

Program Report for the Preparation of School Psychologists

National Association of School Psychologists(NASP)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

University of Louisiana at Monroe

2. State

Louisiana

3. Date submitted

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4. Report Preparer's Information:

Name of Preparer:

Veronica Lewis

Phone:

Ext.

(318) 342-1332

E-mail:

vlewis@ulm.edu

5. NCATE Coordinator's Information:

Name:

Sandra Lemoine

Phone:

Ext.

(318) 342-1235

E-mail:

slemoine@ulm.edu

6. Name of institution's program

Specialist in School Psychology

7. Levels for which candidates are being prepared ⁽¹⁾:

- ☐ Baccalaureate
- ☐ Post Baccalaureate
- ☐ Master's
- ☐ Post Master's
- ☐ Specialist or C.A.S.
- ☐ Doctorate
- ☐ Endorsement only

(1)These questions might be a Q&A link rather than including them as part of the directions. They should also be included in a set of guidelines for institutions preparing program reports.

8. Degree or award levels⁽¹⁾:

SSP (Specialist Level)

9. Specific titles of degrees/awards that appears in official institutional documentation, such as transcripts, for program completers (e.g. Ed.S. in School Psychology, Certificate of Advanced Graduate Studies in School Psychology, PhD in Educational Psychology-School Psychology, etc.):

Specialist in School Psychology

10. Is this program offered at more than one site? 1 ⁽²⁾

Yes

No

☐

☐

(2)What if the program is offered at different levels or in different tracks (e.g., at the specialist and doctoral level)? If assessments are the same across the different levels/tracks, one report may be submitted. However, the assessment results must be disaggregated for each program level/track. If assessments are different across the different levels/tracks, a separate program report must be submitted for each program level/track. In the case of specialist and doctoral level programs in school psychology, separate responses to standards and separate assessment results are needed, although some common documentation may be submitted. If you are unsure whether to submit one or multiple reports, please contact NASP.

What if the program is offered at the main campus and also through one or more off campus/satellite sites, as joint program with another institution, or through distance education? If the program, faculty, and associated assessments are the same on the main campus and the off-campus/alternative sites or methods, one report may be submitted. However, the assessment results must be disaggregated for each site. If the program, faculty, and/or associated assessments are different on campus than in the alternative sites, a separate program report must be submitted for each site. If you are unsure whether to submit one or multiple reports, please contact NASP.

11. If yes, list the sites at which the program is offered

12. Title of the certificate/state license for which candidates are prepared

Ancillary Certificate - Level B

13. Program report status:

- ☐ Initial Review
- ☐ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ☐ Response to National Recognition With Conditions

14. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

☐ Yes

☐ No

SECTION I - CONTEXT

Provide the following contextual information (in a narrative limited to 6 pages and in related attachments, as listed below). NOTE: If information for any of the seven items below already appears in one of the required attachments for this section, your narrative may simply refer to the attachment while citing the specific page number(s), (e.g., "see program's overall philosophy and goals on pages 2-3 of Program Handbook, Attachment I-C).

1. Description of any state or institutional policies that may influence the application of NASP standards.

2. Description of the administrative location of the program, including its relationship to the NCATE "unit" (typically, the college or school of education). Describe the support received from the institution and, if appropriate, others sources of support.

3. Description of the program's overall philosophy and goals, including any unique elements in the program or those it serves (NASP Standard 1.1). (Note that additional information under NASP standards 1.1-1.5 should be provided by programs in required attachments listed below).

4. Description of field experiences, including supervised practica and internship experiences required for the program. (NASP Standards 3.1-3.5) (Note that additional information under NASP standards 3.1-3.5 should be provided by programs in required attachments listed below).

5. Description of the criteria for admission, (including means of assessing prior graduate work, if any), retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses, as well as the means by which the program assesses candidate professional work characteristics/dispositions. (NASP Standard 4.2)

6. Description of the relationship⁽²⁾ of the program to the unit's graduate conceptual framework

(if applicable).

(2)The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

7. Indication of whether the program has a unique set of program assessments and their relationship to the unit's graduate assessment system (if applicable)⁽³⁾ .

(3)This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

8. Attach the following for Section I. (Most attachments consist of forms or charts at the end of this document, all of which must be completed. Several attachments require additional program documents as noted below.):

Attachment I A. Chart of Candidate Information

Attachment I B. Chart of Faculty Information

Attachment I C. Program Handbook or other official document that includes the required program of study and other relevant policies and procedures of the program. The program of study should outline the courses and experiences required for candidates to complete the program. The program of study must include course numbers AND titles.

Attachment I D. Response to NASP Standard I (an additional attachment includes transcripts of three recent program completers---within the last academic year).

Attachment I E. Response to NASP Standard II (additional attachments include course syllabi and other documentation)

Attachment I F. Response to NASP Standard III (additional attachments include program documents related to internship and a sample internship agreement)

Attachment I G. Internship Summary

Attachment C: Program Handbook	Attachment D: Response to NASP Standard 1 reviewer comments
Attachment E: Revised Response to NASP Standard II	Attachment F: Revised Response to NASP Standard III (3.1)
Syllabus: COUNSELING 510; METHODS OF COUNSELING	Syllabus: Psychology 571; Basic Psychotherapy
Syllabus: Psychology 588-A; Historical/Legal/Procedural Issues	Syllabus: Psychology 588-B; Consultation/Diagnosis/Interventions
Syllabus: PSYCHOLOGY 591; Practicum in School Psychology	Syllabus: PSYCHOLOGY 592; Internship in School Psychology
Student Logs Fall 2008	

See **Attachments** panel below.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting NASP standards. All programs must provide a minimum of six assessments. If your state does not require a state certification test in school psychology, you must substitute data from the Praxis II in School Psychology to show attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Name of Assessment ⁽⁴⁾	Type or Form of Assessment ⁽⁵⁾	When the Assessment Is Administered ⁽⁶⁾
Assessment #1: (Required)- CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test:	Praxis II in School Psychology The Praxis II in School Psychology is a national test of knowledge regarding principles and practices in the field. Results may be used toward gaining national certification as a school psychologist.	Students are required to take this test prior to program completion (i.e., graduation with the specialist degree). Students are directed to take the test after completion of all coursework (typically after the 2nd year of program participation).
Assessment #2: (Required)- CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1-2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.	Assessment Used: Master's level Comprehensive Examinations This assessment employs the master's level comprehensive examination that all students are required to take prior to graduation with the Master of Science Degree.	The comprehensive examination is administered and evaluated during the 2nd year of program participation.
Assessment #3: (Required)- PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.	Assessment Used: Practicum Portfolio The practicum portfolio allows evaluation of a compilation of performance-based plans and activities completed by practicum students.	Although portfolio components are reviewed throughout the year, students are required to submit the final version of the Practicum Portfolio at the end of the 2nd semester of practicum activities (typically during the 2nd year of program participation).
		The survey is completed at least 3 times (beginning, middle, end) during the internship experience which typically occurs during the 3rd year of program participation.

Assessment #4: (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.	<p>Assessment Used: Evaluation of Student Progress</p> <p>This survey of intern performance in the applied setting relative to professional competencies and dispositions is presented in a Likert format for evaluation by field supervisors.</p>	
Assessment #5: (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.	<p>Assessment Used: Internship Portfolio</p> <p>The internship portfolio allows evaluation of a compilation of performance-based activities completed by interns.</p>	This portfolio is required for each semester of internship participation which typically occurs during the 3rd year of program participation.
Assessment #6: (Required)- EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment)	<p>Assessment Used: Counseling/Intervention and Educational Case Studies</p> <p>The case studies are data-driven and performance-based portions of the internship portfolio.</p>	The case studies are required components of the portfolio submitted at the end of the 2nd semester of internship participation which typically occurs during the 3rd year of program participation
Assessment #7: (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.	<p>Assessment Used: Employer and Alumni Surveys</p> <p>These surveys evaluate average intern performance in settings where multiple students have been placed and alumni evaluation of program preparation for post graduation settings.</p>	These surveys are administered at approximately 5 year intervals. Most recent surveys were completed in 2006.

Assessment #8: (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.	<p>Assessment Used: Thesis</p> <p>The thesis is a data-based project that evaluates students' ability to plan, implement, evaluate, and report empirical research.</p>	The thesis is typically completed by students during the 2nd year of program participation. It must be completed prior to graduation with the master's degree and before the beginning of internship activities.
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(4) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(5) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(6) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course titles and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. For each NASP standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NASP standards.









I. PROGRAM CONTEXT/STRUCTURE

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.

Information is provided in Section I.

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.								
2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation								

models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	b	b	b	b	b	b	b	e
2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.	b	b	b	b	b	b	b	e
2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.	b	b	b	b	b	b	b	e
2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	b	b	b	b	b	b	b	e
2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	b	b	e	b	b	b	b	e
2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	b	b	b	b	b	b	b	e
2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	b	b	b	b	b	b	b	e
2.9 Research and Program Evaluation: School psychologists have								

knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	e	b	e	b	e	e	e	b
2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	b	b	b	b	b	b	b	e
2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	e	b	b	b	b	b	b	b

2. III. FIELD EXPERIENCES/INTERNSHIP

School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

Information is provided in Section I.

IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.

Information is provided in Section V.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge⁽⁷⁾
- Pedagogical and professional knowledge, skills and dispositions

- Focus on student learning

NOTE: DATA FOR EACH YEAR ARE TO BE REPORTED FOR THE PAST 3 OR MORE YEARS. (Note: During initial implementation of the template, the following minimum data can be submitted: (a) Fall 2006 and Spring 2007 reviews: data for a minimum of one semester/quarter for at least five assessments; (b) Fall 2007 and Spring 2008 reviews, data for a minimum of one year for ALL assessments; (c) Fall 2008 and Spring 2009 reviews, data for a minimum of two years for ALL assessments; (d) Fall 2009 reviews and beyond, data for a minimum of three years for ALL assessments. However, please note that many of the assessments have been required for NASP approval for several years; thus, it is expected that school psychology programs will submit three years of data for most assessments, even during this initial implementation period).

The specific information to be submitted for the state or national credentialing exam results is outlined in Assessment #1 below. For all other areas, provide the following evidence, plus any additional information requested in the applicable assessment area:

In narrative form:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with each domain it is cited for in Section III.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting each domain it is cited for in Section III; and

In attachments:

5. Documentation for each assessment (Attachments IV, Assessments 1-8), including⁽⁸⁾ :
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) aggregated candidate data derived from the assessment, with aggregated data specific to each NASP domain that it is intended to assess.

(7)It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

(8)All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

The narrative section for each assessment (1-4 above) is limited to two text pages. It is preferred that each attachment for a specific assessment (5a-c above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond 5 pages. If courses are referenced in any documents, course numbers AND titles must be provided.

2. #1 (Required)-CONTENT KNOWLEDGE: Data from state or national school psychology credentialing exam⁽⁹⁾ . If your state does not require a school psychology credentialing exam, then data for the Praxis II in School Psychology must be submitted. In the narrative for Assessment #1, list (a) name of exam used; (b) type of score yielded from the

exam; (c) the criterion score for passing the exam set by your program, (d) if the exam is required for the state school psychology credential; and (e) the criterion score for passing the exam set by your state credentialing agency, if applicable. Then, in the Attachment for Assessment #1 provide aggregated data and scores derived from the assessment for all program candidates each year for the last three years, including the percentage of program completers each year that passed the exam.

(9) NCATE will provide a link to a sample response for this requirement

4. #2 (Required)-CONTENT KNOWLEDGE: Program and/or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which content knowledge for NASP Standards 2.1-2.11 is addressed. Programs may use a combination of program or course-embedded content assessment methods for Assessment 2. **Note:** In Assessment #2, EACH one of the NASP domains, Standards 2.1-2.11, must be assessed, and aggregated attainment data for each domain must be reported.

Provide assessment information (items 1-5) as outlined in the directions for Section IV. If a program uses a combination of program or course-embedded content assessment methods for Assessment 2, the program must provide assessment information (items 1-5) for EACH method.

Assessment 2

See **Attachments** panel below.

5. #3 (Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment of candidates during practica that shows they can effectively plan and carry out school psychological services. Examples include data-based decision-making, cognitive/academic and social/behavioral assessment and intervention, mental health services, and other services that demonstrate the development of specific candidate skills necessary for the delivery of professional responsibilities. **NOTE:** This assessment may consist of an assessment embedded in one more separate courses requiring a practicum component or consist of a required component in a more general practicum course.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

Assessment 3

See **Attachments** panel below.

6. #4 (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship. **Note:** In Assessment #4, EACH one of the NASP domains, Standards 2.1-2.11, must be assessed, and aggregated attainment data for each domain must be reported.

Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Include complete assessment instrument.)

Assessment 4

See **Attachments** panel below.

7. #5 (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

Assessment 5

See **Attachments** panel below.

8. #6 (Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidence by measurable positive impact on children, youth, families, and other consumers. (NASP Standard 4.3).

NOTE: You need not have a separate assessment of this area if it addressed by Assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment) that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

Assessment 6

See **Attachments** panel below.

9. #7 (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

10. #8 (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

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SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

Sections being resubmitted and changes that have been made include:

Section 1 (1.1)

1. Attachment C - Revised program handbook

Practicum and Internship requirements, Memos of Agreement, and evaluation tools have been revised for 2009. Beginning with the 2009-2010 comprehensive examinations, the PSYC 588 A - Historical /Legal/ Procedural Issues and PSYC 588B – Consultation/Diagnosis/Intervention courses have been added in as required components of the masters-level examination. Therefore, candidates in the School Psychology program are required to respond to 12 questions so that evaluation of NASP domains will be guaranteed. All of these changes are included in the revised Program Handbook (Attachment C) which contains:

a. comprehensive examination requirements, pages 55, 56

b. other student evaluation tools and guidelines (e.g.)

1) Site Supervisor evaluations, pages 26-31

2) Practicum Plan, page 35

3) Practicum Memo of Agreement, page 41

4) Internship Plan, page 44

5) Internship Memo of Agreement, page 51

2. Attachment D – Response to NASP Standard 1 reviewer comments

3. Attachment E – Revised Response to NASP Standard II

Changes to narratives and course alignments

Policy: Attachment E with revised reference to course syllabi and assessment data that reflect policies associated with each standard in this section.

Practice: Revised syllabi for all courses where modifications were made are attached. Candidate activity logs for the Fall of 2008 are also attached.

4. Attachment F – Revised Response to NASP Standard III (3.1)

Revised text for section 3.1 of Attachment F in response to reviewer comments.

Practice: In response to previous reviewer comments, please note that, although the practicum (PSYC 591) and internship (PSYC 592) courses list required activities in the course syllabi, reference to development of practicum or internship plans is now provided in each syllabus. Actual plan formats are attached to these syllabi. Revised evaluation forms for field-based experiences also reflect coordination with these plans (see Assessment 4).

Section II Revised Chart

Section III Revised Chart completed with accurate assessment alignments.

Section IV Revised Assessments 2, 3, 4, 5, 6

Revised Assessment #2 response with change to the assessment tool

Although consultation skills are specifically addressed in and assessed by the PSYC 552 – Behavior Modification course, in response to reviewer comments, changes to the masters-level comprehensive examinations will be implemented in the fall of 2009. These changes include the addition of PSYC 588A – Historical/Legal/Procedural Issues and PSYC 588B – Consultation/Diagnosis/Intervention as 2 additional required areas of assessment on the comprehensive examination. Although they may pass the comprehensive examination (for departmental purposes) by successfully completing 8 specific courses, candidates in the school psychology program must respond to all 12 sets of course questions. The newly revised tool is attached, and changes are highlighted in yellow.

Revised narrative and evaluation tool for Assessment #3:

Revised rubrics that better separate components and more clearly reflect NASP standards were used beginning Fall of 2008. Data for Fall 2008 candidates using the previously revised tool are included. However, the evaluation tool has again been revised, in response to reviewer comments, and the new tool to be used beginning Spring 2009 is attached. Assessment results and evaluation tool changes are highlighted in yellow.

Revised evaluation tool for Assessment #4

1. more detailed breakdown of sections
2. more clear alignment to NASP Standards

Data for Fall 2008 candidates using the previously revised tool are included. However, the evaluation tool has again been revised, in response to reviewer comments, and the new tool to be used beginning Spring 2009 is attached. Assessment results and evaluation tool changes are highlighted in yellow.

Revised narrative, evaluation tool, and rescoring of data for Assessment #5

Data for Fall 2008 candidates using the previously revised tool are included. However, the evaluation tool has again been revised, in response to reviewer comments, and the new tool to be used beginning Spring 2009 is attached. Assessment results and evaluation tool changes are highlighted in yellow.

Revised narrative, evaluation tool, and summary data for Assessment #6

Assessment results and evaluation tool changes are highlighted in yellow. Revised text to address Standard 4.3.

2. Directions: Complete the following table by providing a brief response to each standard. The brief responses should describe (a) official “policy” that addresses this standard and (b) “practice” that demonstrates the program’s implementation of the standard. The program’s brief response should reference relevant documentation (refer to specific document, such as a program handbook,

and page number in this or other attachments) to support program policy and practice. In addition to the program handbook in Attachment C, include transcripts of three recent (within the last academic year) program completers as part of this attachment, and reference these documents in the brief responses below, as needed to support policy and practice of the program. (Candidate identity must be masked on the transcripts). If the program handbook does not contain program academic requirements, also include relevant pages from the institution's graduate catalog or other source of institutional documentation of program requirements.

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