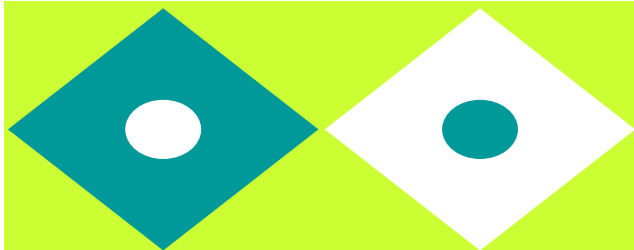


School Psychology Newsletter

December 2—December 8, 2015

Student Housekeeping



- For students enrolling in practicum next semester, please make sure you enroll in it as a 3-credit course! Three credits are required every semester.
- **As we approach the end of the semester, please make sure your *Practicum Activity Logs* are up to date. They can be found in your Google Drive—Shared folder.**
- All test kits and other borrowed materials **MUST** be returned before you leave for the semester.
- **If anyone has borrowed or is aware of the whereabouts of the *Woodcock-Johnson IV—Cognitive Abilities Technical Manual* from Kit #2, please let us know immediately. It needs to be returned to the test cabinets.**
- Please see subsequent sections for information regarding portfolios, practicum and internship placements, and workshops at NASP.

Upcoming Dates

1/26, 1/29, & 2/1—Please reserve these days for **Interview Days!** The faculty expects all current students to attend, so please save these dates now! The Dean's Doctoral Scholars interviews will take place on January 26th. Please look out for an email in early January requesting volunteers for these days.

“America’s future will be determined by the home and the school. The child becomes largely what he is taught; hence we must watch what we teach, and how we live.”

Jane Addams

Important Portfolio Updates

All students should receive a PDF copy of their self-evaluations and supervisor evaluations by December 11th to be included in their portfolios. If your supervisor has not received or submitted their evaluations, please let us know or remind them to do so.

The required Summary Sheet has been posted online as a word document so students can type in their information and print it. Please see the Forms and Resources page on the website for more details.

All members of the Fall 2015 cohort should submit their pre-internship portfolios for their first annual review by Friday, December 18th.

Doctoral students in the Fall 2014 cohort should submit their pre-internship portfolios for their annual review by Friday, December 18th. M.A./6th Year students in the Fall 2014 cohort will submit their pre-internship portfolios for final review on April 1, 2016.

All interns should submit their internship portfolios for their mid-year review by December 1st.

Please see the pre-internship and internship portfolio manuals for more details - both documents are available on the [Forms and Resources page](#) of our website. Students should contact their advisors with any questions.

Practicum Opportunities

Last week, this information was sent out incorrectly as being for students applying for internships. Instead, this is the process for students wishing to complete a practicum placement in Glastonbury. **The application for INTERNSHIPS in Glastonbury has been attached to this newsletter email. They will be evaluated as they are received.**

Regarding applications for practicum in the Glastonbury Public School system, all requests for placement should go through Louise P. Sikernitsky. In addition to the following materials, all students will need to complete a background check. All students wishing to shadow in Glastonbury Public Schools should include your:

Name

Resume

Transcript

Nature of the internship you are seeking

Expected roles and responsibilities of the intern

Expectations for the district to support the student intern

Please send all of the relevant materials to

Louise P. Sikernitsky

Executive Assistant to Rosemary Tralli, Ph.D., Assistant Superintendent for Curriculum and Instruction

Glastonbury Board of Education

PO Box 191

628 Hebron Avenue, Building 2

Glastonbury, CT 06033

Phone: (860) 652-7963

Fax: (860) 652-7978

Questions may be directed to sikernitskyl@glastonburyus.org

NASP Workshop Information

Curriculum-Based Evaluation for Effective Instructional Decision Making

(WS020)

Thursday, February 11, 2016, 2:30 PM–5:30 PM

School psychologists are inundated with mountains of data with an increasing expectation that the data are used to make decisions—particularly about what to teach and how to teach it. Curriculum-based evaluation (CBE) is a structured process to make sense of the data to plan and deliver interventions. This workshop is an excellent opportunity to learn about and practice applying CBE using case studies so the process can be transferred to your caseload on Monday.

CPD: 3 PMD: 1

Members: \$90.00

Nonmembers: \$125.00

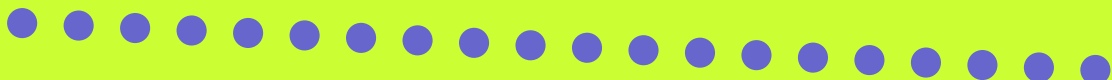
Students: \$75.00

Grade Level(s): B,C,D

Skill Level: Intermediate

Congratulations to Laura Ruberto on her successful dissertation defense, held on Friday December 4, 2015! Her dissertation title is “Embedding Elements of Positive Behavioral Interventions and Supports (PBIS) in a Summer Program.” Laura is currently working as a school psychologist in Canterbury, CT. While actively pursuing her studies, Laura served as a graduate research assistant across multiple behavior intervention projects ranging from afterschool PBIS to meta-analyses of single case research using the newly released What Works Clearinghouse guidelines.

Have a dissertation defense coming up? Any noteworthy milestones? Let us know so it can be included in the next newsletter!



New Travel Policy

Due to recent changes in university-wide travel procedures and policies, there is a new guide to help students obtain their travel funding. It is available on the [Forms and Resources page](#) and students must follow these procedures to receive reimbursement for conference travel. Please note that the information about travel funding in the handbook and timeline from this September is now outdated, and it will be replaced in subsequent versions of these documents.

Post-doc Opportunities

The Missouri Prevention Center and the Department of Educational, School & Counseling Psychology in the College of Education at the University of Missouri are pleased to offer two post-doctoral positions for the Institute of Education Sciences (IES) Interdisciplinary Postdoctoral Research and Training program, funded by the U.S. Department of Education.

The purpose of this IES Interdisciplinary Postdoctoral Research Training program is to prepare education researchers to conduct high-quality, independent research that advances the knowledge base in the education sciences and addresses issues important to education leaders, policymakers and practitioners. To achieve this aim, the research and training program will provide fellows with the substantive and methodological training needed to become competent, independent education science researchers, emphasizing the skills needed to conceptualize and execute rigorous research designs and analyses that support causal inference. Specific research projects will be based upon the joint interests of the fellow and their faculty mentor(s).

Fellows will engage in research that aligns with four mentors' scholarly programs of research. Work includes multiple funded projects within the IES goals (i.e., exploratory, development & innovation, efficacy & replication, measurement) and pertaining to three IES topics: Effective Teachers and Effective Teaching, Early Learning Programs and Policies, and Social and Behavioral Context for Academic Learning. Potential faculty mentors include Drs. Wendy Reinke, Keith Herman, Chris Riley-Tillman, and Nianbo Dong. Additional information about their areas of interest can be found on the ESCP department website. **Please see the flyer attached to last week's newsletter for more information!**

<https://education.missouri.edu/person/wendy-reinke/>

<https://education.missouri.edu/person/keith-herman/>

<https://education.missouri.edu/person/chris-riley-tillman/>

<https://education.missouri.edu/person/nianbo-dong/>