

# State of School Psychology in Kentucky – 2015

KAPS 2016 Conference – Louisville

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## Purpose of Report Data

- Data can be used by school psychologists in Kentucky:
  - o to advocate for better pay
  - o to better student to school psychologist ratios
  - o to have a clearer picture of the state of school psychologists in their region
  - o as a needs assessment that will make the organization better aware of needs
  - o to serve as a guide for future advocacy

## Data Sources

- The primary data source for the report was a survey of 171 school psychologists who responded to an online survey in the Spring of 2016.
- Other sources of information came from:
  - o NASP
  - o Kentucky Department of Education
  - o State Universities
- The data collected was broken down into state and regional numbers.

## Practicing as a School Psychologist in Kentucky

- Two methods of meeting certification requirement:
  - o National certification route
  - o State route
- Certification must be received from the Department of Education
- Two types of certifications for school psychologists:
  - o *Provisional Certification* (Interns)
  - o *Standard Certificate*

## National Certified School Psychologist (NCSP)

- NASP has credentialed qualified school psychologists through its NCSP program since 1988.
- Presently, 31 states including Kentucky use the NCSP as part of their standard for certification.
  - o There are more than 14,000 school psychologists with the NCSP credential
- According to the KAPS survey data:
  - o 20.1% of school psychologists are licensed psychologists
  - o 37.7% are Nationally Certified School Psychologists (NCSP)
  - o 30.1% of school psychologists report that NCSP is recognized in their district
- In order to become an NCSP, go to the NASP Website and find instructions on becoming an NCSP and the application process:
  - o [http://www.nasponline.org/certification/becoming\\_NCSP.html](http://www.nasponline.org/certification/becoming_NCSP.html)

## **NCSP Certification Standards Overview**

- **Coursework Requirement:** Completion of a 60 graduate semester/90 quarter hours of study through an organized program of study that is officially titled "School Psychology."
- **Internship:** Successful completion of a 1200-hour internship in school psychology, of which at least 600 hours must be in a school setting.
- **Examination:** Applicants must achieve a passing score (165) on the National School Psychology Examination administered by the Educational Testing Service. Test scores remain valid for nine (9) years after the test. Test scores older than nine (9) years are considered expired and would require the re-taking of the examination.

## **Renewing NCSP**

- NCSP must be renewed every three years with 75 hours of continuing professional development (CPD) activities.
- School psychologists are expected to enhance their skills in variety of areas.
  - o Online survey is available at [www.nasponline.org](http://www.nasponline.org)
- Continuing professional development should:
  - o involve a variety of learning activities
  - o cover a wide range of topics

## **Scope of Practice**

- According to the Educational Professional Standards Board:
  - o "School psychologists, certified by the state Department of Education, are restricted to practice in the schools (cannot be independent contractors) and cannot use title "school psychologist" outside of employment".
- School psychologists interested in working outside of a school system must become licensed by the Board of Psychology.

## **Licensing**

- There are 3 levels of licenses available in Kentucky dependent upon the type of graduate degree that is held and the level of performance on the EPPP:
  - o Psychological Associate
    - requires 600 hours of supervised experience and passing score of 400 on EPPP
    - requires supervision by a licensed psychologist
  - o Psychological Practitioner
    - requires master's degree plus an additional 16 graduate hours in psychology
    - requires 5 years full-time supervised experience as a Psychological Associate
    - requires passing score of 500 on EPPP
    - no supervision required
  - o Psychologist
    - requires doctoral degree; requires passing score of 500 on EPPP
    - requires 2 years supervised experience by a licensed psychologist (1 year, 2000 hours pre-doctoral and 1 year, 1800 hour post-doctoral)

### **Location of School Psychologists in Kentucky**

- School psychologists tend to be concentrated in the central portion of the state
  - o Far eastern and western portions of the state have fewer
- Each school district averaged 2.16 school psychologists in 2010
  - o Increase from 1.92 school psychologists in 2005
- 15.9% of all districts in the state did not employ any school psychologists in 2010

### **Recommended Ratios of School Psychologist to Student Population**

- The recommended NASP ratio of school psychologists to student population is 1:1000
- 2015 Kentucky ratio is 1:1688
  - o 2010 Kentucky ratio is 1:1484
  - o 2015 National ratio is 1:1362

### **Historical Job Description**

- Psychological Service for School Problems
  - o Gertrude Hildreth (1930)
    - “In cooperation with others they carry on general function of child study and adjustment; and they employ scientific techniques, so far as they are available, in obtaining information of an objective sort about children, using such information in cooperation with teachers and supervisors for purpose of educational guidance.”
- Functions of Specialists in School Psychology
  - o Measurement and Statistics
    - Standardized intelligence and achievement tests
    - Rating scales and questionnaires about mental traits
  - o Study and Guidance of Individual Pupils
    - Identification of exceptional pupils (subnormal and gifted)
    - Study of exceptional pupils through observation and interview
    - Differential diagnoses of difficulties presented by problem pupils
  - o Assistance in administration and supervision
    - Classification and grade placements of pupils
    - Organizing psychological services
    - Maintaining files of test and instructional materials
  - o Assistance in Instruction
    - Interpretation of results of measurement for improvement of instruction
    - Remedial work in connection with deficiencies
    - Assistance to teachers in problems of instruction including use of graphic devices for indicating pupil progress
  - o Research
    - Conduct research bearing directly or indirectly on school problems.
  - o Auxiliary Functions
    - Education of parents with reference to educational problems affecting child welfare.
    - Establishments of contacts between home and school.

### School Psychologist – 1930 Typical Activities

- Rank ordered from most to least
  - o Conference with school staff members, parents, visitors, psychologists in training
  - o Individual testing of pupils
  - o Group testing
  - o Test scoring
  - o Tabulation of results and construction of graphs and charts
  - o Diagnostic work with individual pupils
  - o Research including test construction and conferences with staff members conducting research.

### KAPS Percentage of Time Spent in Activities

Area	Percentage of Time Spent:
2010 n=171 / 2015 n=171	<b>2010 / 2015</b>
Supervision of practicum/intern students	0.8% / 2.2%
Research/creating professional development	4.5% / 3.9%
Counseling	5.8% / 5.5%
Teacher/student assistance team meetings	9.1% / 9.0%
Intervention/behavior management	9.4% / 7.1%
Consultation	13.8% / 12.6%
Assessment	56.7% / 58.9%

### Kentucky Trend

- Reported percentage of time spent in assessment in Kentucky from 2010 to 2015 has increased by 2.2%.
- Likely due to economic cutbacks in number of school psychologists employed.

### Job Description

- 49.7% reported their school districts employ diagnosticians to aid in assessment process
  - o Up 8% from 2010
- School psychologists report in 2015 a mean of 93.9 assessment cases per academic year
  - o Increase from mean of 79.3 from 2010
- School psychologists attend mean of 128.3 ARC meetings per academic year in 2015
  - o Increase from mean of 108.1 in 2010

### Assessment Role in Kentucky

- Over the past 5 years, school psychologists are:
  - o Conducting more assessments
  - o Spending more time working with the special education population
- Findings appear to indicate:
  - o Nationally, school psychologists are spending more time in consultation and intervention with the special education population
  - o Continue mirroring national trend though still have higher assessment rates

### Special Education Activities

- NASP surveys—total number of evaluations (nationally) decreased:
  - o 77.9 cases in 1999
  - o 68.5 cases in 2004
  - o 60.6 cases in 2009
  - o About 60 cases in 2015
- Kentucky's total number of evaluations—significantly higher:
  - o Mean of 79.3 assessments (KAPS—2010 data)
  - o Mean of 93.9 assessments (KAPS—2015 data)

### RTI in Kentucky

Level of Implementation	Percentage
RTI? What's RTI?	0.7%
We are in the beginning stages of discussion	2.7%
We have a plan of implementation but haven't started	2.1%
We are piloting our RTI process	24.0%
We have a district-wide implementation of RTI	70.6%

Area of Implementation	Percentage
Reading	100%
Math	99.3%
Writing	48.6%
Oral Expression	6.9%
Listening Comprehension	6.3%
Behavior	78.5%
Other	10.4%
None	0%

## RTI in Kentucky

Grade(s) Implemented	Percentage
PreK	71.7%
K	92.4%
1-3	97.9%
4-5	94.5%
6-8	82.1%
9-12	60%
None	1.4%

### Guest vs. Integrated

- Most school psychologists feel integrated into their schools
  - o 5.26 (1=guest to 7=integrated)

### Job Satisfaction

- Average of 4.91
  - o 1=dissatisfied / 7=satisfied
- 46.9% indicated satisfaction (6-7)
- 12.9% indicated dissatisfaction (1-2)

### Burnout

- Average of 4.33
  - o 1=no burnout / 7=burnout
- 34.02% indicated significant burnout (6-7)
- 25.17% indicated no burnout (1-2)
- Main Reasons for Burnout
  - o District level administration
  - o Lack of respect and leadership in district
  - o State level administration
  - o Increasingly high workloads
  - o Pressure from district/state to do what it is best for them and not for the student
  - o Not enough school psychologists
  - o Too many staff cuts to keep up with evaluations
  - o Coworkers not sending report pieces on time
  - o RTI issues with teachers
- Dealing with Burnout: The Three “R” Approach
- **Recognize** – Watch for the warning signs of burnout
- **Reverse** – Undo the damage by managing stress and seeking support
- **Resilience** – Build your resilience to stress by taking care of your physical and emotional health

- Burnout Prevention
  - o Start the day with a relaxing ritual.
  - o Adopt healthy eating, exercising, and sleeping habits.
  - o Set boundaries.
  - o Take a daily break from technology.
  - o Nourish your creative side.
  - o Learn how to manage stress.

**What School Psychologists Get Paid**

- Salaries appear to range widely as a function of:
  - o length of contract
  - o experience
  - o teacher versus non-teacher pay schedules
  - o degree level
- Salary Ranges
  - o Not typically a large difference between Specialist (Ed.S) and doctoral-level salary schedules
  - o Starting salaries for a beginning school psychologist range from \$25,000 to \$45,000
- Kentucky Salary Averages
  - o 2010 KAPS Survey of KAPS member
    - Mean salary of \$57,487 or \$291.41 daily
    - National daily rate is \$356.49.
- 2015 KAPS Survey of KAPS members
  - o Mean salary of \$52,485 or \$291.58 daily

**Average Salaries in Kentucky**

- Region	- Mean Salary Amount
- WKEC (n=11)	- \$61,800.00
- GRREC (n=23)	- \$57,521.12
- JCPS (n=22)	- \$85,453.33
- OVEC (n=13)	- \$56,216.41
- NKCES (n=7)	- \$47,500.00
- CKEC (n=47)	- \$63,165.22
- SE/SC(n=21)	- \$55,695.68
- KVEC (n=5)	- \$60,600.00
- KEDC (n=4)	- \$50,750.00
- Multiple (n=1)	- \$53, 017.93

**Pay Rank and Classification**

- 40.9% report administrator classification in their district
  - o 35.7% report that school psychologists in their district receive administrator pay
  - o 22.2% report recognition for specialist degree in pay schedule of their district
  - o 64.9% report that the pay scale for their district is based on Master’s +30 credit hours
  - o 52.6% of school psychologists reported that there is recognition in the pay schedule of the doctoral degree

**Contracts and Extended Days**

- 2015– Typical contract is 191.5 days
  - o 60.8% report extended days offered in their districts
  - o Mean worked 15.6 days
- 2010 - Typical contract is 197.6 days
  - o 80% report extended days offered in their districts
  - o Mean worked 15.7 days

**Cost of Living – KY vs. Nation**

	<i>GRREC (Warren Co.) \$57,521.12 Bowling Green</i>	<i>JCPS (Jefferson Co.) \$85,453.33 Louisville</i>	<i>NKCES (Kenton Co.) \$47,500.00 Covington</i>	<i>CKEC (Fayette Co.) \$63,165.22 Lexington</i>
<i>Fort Wayne, IN</i>	55,154	79,892	46,741	60,231
<i>Dayton, OH</i>	59,377	86,009	50,320	64,842
<i>Richmond, VA</i>	60,720	87,956	51,458	66,310
<i>Nashville, TN</i>	60,912	88,233	51,621	66,519
<i>St. Louis, MO</i>	59,185	85,731	50,157	64,633
<i>Peoria, IL</i>	62,832	91,014	53,248	68,615
<i>San Francisco, CA</i>	112,867	163,492	95,651	123,256
<i>Manhattan, NY</i>	145,498	210,760	123,305	158,891



### **KAPS Membership in Professional Organizations**

- Many school psychologists (n = 171) belong to professional organizations in addition to KAPS
- Some of the other professional organizations that KAPS members reported membership in included:
  - 48.8% - National Association of School Psychologists (NASP)
  - 4.7% - American Psychological Association (APA)
  - 7% - Kentucky Psychological Association (KPA)
  - 8.2% - Kentucky Association of School Administrators (KASA)
  - 22.8% - Other Organizations