

Indiana State University

2005 - 2006 Academic Annual Report

Department of Educational and School Psychology

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

1. Successfully hired two new tenure-track faculty members for School Psychology. 2. Outreach services to community agencies and schools (described in more depth in subsequent sections). 3. Continued and increased focus on experiential learning (described in more depth in subsequent sections). 4. Extensive grant involvement. Every departmental faculty member save one is involved during the 2005-2006 year with at least one newly acquired or ongoing grant. All departmental faculty members sought external funding. 5. The department has now met and considerably exceeded our departmental SCH goal. 6. Recognition of outstanding work, including departmental members holding the Holmsted Distinguished Research Professorship, awarded the Paul A. Kinser Faculty Development Award in Education, and receiving a Promising Scholars Award. 7. Participated and helped lead the transition team which prepared and advanced a proposed re-alignment of the departments of Educational and School Psychology, Counseling, and Communication Disorders into one department. 8. Scholarly productivity (described in more depth in subsequent sections).

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

EDPS faculty members have been very productive in scholarship involving contributions to practice and discipline-based scholarship. Their efforts demonstrate a high degree of productivity and quality of work. The following details this productivity. Eleven presentations (three involving students) have been made during the 2005-2006 year in this area. These presentations have been made at international, national, and regional professional conferences, including the American Psychological Association, National Association for Multicultural Education, Society for Cross Cultural Research, Conference on Human Development, and Ethnographic and Qualitative Research in Education. A wide array of topics were presented on, including: Creative Problem Solving for general education intervention; multicultural education and sustainability; diversity and research on parenting; employment status of individuals with HIV; family and sibling interactions; adolescent internet gambling; adolescent gender differences and relationships; and intervention programs. Four articles (two involving students) have been published in this area. Topics of these articles include Creative Problem Solving for general education intervention, African-American students and university research, and gambling in college students. Two chapters (one involving students) have been published in this area. The topics of these chapters are fictionalization among children in the Black Belt of Alabama and discordant interactions in the families of two-year olds. Additionally, three technical/evaluation reports and one media have been prepared. Programs assessed in the evaluation

reports are the Creative Problem Solving Initiative, Sullivan County CAPE grant, and PT3. The electronic media dealt with student portfolios. As referenced in the vision statement, the department recognizes and values all manner of diversity. Department faculty members do a particularly good job of focusing research in this area, dealing with cultural, ethnic, age, ability, and health status diversity. I am satisfied with the overall level of discipline-based and practice-oriented research productivity. Department faculty members also do a good job of involving students in this area of research. This is an area that could be improved, however. A good number of students are involved in research activities with faculty. Yet, efforts could be made to improve this, such as mentoring pre-tenure faculty on how to involve students in research and making this a centrally held departmental goal.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

Faculty members of EDPS perform quite well in terms of grants and contracts. Faculty members are involved in many grants and perform varied roles for these grants. For the 2005-2006 academic year, all faculty members were involved on grants or sought grant funding to support work. Dr. Aaron in collaboration with the Psychology department received a grant entitled Differential Diagnosis of Children with Dyslexia and Children with ADHD. Dr. Chen received an instructional development grant to support integration of film analysis into presentation of issues of diversity in EPSY 341. Dr. Coleman received a grant for integrating technology into standards-based teacher preparation and also serves as an evaluator on the PT3 grant. Dr. Freeland provided leadership for the TAPS grant (Training Alternatives for Psychologists in Schools), which provides an alternative route to an Ed.S. in school psychology for individuals already working in school settings and is funded by the Department of Exceptional Learners. Dr. Hampton received a Promising Scholars Grant entitled AYP (Adequate Yearly Progress) and Social Capital. Dr. MacDonald served as Project Evaluator for the Sullivan County CAPE grant: A Connected Lifelong Learning Community Grant, which has been funded for \$5,000,000 for 2002-2005. Dr. Sperry received a grant entitled Early Childhood Program Environment and Child Readiness Assessment for Quality Improvement Project. I am satisfied with the level of grant involvement of EDPS faculty members. I am especially satisfied with the level of collaboration reflected in these grants. Most of the grants involve collaboration with other departments or other colleges. EDPS faculty members often serve as evaluators or provide methodological expertise to grants proposed by other departments. This is a valuable role filled by the department. If there is an area that could be improved it is in the proposal of grants sought by the entire department. EDPS faculty members are also engaged in off campus professional service. For example, Dr. Aaron served as a peer reviewer for Children's Literacy Development. Dr. Coleman serves as a consultant to Camp Heartland, providing psychosocial support to children impacted by HIV. Dr. Freeland provided consultation to South Elementary School in Marshall, Illinois and trained graduate students to administer DIBELS assessment to students. Dr. Sperry is a consultant to the Family Even Start Program and the Even Start Family Literacy Program for Vigo, Parke-Vermillion, and Clay counties.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

In the Cognitive Assessment and Intervention course a new pedagogical approach has been developed to assist in learning administration, scoring, and report writing. This modification was based on evaluation feedback that indicated needs in these areas. Mock videotaped administrations

were created by the instructor to demonstrate standardized administrations. Students viewed these tapes while using the actual instruments to follow along. The mock protocols were scored in class and students were given several mock reports to use as models. This has been an effective approach. Film analysis has also been introduced in Education in a Multicultural Society (EPSY 341). This is a particularly powerful way of presenting issues of diversity.

Course Scheduling/Enrollment Management

What have been your greatest challenges in scheduling courses to meet student needs this year? How were you able to overcome them?

This has been a challenging year in terms of scheduling classes to meet student needs. Challenges have stemmed from a shortage of faculty focused in the area of school psychology. Additionally, one school psychology faculty member was placed on administrative leave shortly after the beginning of the fall semester. Thus, the challenge of offering multiple school psychology courses in a variety of modalities (traditional and web-based) without sufficient tenure-track faculty at the beginning of the year was compounded by having to find qualified instructors to teach courses that had already begun. These challenges were met. The department has a large number of contacts in the community and surrounding areas in addition to considerable good will from alumni. In short, we have an extremely qualified and willing pool of individuals from which to find adjunct instructors. Additionally, an emeriti faculty member in school psychology returned to provide instruction for the year. The hiring of two new faculty members for the 2006-2007 academic year will go far in overcoming subsequent challenges in scheduling. Further, efforts have been made departmentally to become more efficient in course offerings. Steps that have been taken to achieve this include joining of cohorts into particular class sections, combining web-based and traditional sections for the coming year, and increasing course sizes in particular cases.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

A large portion of educational and school psychology courses are available for distance students. This includes courses offered to school psychologists in the TAPS program via a hybrid format, developmental psychology web-based courses, and research and statistics courses offered in a web-based format. The 2005-2006 academic year has seen an increase in the number of distance sections offered by the department. Multiple sections of introductory statistics and developmental psychology courses are offered, both at the undergraduate and graduate levels. The distance opportunities are limited only by particular content constraints (particular courses do not lend themselves as well to web-based delivery due to the emphasis on experiential learning – qualitative research courses for example) and by the number of faculty in the department. The majority of department faculty are experienced with web-course development which, coupled with increased demand, has led to an increase in offerings.

Strategic Initiatives

Development Activities

What steps have you taken to support development activities in your department? How can your efforts be supported?

The department completed the endowment process of the Bonnidell Clouse Award. This brings the total number of departmental awards to five: Clouse, Grimley, Walker, Kane, and Becker awards. We continue to contact our alumni, faculty, and friends of the department, who are frequent contributors to our development efforts. I believe our efforts are well supported. Continued

encouragement from the Dean and support from the development office is warranted.

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

EDPS engages the community in a variety of ways. In addition to serving as experiential learning activities, practicum and internship experiences provide a valuable service to the community. The following provides a breakdown of the practicum and internship service provided during the 2005-2006 academic year (this information is also presented under experiential learning).

- o Ph.D. interns provided 6,931.5 hours of service at Covered Bridge School Corporation, University of Nebraska at Lincoln, the University of Tennessee, and the May Institute.
- o School-based interns provided 11,017 hours of service at Gibault, Covered Bridge School Corporation, Moorseville Consolidated School Corporation, MSD Wayne Township, Evansville Vandenberg School Corporation, Rush County School Corporation, Harrison County Special Education Cooperative, and Skokokie School District #68.
- o Practicum Students in TAPS provided 830.5 hours of service at Special Services Johnson County School Corporation, MSD Wayne Township, NE Indiana Special Education Cooperative, and NW Indiana Special Education Cooperative.
- o On-campus practicum students provided 2,255 hours of service at Covered Bridge School Corporation, Hamilton Boone Madison Special Services Cooperative, Eastern IL Area of Special Education, IPS Public Schools, Moorseville School Corporation, and Old national Trail School Corporation.

Additionally, on-campus clinics staffed by EDPS faculty and students provide a valuable service to the community. The Porter Clinic for School Psychology provides services to community members with academic and behavioral needs. For example, children with learning disabilities find assistance from school psychology students in this clinic. A portion of this clinic is entitled the Applied Behavior Analysis clinic. This provides assistance to children with an autism spectrum disorder. Additionally, the READ program provides assistance to community members with reading disability.

Experiential Learning

We are interested in hearing about any innovative approaches you might have taken to incorporate experiential learning into your course or departmental work this year.

The programs in school psychology are by their nature highly experiential, as is fitting for a clinical program. The varied and intensive practicum experiences engaged in by students is a particular strength of the program at ISU. Experiential learning is evidenced in both practicum and internship experiences, with students engaging in activities and professional skills learned in the classroom. The following provides an overview of the practicum and internship experiences occurring during the 2005-2006 year.

- o Ph.D. interns compiled 6,931.5 hours of experiential learning at Covered Bridge School Corporation, University of Nebraska at Lincoln, the University of Tennessee, and the May Institute.
- o School-based interns compiled 11,017 hours of experiential learning at Gibault, Covered Bridge School Corporation, Moorseville Consolidated School Corporation, MSD Wayne Township, Evansville Vandenberg School Corporation, Rush County School Corporation, Harrison County Special Education Cooperative, and Skokokie School District #68.
- o Practicum Students in TAPS compiled 830.5 hours of experiential learning at Special Services Johnson County School Corporation, MSD Wayne Township, NE Indiana Special Education Cooperative, and NW Indiana Special Education Cooperative.
- o On-campus practicum students compiled 2,255 hours of experiential learning at Covered Bridge School Corporation, Hamilton Boone Madison Special Services Cooperative, Eastern IL Area of Special Education, IPS Public Schools, Moorseville School Corporation, and Old national Trail School Corporation.

Students also gain many experiential learning experiences in courses. Students in EPSY 342, a child development course, worked 12 hours each at the Early Childhood Education Center at ISU. Students in Cognitive Assessment and Intervention practiced administration of cognitive assessments with children at the

ISU daycare. And students in qualitative research courses engage in pilot studies, involving collection of data through observations and interviews.

Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

The department is embarking on an exciting transitional journey, re-aligning into a larger unit with Counseling and Communication Disorders. A major future goal of this re-alignment is the establishment of a unified clinic, which will provide services to the community in the area of counseling, communication disorders, reading disability, autism, and behavioral difficulties. The benefits of joining together the experiences and abilities of clinical faculty across the three departments are considerable. The collaboration of all faculty members in these three departments will create a powerful synergy of thought and effort, making the re-aligned department eminent in graduate and undergraduate education. This will add to the existing quality of the multiple programs housed within these departments. Departmental faculty will continue emphasizing experiential learning in classroom instruction, practica placements, and internship experiences. Further, departmental faculty will continue to strengthen relationships with existing placement sites and seek out new opportunities for collaboration and field experiences. A future goal is to develop and offer a graduate degree in educational psychology, preparing educators to function in schools with the ever-increasing demands for accountability and use of data.

Feedback

This section is to allow you to share your ideas for enhancing enrollment or dealing with budget and other challenges facing the administration.

The message of importance of enrollment and strict budget has been clearly sent by the Dean of the College. I have made considerable efforts to maintain instruction in the face of budgetary challenges. Enrollment in the school psychology program has been predicated on positive word of mouth and the historical and present strength of the program, especially due to its heavy emphasis on practicum experiences. A concerted effort could be made to include alumni who are functioning as school psychologists in school districts in our recruitment efforts. Information could be sent to these individuals who would be asked to encourage potential students to consider ISU and the school psychology program. Additionally, information should be provided to potential students and shared with colleagues at national and regional conference, such as that for the National Association of School Psychologists (NASP).