same entity? The decision-making authority and accountability for addressing the subject to be regulated rests with the Professional Standards Board, in collaboration with the Department of Education, and with the consent of the State Board of Education.

8. Will the amended regulation be consistent with and not an impediment to the implementation of other state educational policies, in particular to state educational policies addressing achievement in the core academic subjects of mathematics, science, language arts and social studies? The amended regulation will be consistent with, and not an impediment to, the implementation of other state educational policies, in particular to state educational policies addressing achievement in the core academic subjects of mathematics, science, language arts and social studies.

9. Is there a less burdensome method for addressing the purpose of the new regulation? Title 14 of the Delaware Code requires that we promulgate this regulation.

10. What is the cost to the state and to the local school boards of compliance with the amended regulation? There is no additional cost to local school boards for compliance with the regulation.

~~368—Certification School Psychologist Effective July 1, 1993~~

~~1.0 The following shall be required for the Standard License.~~

~~1.1 A graduate degree (Master's, Educational Specialist, Ph.D., Psy.D., or Ed.D. from an NCATE, NASDTEC, or American Psychological Association accredited school psychology program) that requires a minimum of 60 graduate semester hours consisting of course work, practica, and internship, or holds National School Psychology Certification granted by the National School Psychology Certification Board or;~~

~~1.2 A minimum of 60 graduate semester hours (including at least a Master's degree from an accredited college) distributed as specified across the following eight categories of course work and experiences. The course work experiences should provide evidence of the ability to acquire, integrate, and express factual and theoretical information, and the ability to make inferences, interpretations, and conclusions from conceptual and experimental research of applications in each of the skill areas represented by the categories below:~~

~~1.2.1 Nine graduate semester hours in psychological foundations covering the following skill areas: Child and Adolescent Development, Human Learning, Child Psychopathology, Human Exceptionalities, Social Bases of Behavior, Biological Bases of Behavior, Cultural Diversity.~~

~~1.2.2 Twelve graduate semester hours in assessment covering the administration and interpretation of assessments in each of the areas of Intelligence Testing, Personality Assessment, Behavioral Assessment; and Psycho-Educational Assessment.~~

~~1.2.3 Six graduate semester hours in research, design, statistics and measurement covering the areas of Research Design, Statistics, and Test and Measurement.~~

~~1.2.4 Nine graduate semester hours in intervention techniques covering the areas of Counseling, Consultation, Behavior Management; and Curriculum Development or Remedial/Special Education Techniques.~~

~~1.2.5 Six graduate semester hours in educational foundations covering the areas of Education of Exceptional Learners, Instruction and Remedial Techniques, Organization/Operation of Schools; and Foundations of Education.~~

~~1.2.6 Three graduate semester hours in professional school psychology including the areas of History/Foundations of School Psychology, Related Legal/Ethical Issues; and Professional Issues/Standards.~~

~~1.2.7 Three graduate semester hours of electives in psychology/related areas.~~

~~1.2.8 Twelve graduate semester hours of an internship.~~

~~1.2.8.1 Twelve hundred (1,200) clock hours—100 clock hours per semester hour—of supervised, on-site field experience. At least 600 clock hours (6 semester hours) of the internship must be served in a school setting under the supervision of a licensed or certified school psychologist. No more than 600 of the required clock hours may be completed in a non-school setting. Supervision in a non-school setting must be provided by personnel holding an appropriate credential for that setting. The internship experience cannot begin until all other course requirements are completed and verified~~

~~2.0 The following shall be required for the Limited Standard License (not renewable)~~

~~2.1 The Limited Standard License may be issued for a period not exceeding three years at the request of a Delaware Public School district to a person who meets the requirements listed below and who is employed as a School Psychologist to allow for the completion of the requirements for the professional License as listed in 1.0.~~

~~2.1.1 Master's (or more advanced) degree from an accredited college and;~~

~~2.1.2 Specific Requirements~~

~~2.1.2.1 Within nine semester hours of meeting course work as required in 1.2.1 through 1.2.7 and with~~

~~a completed internship or related experience.~~

~~3.0 The following shall be required for a Temporary License (not renewable)-~~

~~3.1 The Temporary License may be issued for a period of one year at the request of a Delaware Public School District to a person who meets the requirements listed below, and who is employed as a School Psychologist to allow for the completion of the requirements for the Standard License as listed in 1.0.~~

~~3.1.1 Master's (or more advanced) degree from an accredited college and;~~

~~3.1.2 Specific Requirements~~

~~3.1.2.1 With the completion of all required course work, but not the required internship, one year of successful, full-time work experience under the supervision of an approved internship supervisor, in a position covered by this License, can be approved to satisfy the internship experience.~~

~~4.0 Licenses that may be issued for this position include Standard, Limited Standard and Temporary.~~

1577 Standard Certificate – School Psychologist

1.0 Content.

1.1 This regulation shall apply to the requirements for a Standard Certificate, pursuant to 14 **Del.C.** §1220(a), for School Psychologist.

2.0 Definitions.

2.1 The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

“Department” means the Delaware Department of Education.

“Internship” means a supervised, culminating, comprehensive field experience, completed at or near, the end of formal training, through which school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in prior courses and practica, as well as to acquire new competencies consistent with training program goals.

“License” means a credential which authorizes the holder to engage in the practice for which the license is issued.

“School Setting” means a setting in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs who are enrolled in grades pK-12.

“Standard Certificate” means a credential issued to certify that an educator has the prescribed knowledge, skill, and/or education to practice in a particular area, teach a particular subject, or teach a category of students.

3.0 In accordance with 14 **Del.C.** §1220(a), the Department shall issue a Standard Certificate as a School Psychologist to an applicant who holds a valid Delaware Initial, Continuing, or Advanced License; or Standard or Professional Status Certificate issued by the Department prior to August 31, 2003, and who meets the following requirements:

3.1 A bachelor's degree in any content area from a regionally accredited college or university; and

3.2 **Completion of an organized graduate level program of study approved by the National Association of School Psychologists (NASP) or the American Psychological Association (APA) offered by a regionally accredited college or university titled “School Psychology”, consisting of a minimum of 60 graduate level credit hours, of which at least 54 credits are exclusive of an internship; and**

3.2.1 A supervised internship of no less than 1200 hours, completed at or near the end of the program, completed either full-time or half-time over a period of no more than two consecutive years, at least 600 hours of which must be in a school setting; **or**

3.3 **Completion of an organized graduate level program of study offered by a regionally accredited college or university titled “School Psychology”, consisting of a minimum of 60 graduate level credit hours, of which at least 54 credits are exclusive of an internship; and**

3.3.1 **Evidence of substantial graduate-level preparation in the following areas. Substantial preparation may be acquired through one or more courses devoted specifically to an area, or significant portions of one or more courses. Candidates may be required to provide additional documentation to demonstrate such preparation.**

3.3.1.1 **Data-based Decision-Making and Accountability: Coursework and practicum/internship experiences that demonstrate knowledge and skills on the use of various models and methods of assessment that yield information for identifying strengths and needs, understanding problems, identifying disabilities, and measuring progress and accomplishments;**

3.3.1.2 Consultation and Collaboration: Coursework and practicum/internship experiences that demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and their application to planning and decision-making processes at the individual, group, and system levels;:

3.3.1.3 Effective Instruction and Development of Cognitive/Academic Skills: Coursework and practicum/internship experiences that demonstrate knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. Coursework in this area includes but is not limited to development of instructional interventions;:

3.3.1.4 Socialization and Development of Life Skills: Coursework and practicum/internship experiences that demonstrate knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. Coursework in this area includes behavioral assessment/intervention, and counseling;:

3.3.1.5 School and Systems Organization, Policy Development, and Climate: Coursework and practicum/internship experiences that demonstrate knowledge of policies and practices in general education, special education, and other educational and related services systems. Coursework in this area includes attention to the development of policies and practices that create and maintain safe, supportive, and effective learning environments for children and others;:

3.3.1.6 Prevention, Crisis Intervention, and Mental Health: Coursework and practicum/internship experiences that demonstrate knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Coursework in this area includes promotion of student mental health and knowledge of crisis intervention procedures;

3.3.1.7 Home/School/Community Collaboration: Coursework and practicum/ internship experiences that demonstrate knowledge of family systems, including family strengths and influences on student development, learning, and behavior; and of methods to involve families in education and service delivery;

3.3.1.8 Research and Program Evaluation: Coursework and practicum/ internship experiences that demonstrate knowledge of research, statistics, and evaluation methods. Coursework in this area includes content related to evaluating research, translating research into practice, and understanding research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services;

3.3.1.9 School Psychology Practice and Development: Coursework and practicum/internship experiences that demonstrate knowledge of the history and foundations of the profession of school psychology; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards;

3.3.1.10 Student Diversity in Development and Learning: Coursework and practicum/internship experiences that demonstrate knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning; and

3.3.1.11 Information Technology: Coursework and practicum/internship experiences the demonstrate knowledge of information sources and technology relevant to their work, including the ability to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services; and

3.3.2 A supervised internship of no less than 1200 hours, completed at or near the end of the program, completed either full-time or half-time over a period of no more than two consecutive years, at least 600 hours of which must be in a school setting; or

3.4 A valid certificate from the National School Psychology Certification Board (NCSP); or

3.5 A valid certificate in school psychology from another State Department of Education in the U.S.; or

3.6 A valid license as a psychologist issued by the Delaware Board of Examiners of Psychologists, and

3.6.1 Evidence of substantial graduate-level preparation in the following areas. Substantial preparation may be acquired through one or more courses devoted specifically to an area, or significant portions of one or more courses. Candidates may be required to provide additional documentation to demonstrate such preparation.

3.6.1.1 Data-based Decision-Making and Accountability: Coursework and practicum/internship experiences that demonstrate knowledge and skills on the use of various models and methods of assessment that yield information for identifying strengths and needs, understanding problems, identifying disabilities, and measuring progress and accomplishments;

3.6.1.2 Consultation and Collaboration: Coursework and practicum/ internship experiences that demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to planning and decision-making processes at the individual, group, and system levels;

3.6.1.3 Effective Instruction and Development of Cognitive/Academic Skills: Coursework and practicum/internship experiences that demonstrate knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. Coursework in this area includes development of instructional interventions;

3.6.1.4 Socialization and Development of Life Skills: Coursework and practicum/internship experiences that demonstrate knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. Coursework in this area includes behavioral assessment/intervention, and counseling;:

3.6.1.5 School and Systems Organization, Policy Development, and Climate: Coursework and practicum/internship experiences that demonstrate knowledge of policies and practices in general education, special education, and other educational and related services systems. Coursework in this area includes attention to the development of policies and practices that create and maintain safe, supportive, and effective learning environments for children and others;:

3.6.1.6 Prevention, Crisis Intervention, and Mental Health: Coursework and practicum/internship experiences that demonstrate knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Coursework in this area includes promotion of student mental health and knowledge of crisis intervention procedures;

3.6.1.7 Home/School/Community Collaboration: Coursework and practicum/internship experiences that demonstrate knowledge of family systems, including family strengths and influences on student development, learning, and behavior; and of methods to involve families in education and service delivery;

3.6.1.8 Research and Program Evaluation: Coursework and practicum/internship experiences that demonstrate knowledge of research, statistics, and evaluation methods. Coursework in this area includes content related to evaluating research, translating research into practice, and understanding research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services;

3.6.1.9 School Psychology Practice and Development: Coursework and practicum/internship experiences that demonstrate knowledge of the history and foundations of the profession of school psychology; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards;

3.6.1.10 Student Diversity in Development and Learning: Coursework and practicum/internship experiences that demonstrate knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning; and

3.6.1.11 Information Technology: Coursework and practicum/internship experiences that demonstrate knowledge of information sources and technology relevant to their work, including the ability to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services; and-

3.6.2 A supervised internship of no less than 1200 hours, completed at or near the end of the program, completed either full-time or half-time over a period of no more than two consecutive years, at least 600 hours of which must be in a school setting. Applicants who meet all of the requirements above except 600 hours of internship in a school setting may complete the school-based internship requirements under an emergency certificate.

4.0 Internship.

4.1 An internship must be in an institution or agency approved by the DOE or the applicant's graduate program. The internship placement agency provides appropriate support for the internship experience including:

4.1.1 A written agreement specifying the period of appointment and any terms of compensation;

4.1.2 A schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded to school psychologists employed by the approved internship institution or agency;

4.1.3 Provision for participation in continuing professional development activities;

4.1.4 Release time for internship supervision; and

4.1.5 A commitment to the internship as a diversified training experience.

4.2 An internship must be supervised by a certified school psychologist or state licensed psychologist who has a minimum of three (3) years experience as a practicing school psychologist and who has experienced an internship.

4.3 A licensed psychologist completing the school-based portion of the internship may be employed as a school psychologist concurrent with completion of the internship.

5.0 Emergency Certificate

5.1 An Emergency Certificate for a School Psychologist may only be granted to a candidate who has completed

all required course work and has been accepted into a school-based internship.

8 DE Reg. 41 (7/1/04)