

DEPARTMENT OF EDUCATION
PROFESSIONAL STANDARDS BOARD

Statutory Authority: 14 Delaware Code, Section 1205(b) (14 **Del.C.** §1205(b))
14 **DE Admin. Code** 1583

PROPOSED

PUBLIC NOTICE

1583 School Psychologist

Educational Impact Analysis Pursuant To 14 Del.C. Section 122(d)

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 regulation 14 **DE Admin. Code** 1583 School Psychologist. Amendments include limiting issuance of the Standard Certificate to applicants who have completed an organized graduate level program of study approved by the NASP or APA, a valid NCSP Certificate from the NASP or a valid and current license or certificate from another state in school psychology. This regulation sets forth the requirements for a School Psychologist.

Persons wishing to present their views regarding this matter may do so in writing by the close of business on Monday, November 1, 2010 to Mr. Charlie Michels, Executive Director, Delaware Professional Standards Board, The Townsend Building, 401 Federal Street, Dover, Delaware 19901. Copies of this regulation are available from the above address or may be viewed at the Professional Standards Board Business Office.

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.

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.

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 amended regulation? 14 **Del.C.** requires that we promulgate this regulation.

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

1583 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. This certification is required for all School Psychologists providing services to children within the Delaware public school system.

1.2 Except as otherwise provided, the requirements set forth in 14 **DE Admin. Code** 1505 Standard Certificate, including any subsequent amendment or revision thereto, are incorporated herein by reference.

2.0 Definitions

2.1 The definitions set forth in 14 **DE Admin. Code** 1505 Standard Certificate, including any subsequent amendment or revision thereto, are incorporated herein by reference.

2.2 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 educational services are provided to children of diverse backgrounds, characteristics, abilities, disabilities, and needs age birth through 20 years inclusive, provided such setting is approved by the appropriate local governmental authority.

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

3.0 Standard Certificate

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 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;
- 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 or 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 or Internship experiences that demonstrate knowledge of behavioral, mental health, collaborative, 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 and Academic Skills: Coursework and practicum or 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 or 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 or intervention, and counseling;
 - 3.3.1.5 School and Systems Organization, Policy Development, and Climate: Coursework and practicum or 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 or 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 and Community Collaboration: Coursework and practicum or 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 or 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 or 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 or 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 or 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 or 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 or internship experiences that demonstrate knowledge of behavioral, mental health, collaborative, and other consultation models and methods and 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 or 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 or 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 or intervention, and counseling;~~
 - 3.6.1.5 ~~School and Systems Organization, Policy Development, and Climate: Coursework and practicum or 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 or 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 and Community Collaboration: Coursework and practicum or 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 or 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 or 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.~~
- 3.1 In accordance with 14 **Del.C.** §1220(a), the Department shall issue a Standard Certificate as a School Psychologist to an educator who has met the following:
 - 3.1.1 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,
 - 3.1.2 Has met the requirements as set forth in 14 **DE Admin. Code** 1505 Standard Certificate, including any subsequent amendment or revision thereto; and
 - 3.1.3 Has satisfied the additional requirements in this regulation.

4.0 Additional Requirements

- 4.1 An educator shall also have satisfied at least one (1) of the following additional education and internship requirement Options:
 - 4.1.1 NASP or APA School Psychology Degree:
 - 4.1.1.1 Has successfully completed an organized graduate level program of study in "School Psychology" offered by a regionally accredited college or university and approved by the National Association of School Psychologists (NASP) or the American Psychological Association (APA), culminating in a Masters with an additional Educational Specialist (Ed.S.) degree or a Doctoral degree in School Psychology; and
 - 4.1.1.2 Has successfully completed a supervised internship
 - 4.1.2 NCSP Certificate:
 - 4.1.2.1 Holds a valid Nationally Certified School Psychologist (NCSP) Certificate from the National Association of School Psychologists (NASP).
 - 4.1.3 License or certificate from other state:
 - 4.1.3.1 Holds a valid and current license or certificate from another state in school psychology.

45.0 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 censed psychologist completing the school based portion of the internship may be employed as a school psychologist concurrent with completion of the internship. A minimum of two (2) hours per week of supervision is required.

56.0 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 is not available.

8 DE Reg. 448 (09/01/04)

14 DE Reg. 238 (10/01/10) (Prop.)

Renumbered effective 6/1/07 - see Conversion Table