



## Assessment of Student Learning Plan (ASLP)

### 2019-2020 Academic Year

**Reminder:** All Department/Program Chairs are responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form is designed to align with the NECHE (New England Commission of Higher Education) accreditation- assessment standards. If you have questions about this form, or need assistance with your program assessment plans, please contact Susan King, Director of Academic Assessment, 780-4681, [susank@maine.edu](mailto:susank@maine.edu). **Please email this form by May 31, 2020.**

#### Overview Information:

College College of Management and Human Service

Department Educational and School Psychology

Degree Program School Psychology (MS in Educational Psychology with a Concentration in School Psychology and PsyD in School Psychology)

Contact Person for the Assessment Plan: Jamie Pratt

Current Date: 6/1/2020

List the date of the most recent academic program review/self-study: 10/2014

#### Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?



Yes



No

**If YES**, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: See ASLP-Formal. Then, complete **Step 3** of this ASLP form (see **pages 6-7**) to describe how the assessment results were used for program improvement purposes.

**If NO**, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

\*(Please see assessment website for an example/template of a 3-year assessment plan)

## **Mission Statement:**

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

See Formal Program Assessment Report

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

See Formal Program Assessment Report

## **Diversity, Equity, and Inclusion**

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

See Formal Program Assessment Report

## **Assessment of Student Learning: Program Assessment Steps**

### **Step 1: Program-level Student Learning Outcomes (SLO's)**

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

See Formal Program Assessment Report

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

See Formal Program Assessment Report

If your program's curriculum assessment map is **not** published, please complete the template (on the last page of this document), and include it with your ASLP, or attach your own version.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

See Formal Program Assessment Report

## **Step 2: Assessment Methods Selected and Implemented /Summary of Results**

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity

### **Check all that were used since the submission of your last ASLP (May 2019)**

- |  |                               |                                 |                                 |
|--|-------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> Artistic Exhibition/Types of Performance  | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Class assignments/Exams/Papers...completed in the course, used for program-level assessment | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Capstone Project (written project, non-thesis paper)  | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Comprehensive or licensure Exam (created by external organization)                          | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Exit Exam (created by department or program)  | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Exit Interview (individual or one-on-one self-reports of outcomes)                          | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Employer meetings/discussions regarding student outcomes                                    | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Focus groups (self-reports of outcome attainment)   | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Internship/Fieldwork evaluation of performance/outcomes                                     | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Oral performance/ Conference presentation   | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Portfolio of student work   | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Reflection Essays or Assignments (student self-assessment of outcome achievement)           | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Research papers (course and program assessment)   | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Supervisor/Employer Evaluation of student performance outside the classroom                 | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Student survey information (self-reports using program or alumni survey)                    | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Thesis/Dissertation (used for student evaluation and program assessment)                    | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Other: please explain   |                               |                                 |                                 |

See Formal Program Assessment Report.

- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

See Formal Program Assessment Report

- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

See Formal Program Assessment Report

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

See Formal Program Assessment Report

### **Step 3: Using the Assessment results to Improve Student Learning**

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

- Program instructors/faculty
- Faculty committee
- Ad hoc faculty group
- Dept Chair/Program Director/Dean
- Faculty advisor
- Students (assistants, interns)
- Other: please explain

b. How did they evaluate, analyze, or interpret the evidence? (check all that apply)

- Used a rubric or scoring guide(s) for an assignment, paper, etc.
- Scored exams/tests/quizzes
- Used professional judgments (no rubric or scoring guide)
- Compiled or reviewed survey results
- Reviewed qualitative methods (interviews, focus groups, open-ended responses)
- External organization scored/analyzed data (licensure, comp exams)
- Other: please explain

c. Indicate how the program will use (or has used) the results (check all that apply):

- Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
- Course changes (course content, pedagogy, courses offered, new course, pre-requisites, course requirements, etc.)
- Personnel or resource allocation changes
- Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)
- Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)
- Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)
- Results indicated no action needed, students met expectations
- Other: please explain

New employer and supervisor survey tools have been developed and will be distributed in Summer 2020 and annually thereafter. Focus groups with special education administrators and field supervisors also will be convened in Fall 2020.

d. Briefly describe how the program used the results checked in the list above.

These additional assessment activities will be used to inform revisions to the structure of school psychology field placements to ensure that program graduates possess the competencies valued by stakeholders.

e. Indicate when any program improvements will be implemented or when were they implemented (e.g., during the summer months, beginning of the fall semester, etc.).

A strategic priority for the program is to expand collaborative partnerships with the school psychology community and improve the quality of field placements to ensure that our graduates attain core competencies in school psychology and possess the knowledge and skills deemed most important by stakeholders. In an effort to promote quality supervision that leads to students' development of core competencies, program faculty conducted a training on effective supervision practices for members of the school psychology community in Spring 2020. Additional trainings on the topic of supervision are planned for the 2020-2021 academic year. Data collected through employer and supervisor surveys in Summer/Fall 2020 will be analyzed and used to inform changes to the structure of field placements beginning in Fall 2021. It is likely that changes will be characterized by a higher level of collaboration between faculty and field supervisors to support students' competency development.

**Other Assessment Activities:** Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

At the course-level, all students complete common assignments to assess progress toward key learning outcomes. These assignments, which are graded by faculty using comprehensive rubrics, include a single-case design research proposal/critique (SPY 602), a functional behavior assessment report (SPY 604), a behavior intervention plan (SPY 606), a consultation case study (SPY 607), ethics and diversity reflection papers (SPY 609, SPY 679), and assessment protocols and reports (SPY 672, SPY 675, SPY 677).

**No assessment activities:** If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

NA

*Reminder: Please complete and submit this form by May 31, 2020.*



Curriculum Assessment Map of Student Learning Outcomes – Template

Curriculum Map						Required Courses- Used for Assessing Program-Level Student Learning Outcomes					
Program-Student Learning Outcomes	Course #	Course #	Course #	Course #	Course #	Capstone/ Internship Course					
Outcome 1	Introduced & Practiced	Reinforced	Outcome assessed using Quiz/Exam items			Outcome assessed using community-based project					
Outcome 2		Introduced & Practiced	Reinforced	Outcome assessed using research project							
Outcome 3	Introduced	Practiced & Reinforced	Outcome assessed using Essay/Paper			Outcome assessed using community-based project					
Outcome 4	Introduced	Practiced	Reinforced	Outcome assessed using research project							
Outcome 5	Introduced	Practiced		Reinforced	Outcome assessed using community-based project						

Details/Description:

Student Learning Outcomes (SLOs) can be assessed on a 3-year cycle:

SLOs 1 and 3 assessed in Year 1, SLOs 2 and 4 assessed in Year 2, SLO 5 assessed in Year 3

Program improvements are made before the next assessment cycle.



## Department/Program: (Three-Year) Program Assessment Report: School Psychology

Assessment is a systematic means for faculty to understand what students are learning in their program of study, and provides a firm foundation to guide curricular and pedagogical planning. We are required to demonstrate that every academic program undertake and completes this process on an ongoing basis. A formal Program Assessment Report (such as a 3-year plan) would need to be updated and submitted to the Office of Academic Assessment every three years.

Please complete this 3-year Program Assessment Plan, if you have questions, please contact the USM Office of Academic Assessment, Susan King, [susank@maine.edu](mailto:susank@maine.edu).

<b>Degree Program:</b> School Psychology <ul style="list-style-type: none"> <li>• MS in Educational Psychology with a Concentration in School Psychology</li> <li>• PsyD in School Psychology</li> </ul>	<b>College:</b> College of Management and Human Service
<b>Dept Chair:</b> Jamie Pratt	<b>Department:</b> Educational and School Psychology
<b>Date Submitted:</b> 6/1/2020	

### Program Mission Statement

Provide your program's mission statement in the space below, or provide a link to the statement from your programs's webpage. Then, briefly describe the ways in which your program's mission statement is aligned with the USM mission.

USM's School Psychology programs seek to prepare school psychologists for applied professional practice in schools and related settings that support the academic, social-emotional, and behavioral functioning of children and youth.

The School Psychology programs' mission aligns with the USM mission to prepare future leaders in health and social services. Faculty promote critical inquiry by facilitating learning experiences that develop students' skills in data-based decision making. In other words, students learn to gather and analyze data from multiple sources to arrive at case conceptualizations, inform individualized intervention recommendations, and evaluate the effectiveness of their services. Graduates of the program apply these skills to enhance the learning and mental health of all children and youth.

## **Diversity, Equity, and Inclusion**

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

In alignment with the National Association of School Psychologists' practice model, (NASP, 2010), USM's school psychology programs aim to produce school psychologists with:

- a) Knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools; and evidence-based strategies to enhance services and address potential influences related to diversity; and
- b) Skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Knowledge and skills related to diversity, equity, and inclusion are assessed using multiple measures, at multiple points in time. Key assessments include:

- a) Reflection assignments embedded within SPY 679: Diversity in the Science and Practice of Psychology;
- b) The School Psychologist Praxis exam, which includes a section on diversity in development and learning;
- c) Self-assessments of competencies, which include items to evaluate the development of knowledge and skills related to diversity in development and learning;
- d) Field supervisor evaluations of competencies, which include items to evaluate the development of knowledge and skills related to diversity in development and learning;
- e) Field placement portfolios, which require students to demonstrate knowledge and skills related to diversity in development and learning; and
- f) A comprehensive exam (PsyD program only), which addresses the topic of diversity in development and learning.

## Department/Program Level: Curriculum Map of Student Learning Outcomes (3-year cycle)

Academic Years: Fall '18 to Spring '21

Directions: Enter course numbers for your department across the top of the matrix. In the columns below, indicate where the student learning outcomes are: Introduced-(I), Practiced or Emphasized-(P), Reinforced-(R), and Assessed-(A).

Program SLO's (Student Learning Outcomes)	SPY 602	SPY 604	SPY 606	SPY 607	SPY 609	SPY 610	SPY 620	SPY 672	SPY 675	SPY 677	SPY 679	Practicum, Internship, Dissertation SPY 693, 694, 688 (MS), 788, (PsyD), 751 (PsyD), 759 (PsyD)
Students will demonstrate competencies in conducting comprehensive and valid assessments; interpreting and communicating assessment results; and linking assessment data to individualized, evidence-based treatment recommendations.		I, P		R				I, P	I, P	I, P		P, R, A
Students will demonstrate competencies in collaborating with school-based teams to design, implement, and evaluate the effectiveness of individual and systems-level interventions to promote academic, social-emotional, and behavioral success for school-aged children.	I, P	R	I, P	I, P, R		I, P	I, P					P, R, A
Students will demonstrate competence in data-based decision-making by conducting applied research to evaluate the effectiveness of their services.	I, P			R		R	R					P, R, A
Students will behave in accordance with professional values, ethical guidelines, and legal standards by engaging in evidence-based practices, showing respect for diversity, promoting family-school partnerships, and demonstrating effective communication and interpersonal skills.	R	R	R	R	I, P	P, R	R	R	R	R	I, P	P, R, A

## Department/Program Level: Formal Assessment Plan (3-year cycle)

Academic Years Planned: Fall '18 to Spring '21

Student Learning Outcomes	<u>When</u> Outcome be assessed	<u>Where</u> will Outcome be assessed	Assessment Method	Results of the Assessment	Performance Indicator/ Benchmark/ Target	*Action Planned or Completed
Students will demonstrate competencies in conducting comprehensive and valid assessments; interpreting and communicating assessment results; and linking assessment data to individualized, evidence-based treatment recommendations.	Spring/Summer Semester Annually throughout Program  Fall, Spring, and Summer Semesters during Field Placements  Final Semester of Coursework  Final Semester of Fieldwork	Annually at end of May  SPY 694, SPY 688/788  Fall, Spring, or Summer  Fall, Spring, or Summer	Annual Matriculated Student Report  Field Supervisor Evaluations Portfolio with Rubric School Psychologist Praxis  Comprehensive Exam (PsyD only)  Case Studies/Dissertation	Spring 2019: 93% (14/15) of students earned a rating of "meets expectations" on the annual report. Students earned ratings of 3 or higher on 100% of annual report items.  Fall 2018-Spring 2021: Students earned ratings of 3 or better on 100% of supervisor evaluation items. 100% (2/2) of students earned a score of 147 or higher on the School Psychologist Praxis.  Fall 2018-Spring 2021: 100% (3/3) of students earned a score of 98 or better on the comprehensive exam.  Fall 2018-Spring 2021: 100% (2/2) of PsyD students passed their dissertation defense. Case study data will be available in Spring 2021.	95% of students will earn a rating of "meets expectations" on the annual report each year. Students will earn ratings of 3 or higher on 80% of annual report items by end of program  Students will earn ratings of 3 or better on 80% of supervisor evaluation items by end of internship. 100% of students will earn a score of 147 or higher on the School Psychologist Praxis.  100% of students will earn a score of 98 or better on the comprehensive exam.  Students will earn rubric ratings of "effective" on 90% of case study rubric items. 100% of PsyD students will pass their dissertation defense.	See annual ASLP Form
Student Learning Outcomes	<u>When</u> Outcome be assessed	<u>Where</u> will Outcome be assessed	Assessment Method	Results of the Assessment	Performance Indicator/ Benchmark/ Target	*Action Planned or Completed

<p>Students will demonstrate competencies in collaborating with school-based teams to design, implement, and evaluate the effectiveness of individual and systems-level interventions to promote academic, social-emotional, and behavioral success for school-aged children.</p>	<p>Spring/Summer Semester Annually throughout Program</p> <p>Fall, Spring, and Summer Semesters during Field Placements</p> <p>Final Semester of Coursework</p> <p>Final Semester of Fieldwork</p>	<p>Annually at end of May</p> <p>SPY 694, SPY 688/788</p> <p>Fall, Spring, or Summer</p> <p>Fall, Spring, or Summer</p>	<p>Annual Matriculated Student Report</p> <p>Field Supervisor Evaluations Portfolio with Rubric School Psychologist Praxis</p> <p>Comprehensive Exam (PsyD only)</p> <p>Case Studies/Dissertation</p>	<p>Spring 2019: 93% (14/15) of students earned a rating of "meets expectations" on the annual report. Students earned ratings of 3 or higher on 100% of annual report items.</p> <p>Fall 2018-Spring 2021: Students earned ratings of 3 or better on 100% of supervisor evaluation items. 100% (2/2) of students earned a score of 147 or higher on the School Psychologist Praxis.</p> <p>Fall 2018-Spring 2021: 100% (3/3) of students earned a score of 98 or better on the comprehensive exam.</p> <p>Fall 2018-Spring 2021: 100% (2/2) of PsyD students passed their dissertation defense. Case study data will be available in Spring 2021.</p>	<p>95% of students will earn a rating of "meets expectations" on the annual report each year. Students will earn ratings of 3 or higher on 80% of annual report items by end of program</p> <p>Students will earn ratings of 3 or better on 80% of supervisor evaluation items by end of internship. 100% of students will earn a score of 147 or higher on the School Psychologist Praxis.</p> <p>100% of students will earn a score of 98 or better on the comprehensive exam.</p> <p>Students will earn rubric ratings of "effective" on 90% of case study rubric items. 100% of PsyD students will pass their dissertation defense.</p>	<p>See annual ASLP Form</p>
<p><b>Student Learning Outcomes</b></p> <p>Students will demonstrate competence in data-based decision-making by conducting applied research to evaluate</p>	<p>Spring/Summer Semester Annually throughout Program</p>	<p>Annually at end of May</p>	<p>Annual Matriculated Student Report</p>	<p><b>Results of the Assessment</b></p> <p>Spring 2019: 93% (14/15) of students earned a rating of "meets expectations" on the annual report. Students earned ratings of 3 or</p>	<p><b>Performance Indicator/Benchmark/ Target</b></p> <p>95% of students will earn a rating of "meets expectations" on the annual report each year. Students will earn ratings of 3 or higher on 80% of annual report items by end of program</p>	<p><b>* Action Planned or Completed</b></p> <p>See annual ASLP Form</p>

<p>the effectiveness of their services.</p>	<p>Fall, Spring, and Summer Semesters during Field Placements</p>	<p>SPY 694, SPY 688/788</p>	<p>Field Supervisor Evaluations Portfolio with Rubric School Psychologist Praxis</p>	<p>higher on 100% of annual report items.</p> <p>Fall 2018-Spring 2021: Students earned ratings of 3 or better on 100% of supervisor evaluation items.</p> <p>100% (2/2) of students earned a score of 147 or higher on the School Psychologist Praxis.</p>	<p>Students will earn ratings of 3 or better on 80% of supervisor evaluation items by end of internship.</p> <p>100% of students will earn a score of 147 or higher on the School Psychologist Praxis.</p>	<p>* Action Planned or Completed</p>
<p>Student Learning Outcomes</p>	<p>Final Semester of Coursework</p>	<p>Fall, Spring, or Summer</p>	<p>Comprehensive Exam (PsyD only)</p>	<p>Fall 2018-Spring 2021: 100% (3/3) of students earned a score of 98 or better on the comprehensive exam.</p>	<p>100% of students will earn a score of 98 or better on the comprehensive exam.</p>	<p>Performance Indicator/ Benchmark/ Target</p>
<p>Students will behave in accordance with professional values, ethical guidelines, and legal standards by engaging in evidence-based practices, showing respect for diversity, promoting family-school partnerships, and demonstrating effective</p>	<p>Final Semester of Fieldwork</p>	<p>Fall, Spring, or Summer</p>	<p>Case Studies/Dissertation</p>	<p>Fall 2018-Spring 2021: 100% (2/2) of PsyD students passed their dissertation defense. Case study data will be available in Spring 2021.</p>	<p>Students will earn rubric ratings of "effective" on 90% of case study rubric items.</p> <p>100% of PsyD students will pass their dissertation defense.</p>	<p>95% of students will earn a rating of "meets expectations" on the annual report each year. Students will earn ratings of 3 or higher on 80% of annual report items by end of program</p> <p>Students will earn ratings of 3 or better on 80% of supervisor</p>
<p>When will Outcome be assessed</p>	<p>Where will Outcome be assessed</p>	<p>Assessment Method</p>	<p>Results of the Assessment</p>	<p>Spring 2019: 93% (14/15) of students earned a rating of "meets expectations" on the annual report. Students earned ratings of 3 or higher on 100% of annual report items.</p> <p>Fall 2018-Spring 2021: Students earned ratings of 3 or better on 100% of</p>	<p>Annual Matriculated Student Report</p> <p>Field Supervisor Evaluations Portfolio with Rubric School Psychologist Praxis</p>	<p>See annual ASLP Form</p>

communication and interpersonal skills.	during Field Placements	Fall, Spring, or Summer	Comprehensive Exam (PsyD only)	supervisor evaluation items. 100% (2/2) of students earned a score of 147 or higher on the School Psychologist Praxis.  Fall 2018-Spring 2021: 100% (3/3) of students earned a score of 98 or better on the comprehensive exam.  Fall 2018-Spring 2021: 100% (2/2) of PsyD students passed their dissertation defense. Case study data will be available in Spring 2021.	evaluation items by end of internship. 100% of students will earn a score of 147 or higher on the School Psychologist Praxis.  100% of students will earn a score of 98 or better on the comprehensive exam.  Students will earn rubric ratings of "effective" on 90% of case study rubric items. 100% of PsyD students will pass their dissertation defense.	
	Final Semester of Coursework	Fall, Spring, or Summer	Case Studies/Dissertation			
	Final Semester of Fieldwork	Fall, Spring, or Summer				

*\*Please note: The details of the action planned or completed (i.e. program changes) must be completed on the ASLP form-Step 3: Using Assessment Results to Improve Student Learning, at the end of each academic year.*



**PsyD in School Psychology**

***PsyD Program Learning Outcomes by Competency Area and Course***

<b>Competency Area</b>	<b>Relevant Courses</b>	<b>Learning Outcomes</b>
Scientific and professional ethics, legal standards, values, attitudes, and behaviors	SPY 609: Professional Ethics in Psychology  SED 682: Special Education Regulations, Procedures, and the IEP Team	Knowledge of the current version of the APA Ethical Principles of Psychologists and Code of Conduct; ethical and professional standards for school psychology; school psychology service delivery models, special education regulations and procedures; and other relevant laws, regulations, rules, and policies governing the practice of psychology.  Knowledge and skills in ethical decision-making and problem solving.
	SPY 693: Practicum I  SPY 694: Practicum II  SPY 788: Internship	Application of knowledge to provide services consistent with ethical, professional, and legal standards in education and psychology.  Use of self-reflection, goal-setting, and supervision to improve professional effectiveness.
History and systems of psychology	SPY 709: History, Systems, and the Profession of Psychology  SPY 693: Practicum I  SPY 694: Practicum II  SPY 788: Internship	Knowledge of the history of psychology; the relationship between school psychology and other branches of psychology; and the professional values, attitudes, and behaviors of applied psychologists.  Application of knowledge to develop and articulate a professional identity that reflects the systems and ethics of both general and school psychology.

<p>Research design and methodology</p>	<p>EDU 600: Research Methods and Techniques          SPY 602: Single Case Research Methods</p>	<p>Knowledge of psychological and educational research methods, designs, and data collection procedures.          Skills in designing and evaluating psychological and educational research.</p>
<p>Statistics and data analysis</p>	<p>SPY 751: Directed Study in Clinical Research          SPY 759: Dissertation          SPY 788: Internship</p>	<p>Application of knowledge and skills to design and conduct an empirical research study, analyze and interpret results, and disseminate findings through completion of an independent dissertation.          Application of single-subject research methods to evaluate individual students' response to intervention.</p>
<p>Statistics and data analysis</p>	<p>SPY 697: Statistics</p>	<p>Knowledge of descriptive and inferential statistics approaches such as measuring central tendency, comparing means, and conducting analyses of variance and regression analyses.          Knowledge of the relationship between research designs and quantitative analysis methods.</p>
<p>Statistics and data analysis</p>	<p>SPY 751: Directed Study in Clinical Research          SPY 759: Dissertation</p>	<p>Application of knowledge to analyze, interpret, and summarize data collected for dissertation research.</p>

<p>Psychological measurement and psychometric theory</p>	<p>HCE 605: Psychological Measurement and Evaluation</p> <p>SPY 693: Practicum I</p> <p>SPY 694: Practicum II</p> <p>SPY 788: Internship</p>	<p>Knowledge of the principles and methods of psychometric theory and psychological measurement, including test construction, standardization, reliability, validity, and culturally-competent assessment practices.</p> <p>Use of diverse, psychometrically sound measurement tools during practicum and internship.</p>
<p>Biological bases of behavior</p>	<p>SPY 671: Physical Bases of Behavior</p> <p>SPY 693: Practicum I</p> <p>SPY 694: Practicum II</p> <p>SPY 788: Internship</p>	<p>Knowledge of physiological psychology, neuropsychology, comparative psychology, sensation and perception, and psychopharmacology.</p> <p>Knowledge of the anatomical, physiological, neural, and genetic underpinnings of behavior.</p> <p>Use of knowledge about biological influences on academic, cognitive, and social-emotional development and functioning when conducting assessments and designing/implementing interventions.</p>
<p>Cognitive affective bases of behavior</p>	<p>SPY 601: Behavioral Principles of Learning</p> <p>SPY 670: Cognitive Affective Bases of Behavior</p> <p>SPY 693: Practicum I</p> <p>SPY 694: Practicum II</p> <p>SPY 788: Internship</p>	<p>Knowledge about the basic principles of learning and current research on thinking, motivation, and emotion.</p> <p>Knowledge about the influence of affect on cognitive processes such as learning, remembering, and decision making.</p> <p>Use of knowledge about the cognitive and affective aspects of learning and behavior when designing and implementing interventions.</p>

<p>Social bases of behavior</p>	<p>SPY 673: Social Foundations of Behavior  SPY 693: Practicum I SPY 694: Practicum II SPY 788: Internship</p>	<p>Knowledge about social psychology, group processes, organizational theory, and social development.  Application of social psychology research to design and implement both individual and systems-level interventions that promote students' social-emotional functioning.</p>
<p>Individual differences and cultural diversity</p>	<p>HCE 620: Fundamentals of Counseling Theories  SPY 679: Diversity in the Science and Practice of Psychology  SPY 693: Practicum I SPY 694: Practicum II SPY 788: Internship</p>	<p>Knowledge of personality theory, individual differences, abilities, disabilities, and other diverse characteristics of students and their families.  Knowledge of psychological and educational principles and research related to diversity factors and empirically supported practices to account for diversity in all professional activities.  Integration of awareness and knowledge about individual and cultural differences to provide effective, empirically-supported assessment, intervention, and consultation services to learners from diverse backgrounds.</p>
<p>Typical and Atypical Human Development</p>	<p>HCE 668: Human Development  SPY 674: Psychopathology  SPY 694: Practicum II SPY 788: Internship</p>	<p>Knowledge of physical, cognitive, and social-emotional development across the lifespan.  Knowledge of both typical and atypical psychological development and current diagnostic practices.  Use of knowledge about typical and atypical development to conduct assessments, generate diagnostic impressions, and design developmentally appropriate interventions for school-aged children.</p>

Educational Systems	<p>SED 540: Learners Who are Exceptional in General Education</p> <p>SPY 610: Systems-Level Services to Promote Social, Emotional, and Behavioral Health</p> <p>SPY 620: Multitiered Systems of Academic Support for General and Special Education</p>	<p>Knowledge of multi-tier student support systems that incorporate effective assessment and intervention methods to promote academic, social, emotional, and behavioral learning for students with and without disabilities.</p>
	<p>SPY 693: Practicum I</p> <p>SPY 694: Practicum II</p> <p>SPY 788: Internship</p>	<p>Application of knowledge to design, implement, and evaluate multi-tier systems of support that benefit all students.</p>
Assessment and Diagnosis	<p>SPY 604: Functional Behavioral Assessment</p> <p>SPY 672: Assessments and Interventions to Develop Academic Skills</p> <p>SPY 675: Indirect Behavioral Assessment</p> <p>SPY 677: Cognitive Assessment</p>	<p>Knowledge and skills related to (a) conducting functional behavioral assessments to identify and address variables that contribute to interfering behaviors; (b) assessing academic achievement using norm-referenced and curriculum-based methods; (c) assessing psychological and behavioral functioning using indirect methods such as interviews and rating scales; and (d) assessing cognitive functioning using current, psychometrically sound, and culturally sensitive measurement tools.</p> <p>Knowledge and skills to interpret and communicate assessment results, formulate diagnostic impressions, and design assessment-driven interventions.</p>

	<p>SPY 693: Practicum I</p> <p>SPY 694: Practicum II</p> <p>SPY 788: Internship</p>	<p>Application of knowledge and skills about comprehensive assessment methods and interpretive methods to guide decision-making and problem-solving.</p>
<p>Academic, cognitive, social, emotional, and behavioral intervention</p>	<p>HCE 621: Fundamentals of Counseling Skills</p> <p>SPY 606: Principles and Procedures for Behavior Intervention</p> <p>SPY 727: Seminar in Academic Assessment and Intervention</p> <p>SPY 729: Seminar in Behavioral Assessment and Intervention for Individuals with Developmental Disabilities</p> <p>SPY 730: Seminar in Behavioral Assessment for Individuals with Emotional and Behavioral Disorders</p>	<p>Knowledge of evidence-based interventions, including instructional supports, mental health services, and behavioral strategies to promote academic, social-emotional, and life skills for diverse students.</p> <p>Knowledge and skills for selecting, implementing, and evaluating interventions using a data-based, problem-solving framework.</p>

	<p>SPY 693: Practicum I</p> <p>SPY 694: Practicum II</p> <p>SPY 788: Internship</p>	<p>Use of evidence-based interventions within a data-based, problem-solving framework to promote students' academic, social, emotional, and behavioral success.</p>
<p>Consultation and interdisciplinary collaboration</p>	<p>SPY 607: Consultation in School Psychology</p> <p>SPY 693: Practicum I</p> <p>SPY 694: Practicum II</p> <p>SPY 788: Internship</p>	<p>Knowledge of varied methods of consultation in psychology and education.</p> <p>Knowledge of strategies to promote effective and collaborative decision-making and implementation of services among students, families, and providers.</p> <p>Application of consultation methods and interdisciplinary collaboration practices to design, implement, and evaluate school psychology services.</p>
<p>Supervision</p>	<p>SPY 740 Supervision in School Psychology</p> <p>SPY 693: Practicum I</p> <p>SPY 694: Practicum II</p> <p>SPY 788: Internship</p>	<p>Knowledge of evidence-based supervision models and practices.</p> <p>Application of knowledge to receive and deliver effective supervision within school settings.</p>

*PsyD Program Assessment System*

STAGE	PROGRESS INDICATOR(S)	DECISION(S) MADE
<p>1. Application</p>	<p>1. Application for admission including:</p> <ul style="list-style-type: none"> <li>• GRE scores of at least 300</li> <li>• Baccalaureate GPA of at least 2.75 or graduate GPA of at least 3.25</li> <li>• Three references</li> <li>• Two essays about school psychology</li> <li>• Pre-admission interview and writing samples</li> </ul>	<p>1. Admission to the program based on evidence that the applicant possesses the knowledge, skills, and dispositions needed for professional practice in school psychology</p>
<p>2. Coursework and Practica</p>	<ol style="list-style-type: none"> <li>1. Satisfactory completion of required coursework as evidenced by grades of B or better</li> <li>2. Satisfactory completion of 300 hours of Practicum I under the supervision of a credentialed, doctoral-level school psychology practitioner, as evidenced by end of semester supervisor evaluations and a grade of “pass” in SPY 693</li> <li>3. Satisfactory completion of 300 hours of Practicum II under the supervision of a credentialed, doctoral-level school psychology practitioner, as indicated by end of semester supervisor evaluations and a grade of “pass” in SPY 694</li> <li>4. Annual student report of progress in which the student summarizes all progress made during that year of the program of study</li> <li>5. Completion of all pre-internship requirements, including coursework and practica</li> </ol>	<ol style="list-style-type: none"> <li>1. Determination that the student has mastered the knowledge and skills necessary to complete more advanced program coursework</li> <li>2. Determination that the student displays the professional attitudes, behaviors, and knowledge required for effective professional practice</li> <li>3. Determination that the student has successfully integrated the foundational knowledge and skills covered within the program of study and is prepared for internship</li> <li>4. Determination that student has accumulated additional knowledge, skills, and dispositions in the field of school psychology and is ready to complete more advanced training in school psychology</li> <li>5. Eligibility for enrollment in the internship course and completion of 1,500 hour pre-doctoral internship in school psychology (pending passing scores on the comprehensive exam)</li> </ol>



<p>3. Comprehensive Exam</p>	<p>1. Satisfactory completion of a comprehensive exam covering all 15 domains of knowledge and practice as evidenced by a minimum score of 7/10 in each domain</p>	<p>1. Determination of mastery of core program competencies, eligibility for enrollment in the internship course, and status as a candidate for degree</p>
<p>4. Praxis® Examination</p>	<p>1. Satisfactory completion of the Praxis® School Psychologist exam addressing content and practice related to the 10 NASP domains as evidenced by a qualifying score of 147</p>	<p>1. Determination of mastery of NASP domain content and practice issues, and eligibility for the PsyD degree (pending successful completion of coursework, internship, and dissertation)</p>
<p>5. Internship</p>	<p>1. Satisfactory ratings on formative and summative evaluations of intern progress by site and university-based supervisors 2. Satisfactory (pass) grade in SPY 788</p>	<p>1. Eligibility for continuation of internship activities 2. Eligibility for the PsyD degree (pending dissertation completion)</p>
<p>6. Dissertation</p>	<p>1. Satisfactory completion of an empirical dissertation that adheres to IRB-based protection of human subjects and utilizes research methods applicable to the practice of school psychology</p>	<p>1. Eligibility for PsyD degree (pending internship completion)</p>
<p>6. Graduation</p>	<p>1. Online exit survey measuring satisfaction with program of study and preparedness for professional practice</p>	<p>1. Determination of the extent to which program of study is meeting the needs of immediate consumers by preparing them for careers in school psychology</p>

**MS in Educational Psychology (School Psychology Concentration)**

**MS Program Competencies by Course**

<b>Competency Domain</b>	<b>Primary Courses</b>	<b>Other Relevant Courses</b>
Data-Based Decision-Making and Accountability	SPY 602, SPY 604, SPY 672	EDU 600, SPY 610, SPY 620, SPY 675, SPY 677, Practicum and Internship
Consultation and Collaboration	SPY 607	SED 540, SED 682, SPY 609, SPY 610, SPY 620, SPY 679, Practicum and Internship
Interventions and Instructional Support to Develop Academic Skills	SPY 620, SPY 672, SPY 677	SED 540, SPY 670, SPY 727, Practicum and Internship
Interventions and Mental Health Services to Develop Social and Life Skills	HCE 620/621, SPY 604, SPY 606	SPY 610, SPY 670, SPY 673, SPY 674, SPY 675, Practicum and Internship
Diversity in Development and Learning	SED 540, SPY 674, SPY 679	HCE 668, SPY 609, SPY 671, SPY 673, Practicum and Internship
School-Wide Practices to Promote Learning	SED 540, SPY 610, SPY 620	SPY 607, SPY 609, Practicum and Internship
Preventative and Responsive Services	HCE 621, SPY 610, SPY 674	SPY 609, SPY 673, Practicum and Internship
Family-School Collaboration Services	SPY 607, SPY 609, SPY 610	HCE 620, SED 540, SPY 679, Practicum and Internship
Research and Program Evaluation	EDU 600, SPY 602	Practicum and Internship
Legal, Ethical, and Professional Practice	SED 682, SPY 609	SED 540, SPY 607, Practicum and Internship

MS Program Assessment System

STAGE	PROGRESS INDICATOR(S)	DECISION(S) MADE
1. Application	<p>1. Application for admission including:</p> <ul style="list-style-type: none"> <li>• GRE scores of at least 290</li> <li>• Baccalaureate GPA of at least 2.5 or graduate GPA of at least 3.0</li> <li>• Three references</li> <li>• One essay about school psychology</li> <li>• Pre-admission interview and writing samples</li> </ul>	<p>1. Admission to the program based on evidence that the applicant possesses the knowledge, skills, and dispositions needed for professional practice in school psychology</p>
2. Coursework and Practica	<p>6. Satisfactory completion of required coursework as evidenced by grades of B or better</p> <p>7. Satisfactory completion of 300 hours of Practicum I under the supervision of a credentialed school psychology practitioner, as evidenced by end of semester supervisor evaluations and a grade of “pass” in SPY 693</p> <p>8. Satisfactory completion of 300 hours of Practicum II under the supervision of a credentialed school psychology practitioner, as indicated by end of semester supervisor evaluations and a grade of “pass” in SPY 694</p> <p>9. Annual student report of progress in which the student summarizes all progress made during that year of the program of study</p> <p>10. Completion of all pre-internship requirements, including coursework and practica</p>	<p>6. Determination that the student has mastered the knowledge and skills necessary to complete more advanced program coursework</p> <p>7. Determination that the student displays the professional attitudes, behaviors, and knowledge required for effective professional practice</p> <p>8. Determination that the student has successfully integrated the foundational knowledge and skills covered within the program of study and is prepared for internship</p> <p>9. Determination that student has accumulated additional knowledge, skills, and dispositions in the field of school psychology and is ready to complete more advanced training in school psychology</p> <p>10. Eligibility for enrollment in the internship course and completion of 1,500 hour internship in school psychology</p>

<p>3. Praxis® Examination</p>	<p>1. Satisfactory completion of the Praxis® School Psychologist exam addressing content and practice related to the 10 NASP domains as evidenced by a qualifying score of 147</p>	<p>1. Determination of mastery of NASP domain content and practice issues, and eligibility for the MS degree (pending successful completion of coursework, internship, and portfolio requirements)</p>
<p>5. Internship</p>	<p>1. Satisfactory ratings on formative and summative evaluations of intern progress by site and university-based supervisors 2. Satisfactory (pass) grade in SPY 688</p>	<p>3. Eligibility for continuation of internship activities 4. Eligibility for the MS degree (pending portfolio completion)</p>
<p>6. Portfolio with Case Study</p>	<p>1. Satisfactory of a professional portfolio that includes at least one case study that meets standards using the NASP rubric</p>	<p>1. Eligibility for MS degree (pending internship completion)</p>
<p>6. Graduation</p>	<p>1. Online exit survey measuring satisfaction with program of study and preparedness for professional practice</p>	<p>1. Determination of the extent to which program of study is meeting the needs of immediate consumers by preparing them for careers in school psychology</p>

# **Doctor of Psychology in School Psychology:**

## **Key Assessments, Program Goals, and Linkages to Standards**

### **Summary of Key Assessments**

1. Annual Matriculated Student Report
  - a. At the end of each academic year, students complete a self-assessment of competencies related to each program goal. Faculty meet to review the reports and generate written feedback. Performance improvement plans are developed for students who are not making satisfactory progress and/or meeting core program expectations.
2. Field-Placement Evaluations
  - a. Students complete Practicum I (3 credits, 300 hours), Practicum II (3 credits, 300 hours), and Pre-doctoral Internship (9 credits, 1500+ hours). At the end of each semester of enrollment in a field-placement course, the supervising psychologist completes a performance evaluation of competencies related to program goals. To earn credit for each semester of practicum or internship, students must obtain satisfactory ratings on these evaluations.
3. Comprehensive Examination
  - a. During their last semester of coursework, students complete a written comprehensive exam composed of 15 essay questions that assess knowledge linked to core program goals. Faculty utilize a scoring rubric to evaluate responses in terms of content knowledge and writing quality. Students must obtain a passing score (7 out of 10) on 14 questions in order to promote to doctoral candidacy and begin the pre-doctoral internship.
4. Dissertation
  - a. Students conduct and defend an empirical dissertation before a 3-person committee comprised of at least two core program faculty. Students must successfully defend the dissertation to earn the PsyD degree.
5. Portfolios
  - a. Students complete portfolios for Practicum I and Practicum II. Each portfolio must include (a) evidence to support the acquisition of knowledge and skills across the ten domains of practice established by the National Association of School Psychologists (NASP); (b) NASP's Self-Assessment for School Psychologists; and two case studies.
  - b. At the end of their pre-doctoral internship, students will submit a portfolio that provides evidence of mastery of knowledge and skills in all 10 domains of practice established by the National Association of School Psychologists (NASP). The portfolio and case studies will be scored using the rubric developed by NASP for credentialing decisions, and passing scores will be required to earn credit for the predoctoral internship.\*\*
6. Praxis
  - a. By the end of internship, students will complete the School Psychology Praxis Exam, which addresses the 10 domains of practice established by the National Association of School Psychologists. Students must obtain a score that meets the "pass" criterion for National Certification in School Psychology.\*\*

\*\*Asterisks indicate key assessments that will be introduced in the 2018-2019 program handbook.

## Goals and Linkages to Standards and Key Assessments

**Goal #1: To produce professional psychologists who behave in accordance with professional values, ethical guidelines, and legal standards; understand and respect individual differences and cultural diversity; and demonstrate effective communication and interpersonal skills.**

Linkages:

APA Profession-Wide Competencies

- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communications and interpersonal skills

NASP Domains 8 & 10

- Diversity in development and learning
- Legal, ethical, and professional practice

Program Competency Areas

- Individual differences and cultural diversity
- Scientific and professional ethics, legal standards, values, attitudes, and behaviors

Key Assessments

- Annual Matriculated Student Report
- Field Placement Evaluations
- Comprehensive Exam
- Portfolios
- Praxis

**Goal #2: To produce professional psychologists who draw from a strong knowledge base in the fields of psychology and education to deliver individualized, evidence-based services.**

Linkages:

APA Discipline-Specific Knowledge

- History and systems of psychology
- Affective aspects of behavior
- Biological aspects of behavior
- Cognitive aspects of behavior
- Developmental aspects of behavior
- Social aspects of behavior
- Research methods
- Statistical analysis
- Psychometrics

## NASP Domains 1-10

- Data-based decision making and accountability
- Consultation and collaboration
- Interventions and instructional support to develop academic skills
- Interventions and mental health services to develop social and life skills
- School-wide practices to promote learning
- Preventative and responsive services
- Family-school collaboration services
- Diversity in development and learning
- Research and program evaluation
- Legal, ethical, and professional practice

## Program Competency Areas

- History and systems of psychology
- Research design and methodology
- Statistics and data analysis
- Psychological measurement and psychometric theory
- Biological bases of behavior
- Cognitive-affective bases of behavior
- Social bases of behavior
- Individual differences and cultural diversity
- Typical and atypical human development

## Key Assessments

- Annual Matriculated Student Report
- Field Placement Evaluations
- Comprehensive Exam
- Portfolios
- Praxis

**Goal #3: To produce professional psychologists who use a data-based problem-solving framework as the basis for all professional activities and evidence competence in conducting, understanding, and applying research to practice.**

## Linkages:

### APA Discipline-Specific Knowledge

- Research methods
- Statistical analysis

### APA Profession-Wide Competency

- Research

#### NASP Domains 1 & 9

- Data-based decision making and accountability
- Research and program evaluation

#### Program Competency Areas

- Research design and methodology
- Statistics and data analysis

#### Key Assessments

- Annual Matriculated Student Report
- Field Placement Evaluations
- Comprehensive Exam
- Dissertation
- Portfolios
- Praxis

**Goal #4: To produce professional psychologists with competencies in conducting multimethod, multisource, and multisetting assessments; interpreting and communicating assessment results; and linking assessment data to individualized, evidence-based treatment recommendations.**

#### Linkages:

##### APA Discipline-Specific Knowledge

- Psychometrics

##### APA Profession-Wide Competency

- Assessment

##### NASP Domains 1, 3, & 4

- Data-based decision-making and accountability
- Interventions and instructional support to develop academic skills
- Interventions and mental health services to develop social and life skills

##### Program Competency Area

- Assessment and diagnosis

#### Key Assessments

- Annual Matriculated Student Report
- Field Placement Evaluations
- Comprehensive Exam
- Portfolios
- Praxis



**Goal #5: To produce professional psychologists with competencies in designing, implementing, and evaluating the effectiveness of academic, cognitive, social, emotional, and behavioral interventions.**

APA Profession-Wide Competency

- Intervention

NASP Domains 3 & 4

- Interventions and instructional support to develop academic skills
- Interventions and mental health services to develop social and life skills

Program Competency Area

- Academic, cognitive, social, emotional, and behavioral intervention

Key Assessments

- Annual Matriculated Student Report
- Field Placement Evaluations
- Comprehensive Exam
- Portfolios
- Praxis

**Goal #6: To produce professional psychologists with competencies in delivering evidence-based consultation services and engaging in collaborative problem-solving with families and interdisciplinary teams to promote positive outcomes for school-aged clients.**

APA Profession-Wide Competency

- Consultation and interprofessional/interdisciplinary skills

NASP Domains 2 & 7

- Consultation and collaboration
- Family-school collaboration services

Program Competency Area

- Consultation and interdisciplinary collaboration

Key Assessments

- Annual Matriculated Student Report
- Field Placement Evaluations
- Comprehensive Exam
- Portfolios
- Praxis

**Goal #7: To produce professional psychologists with competencies in implementing evidence-based supervision and training models and a commitment to utilizing supervision and mentoring to ensure competent practice.**

#### APA Profession-Wide Competency

- Supervision

#### NASP Domain 10

- Ethical, legal, and professional practice

#### Program Competency Area

- Supervision

#### Key Assessments

- Annual Matriculated Student Report
- Field Placement Evaluations
- Comprehensive Exam
- Portfolios
- Praxis

**Goal #8: To produce professional psychologists with knowledge of educational systems and competencies in implementing systems-level interventions to promote learning, to implement preventative and responsive school-wide practices that promote learning, mental health, and safety for school-aged children.**

#### APA Discipline-Specific Competency

#### NASP Domains 5 & 6

- School-wide practices to promote learning
- Preventative and responsive services

#### Program Competency Area

- Educational systems

#### Key Assessments

- Annual Matriculated Student Report
- Field Placement Evaluations
- Comprehensive Exam
- Portfolios
- Praxis

# **Master of Science in Educational Psychology with a Concentration in School Psychology:**

## **Key Assessments, Program Goals, and Linkages to Standards**

### **Summary of Key Assessments**

1. Annual Matriculated Student Report
  - a. At the end of each academic year, students complete a self-assessment of competencies related to each program goal. Faculty meet to review the reports and generate written feedback. Performance improvement plans are developed for students who are not making satisfactory progress and/or meeting core program expectations.
2. Field-Placement Evaluations
  - a. Students will complete Practicum I (3 credits, 300 hours), Practicum II (3 credits, 300 hours), and Internship (9 credits, 1500 hours). At the end of each semester of enrollment in a field-placement course, the supervising school psychologist will complete a performance evaluation of competencies related to program goals. To earn credit for each semester of practicum or internship, students must obtain satisfactory ratings on these evaluations.
3. Portfolios and Case Studies
  - a. Students will complete portfolios for Practicum I and Practicum II. Each portfolio will include (a) evidence to support the acquisition of knowledge and skills across the ten domains of practice established by the National Association of School Psychologists (NASP); (b) NASP's Self-Assessment for School Psychologists; and (c) two comprehensive case studies (one academic, one behavioral).
  - b. At the end of their internship, students will submit a portfolio that provides evidence of mastery of knowledge and skills in all 10 domains of practice established by the National Association of School Psychologists (NASP). The portfolio and case studies will be scored using the rubric developed by NASP for credentialing decisions, and passing scores will be required to earn credit for the internship.
4. Praxis
  - a. By the end of internship, students will complete the School Psychology Praxis Exam, which addresses the 10 domains of practice established by the National Association of School Psychologists. Students must obtain a score that meets the "pass" criterion for National Certification in School Psychology.

## Goals and Linkages to Standards and Key Assessments

### **NASP Domain #1: Data-Based Decision Making and Accountability**

*To produce school psychologists with knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

*To produce school psychologists with the skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.*

Key Assessments: Field-placement evaluations, portfolios, and Praxis

### **NASP Domain #2: Consultation and Collaboration**

*To produce school psychologists with knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.*

*To produce school psychologists with the skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.*

Key Assessments: Field-placement evaluations, portfolios, and Praxis

### **NASP Domain #3: Interventions and Instructional Support to Develop Academic Skills**

*To produce school psychologists with knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.*

*To produce school psychologists with skills to collaborate with others to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.*

Key Assessments: Field-placement evaluations, portfolios, and Praxis

#### **NASP Domain #4: Interventions and Mental Health Services to Develop Social and Life Skills**

*To produce school psychologists with knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.*

*To produce school psychologists with skills to collaborate with others to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.*

Key Assessments: Field-placement evaluations, portfolios, and Praxis

#### **NASP Domain #5: School-Wide Practices to Promote Learning**

*To produce school psychologists with knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.*

*To produce school psychologists with skills to collaborate with others to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.*

Key Assessments: Field-placement evaluations, portfolios, and Praxis

#### **NASP Domain #6: Preventative and Responsive Services**

*To produce school psychologists with knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

*To produce school psychologists with skills to collaborate with others to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.*

Key Assessments: Field-placement evaluations, portfolios, and Praxis

### **NASP Domain #7: Family-School Collaboration Services**

***To produce school psychologists with knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.***

***To produce school psychologists with skills to collaborate with others to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.***

Key Assessments: Field-placement evaluations, portfolios, and Praxis

### **NASP Domain #8: Diversity in Development and Learning**

***To produce school psychologists with knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools; and evidence-based strategies to enhance services and address potential influences related to diversity.***

***To produce school psychologists with skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.***

Key Assessments: Field-placement evaluations, portfolios, and Praxis

### **NASP Domain #9: Research and Program Evaluation**

***To produce school psychologists with knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.***

***To produce school psychologists with skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual group, and/or systems levels.***

Key Assessments: Field-placement evaluations, portfolios, and Praxis

**NASP Domain #10: Legal, Ethical, and Professional Practice**

*To produce school psychologists with knowledge of the history and foundations of school psychology; multiple services models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice.*

*To produce school psychologists with skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.*

Key Assessments: Field-placement evaluations, portfolios, and Praxis