NATIONAL RECOGNITION REPORT
Preparation of School Psychologists

Note: NCATE recognition of this program is dependent on the review of the program by representatives of the National Association of School Psychologists (NASP) and review of the unit by NCATE. The NASP approval decision was made independent of NCATE unit review.

COVER PAGE

Name of Institution

University of Louisiana at Monroe

Date of Review

MM	DD	YYYY
02	01	2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

SCHOOL PSYCHOLOGY

Program Type

Other School Personnel

Award or Degree Level(s)

- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate

PART A - RECOGNITION DECISION

A1. SPA Decision on NCATE recognition of the program:

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation [See Part G]
- Not nationally recognized

A2. Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- ◯ Yes
- ◯ No
- ◯ Not applicable
- ◯ Not able to determine

Comment:

A3. Summary of Strengths:

The program made some noticeable and positive changes in the infrastructure of the assessment domains (i.e., improving the intern and practicum field evaluation form, improving their master's comprehensive scoring rubric).

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. 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.

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.

1.1. Mission, goals, objectives; integrated and sequential program of studies in school psychology

Met	Not Met
◯	◯

Comment:

The program's policy and practices in providing an integrated and sequential program of study were clarified and improved in the revised report. However, the model program now included in the Program Handbook implies that the program can be completed in six semesters. Candidate transcripts suggest that candidates routinely take courses during summer. If this is the expectation, it would benefit the candidates to have this clarified in the Program Handbook and in other materials available to applicants.

1.2. Program commitment to human diversity throughout all aspects of the program

Met   Not Met

j⁀   j⁀

Comment:

Met in previous submission.

1.3. Candidate affiliation with colleagues/faculty/the profession through full-time residency or alternative planned experiences

Met   Not Met

j⁀   j⁀

Comment:

Met in previous submission.

1.4. Faculty requirements/credentials

Met   Not Met

j⁀   j⁀

Comment:

Met in previous submission.

1.5. Continuing professional development opportunities

Met   Not Met

j⁀   j⁀

Comment:

Met in previous submission.

REQUIREMENTS FOR SPECIALIST LEVEL PROGRAMS ONLY

1.6. Minimum years of study/credit hour requirement (3 years/60 hours with 54 hours exclusive of internship); institutional documentation of program completion

Met   Not Met

j⁀   j⁀

Comment:

Met in previous submission.

1.7. Minimum internship requirement (1 year/1200 clock hours)

Met   Not Met

j⁀   j⁀

Comment:

Met in previous submission.

REQUIREMENTS FOR DOCTORAL LEVEL PROGRAMS ONLY

1.8. Greater depth of study in multiple domains

Met   Not Met

◌   ◌

Comment:

1.9. Minimum years of study/credit hour requirement (4 years/90 hours with 78 hours exclusive of internship and dissertation); institutional documentation of program completion

Met   Not Met

◌   ◌

Comment:

1.10. Minimum internship requirement (1 year/1500 clock hours)

Met   Not Met

◌   ◌

Comment:

Standard 2. Domains of School Psychology Training and Practice.

General comments: Insert general comments that may be relevant for a number of domains. NOTE: For each domain below, provide specific comments labeled as ADDRESSED, ASSESSED, and ATTAINED to explain the basis for any standards judged to be Not Met.

In general, the program faculty seems to have taken the feedback from the previous review and attempted to make substantive changes. Most of the 11 domains were addressed and assessed. The program has begun to implement a performance-based assessment of candidate attainment of proficiency. Although most domains are addressed by the program, except when noted in specific comments about Standards 2.1 to 2.11, insufficient aggregated attainment evidence contributed to ratings of "NM" for all domains in Standards 2.1 to 2.11.

Assessment 1 (national or state exam): The program is now reporting Praxis scores appropriately and no longer substitutes the Praxis for SSP comprehensive exams. However, there is some ambiguity regarding the program's use of Praxis scores. The submitted Assessment Chart indicates its use for Domains 1-7 and 11. However the narrative in the Program Report indicates coverage of Domains 1-8, 10 but not 11.

Assessment 2 (content assessment): There is inconsistency between the master's-level comprehensive

examination Assessment Chart (which shows Assessment 2 as applicable to Domains 1-8 and 11) and the assessment narrative. Additionally, it is not clear how the exam assesses the domains, as no exam questions were provided. Items listed in the Assessment Chart often do not suggest adequate assessment of skills inherent in a domain. For example, no course or exam question is listed specifically for Domain 2.2 despite the fact that the program requires completion of PSYC 588B, Consultation/ Diagnosis/Intervention. The two elements of the exam question listed as applicable for this domain do not adequately assess the skills inherent in the domain. While attainment data from this assessment were presented, questions about the relevance of some of the questions to the domains make it difficult to view these data as supporting candidate attainment of knowledge and skills in all domains.

Assessment 3 (practicum evaluation): The program states that the revised practicum portfolio evaluation will be used beginning in the Fall of 2008. Therefore, at this time, no attainment data are available from this measure. The previously submitted attainment data consist of aggregated faculty ratings of candidate portfolios as "unacceptable," "acceptable," or "excellent." These data do not represent a valid measure of individual or an aggregate of candidate attainment of knowledge and skills in the 11 domains.

Assessment 4 (intern evaluation by field supervisor): The program continues to improve the field supervisor evaluations and now has separate versions for practicum and internship that will be used beginning in Fall 2008. All domains are represented, although some are better articulated than others. For example, Domain 2.8 Home/School/Community Collaboration appears to be assessed by a single item, "Effective consultation and conferencing with parents" and items specific to Domain 2.6 are limited to school policies/procedures and legal mandates. Addition of items assessing candidates' understanding of schools as systems would be useful. It is also recommended that the program include a separate section for positive impact rather than a single item included with Data-Based Decision-Making.

Aggregated data based on this revised form are not yet available. Aggregated data were presented for 2005-06 collected with an earlier version of the current Intern Evaluation. Individual and aggregated data were also presented from a 14-item evaluation form which only provided supervisor ratings of general work performance and was not linked to the domains. These data are insufficient to meet the current requirement for two years' of data across all domains.

PLEASE SEE SECTION F.1 BELOW FOR CONTINUATION OF GENERAL COMMENTS ABOUT NASP STANDARDS 2.1 TO 2.11

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.

Met   Not Met

j n   j n

Comment:

ADDRESSED: Coursework addresses knowledge and skills related to diagnostic testing and intervention development. Using data to measure the effectiveness of counseling does not appear to be

either addressed or assessed in the counseling courses (510 and 571).

ASSESSED: Praxis II results suggest acquisition of an appropriate knowledge base by candidates. See general comments related to required assessment data.

ATTAINED: See general comments related to required attainment data.

Standard 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.

Met   Not Met

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Comment:

ADDRESSED: The program states that the knowledge base for this standard is developed in PSYC 588B, 527 and 582. While candidates appear to receive an adequate overview of consultation and collaboration in these courses, there does not appear to be any systematic application of consultation activities. For example, the single required project in Psych 588B requires the candidate to implement an intervention rather than to assist a parent or teacher in its implementation. Psych 527 addresses counseling and collaboration, but only in a few class meetings. PSYC 582 is a course in psychoeducational assessment. Consultation appears in its syllabus as a topic but does not appear to be a significant focus of the course. Although there is some attention to parent conferencing and collaboration, it does not appear that skills for indirect service delivery through consultation are adequately addressed in coursework or field experiences.

ASSESSED: See general comments related to required assessment data.

ATTAINED: See general comments related to required attainment data.

Standard 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.

Met   Not Met

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Comment:

ADDRESSED: Learning theory as applied to both human and animal learning, and behavior modification are addressed, but there is little evidence that candidates learn to develop academic goals and instructional interventions as required by this standard. The practicum and internship syllabi now require a case study involving intervention for academic deficits but it is unclear where candidates learn the skills to develop academic interventions.

ASSESSED: See general comments related to required assessment data. The practicum and internship portfolios will include an academic intervention case study in the future, which will assist the program in assessing skills in this domain.

ATTAINED: See general comments related to required attainment data.

Standard 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.

Met   Not Met

jn   jn

Comment:

ADDRESSED: This domain is adequately addressed, particularly through coursework in counseling and psychotherapy.

ASSESSED: See general comments related to required assessment data.

ATTAINED: See general comments related to required attainment data.

Standard 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.

Met   Not Met

jn   jn

Comment:

ADDRESSED: Special education disabilities and psychopathology are adequately addressed. However, there is minimal attention to issues related to understanding and working with individuals who represent other types of diversity (ethnicity, race, religion, SES, sexual orientation, etc) as required by this standard.

ASSESSED: See general comments related to required assessment data.

ATTAINED: See general comments related to required attainment data.

Standard 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.

Met   Not Met

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Comment:

ADDRESSED: There does not appear to be systematic attention to schools as systems or understanding/analyzing school climate. Candidates observe in schools but it is not clear in course outlines where skills related to this domain are addressed.

ASSESSED: The 2008 versions of the Intern and Practicum Field Evaluation Forms appear to emphasize knowledge of local and state regulations in special education, but do not address schools as systems.

ATTAINED: There do not seem to be any activities in candidate logs that emphasize this domain.

Standard 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.

Met   Not Met

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Comment:

ADDRESSED: Issues related to mental health, psychopathology, and human development are addressed. There appears to be limited attention to prevention and crisis intervention. The new practicum and internship plans define some program objectives in this domain but course work and activities will need to be developed to meet those objectives. The Program Report states that candidates are encouraged to implement RTI and participate in class, school, and system level PBIS and intervention activities. Those activities are not evident in previously submitted internship logs and no new logs were submitted.

ASSESSED: See general comments related to required assessment data.

ATTAINED: See general comments related to required attainment data

Standard 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.

Met   Not Met

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Comment:

ADDRESSED: Current coursework addresses this domain. Further emphasis in Psyc 588B Consultation/Diagnosis/Intervention may be warranted.

ASSESSED: See general comments related to required assessment data.

ATTAINED: See general comments related to required attainment data.

Standard 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.

Met   Not Met

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Comment:

Met in previous submission.

Standard 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.

Met   Not Met

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Comment:

ADDRESSED: History and foundations of school psychology as well as ethical issues are addressed in coursework, however ethics and professional practices seem be addressed only within the context of assessment courses and PSYC 527, School Psychology. In those syllabi, ethics appears as a topic but with no apparent activities to foster candidate development in this critical domain.

ASSESSED: The 2008 version of the Internship Field Evaluation form appears limited in scope with respect to this domain in that it evaluates local (parish) procedures, professional development, technology, and state regulations, but doesn't seem to address more global school psychology practice and development.

ATTAINED: See general comments related to required attainment data.

Standard 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.

Met   Not Met

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Comment:

ADDRESSED: The program appears to provide numerous opportunities for candidates to gain knowledge and experience with technology relevant to work. The candidates have the chance to use technology in coursework ranging from intellectual assessment to statistics.

ASSESSED: The Internship Field Evaluation addresses technology usage and knowledge as well as ethical responsibilities regarding technology.

ATTAINED: See general comments related to required attainment data.

Standard 3. 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.

3.1. Practica and internships are completed for academic credit; practica include the development/evaluation of specific skills; practica are distinct from and precede culminating internship; internship requires integration/application of full range of competencies/domains.

Met   Not Met

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Comment:

Updated practicum and internship syllabi now include copies of the portfolio requirements but are otherwise relatively nonspecific about required activities relevant to the domains. In contrast, the Program Handbook now includes very detailed practicum and internship plans which specify knowledge and skills to be attained and extensive activities in which candidates will engage. The Program Report states that these plans are required of all candidates but the plans do not appear to be referenced in the syllabi. The program is encouraged to clarify this situation for candidates and to align measures used for Assessments 3 and 4 with the objectives specified by the plans.

3.2. Internship is a collaboration between institution and field site, includes activities consistent with program goals, and has a written plan specifying responsibilities.

Met   Not Met

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Comment:

Met in previous submission.

3.3. Internship is completed on full-time basis over one year or half-time over two consecutive years; at least 600 hours in a school setting.

Met   Not Met

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Comment:

Met in previous submission.

3.4. Interns an receive average of two hours of field-based supervision per week from credentialed school psychologist or, for non-school settings, credentialed psychologist.

Met   Not Met

j   j

Comment:

Met in previous submission.

3.5. Provision of appropriate support for the internship experience

Met   Not Met

j   j

Comment:

Met in previous submission.

Standard 4. 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.

4.1. Systematic, valid procedures used to evaluate and improve the quality of the program

Met   Not Met

j   j

Comment:

Met in previous submission.

4.2. The program applies published criteria for assessment and admission at each level and for candidate retention and progression. Criteria address academic/professional competencies and professional work characteristics.

Met   Not Met

j   j

Comment:

Met in previous submission.

4.3. The program employs a systematic, valid process to ensure that all candidates are able to integrate domains of knowledge and apply professional skills in delivering services evidenced by measurable positive impact on children, youth, families, and other consumers.

Met   Not Met

Comment:

The Program Report indicates that Revised Assessment 6, which is based on data reported for Assessment 5, addresses this standard. As previously discussed, Assessments 5 and 6 do not, at this time, provide support for attainment of this domain. The program should consider that it is difficult to meet the requirements of this standard without reporting data on actual outcomes for K-12 students. Documentation of completion of activities and provision of services by candidates is not considered evidence of positive effects on student learning and/or learning environments.

The 4.3 standard also requires integration of knowledge across the domains, using professional skills to provide comprehensive services, and measurable positive impact on students and learning environments. In refining its assessment measures for this standard, the program is encouraged to consider all three aspects of the standard.

Standard V. Program Support/Resources (to be evaluated for non-NCATE programs only). Adequate resources are available to support the training program and its faculty and candidates. Such resources are needed to assure accomplishment of program goals and objectives and attainment of competencies needed for effective school psychology practice that positively impact children, families, and other consumers.

5.1. Faculty no greater than 75% of that typically assigned to those teaching primarily undergraduate courses. Program administrator receives at least 25% reassigned time.

Met   Not Met

jn   jn

Comment:

5.2. Program maintains a no-greater-than 1:10 FTE faculty to FTE student ratio in the overall program, practica, and internship

Met   Not Met

jn   jn

Comment:

5.3. Program faculty receive support for learning/professional experiences

Met   Not Met

jn   jn

Comment:

5.4. Candidates receive support, including faculty advisement and supervision, university and/or program support services, and opportunities for funding.

Met   Not Met

j^n   j^n

Comment:

_____

5.5. Adequate physical resources available to faculty and candidates (i.e., office space, clinical and laboratory facilities, data and information-processing instructional resources, audiovisual materials, technology)

Met   Not Met

j^n   j^n

Comment:

_____

5.6. Program provides reasonable accommodations for candidates/faculty with disabilities.

Met   Not Met

j^n   j^n

Comment:

_____

5.7 Adequate library/ information resources to support instruction, independent study, and research, including major publications/periodicals

Met   Not Met

j^n   j^n

Comment:

_____

5.8. Program meets standards for the appropriate state credentialing body(ies) and is in a unit/institution that meets regional accreditation standards.

Met   Not Met

j^n   j^n

Comment:

_____

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

See general comments about Assessment 1, 2 and 7. The program requires all candidates to take the

Praxis II and is now reporting Praxis II scores appropriately. Further development of Assessment 2 is necessary to demonstrate candidate knowledge in the Domains.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

While attainment data from the masters Comprehensive Exam were presented, questions about the relevance of some of the questions to the domains make it difficult to view these data as supporting candidate attainment of knowledge and skills in all domains. The revised practicum and internship portfolio evaluation will be used beginning in the fall of 2008. Therefore, at this time, no attainment data are available from these measures. The previously submitted attainment data consisted of aggregated faculty ratings of candidate portfolios as "unacceptable," "acceptable," or "excellent." These data do not represent a valid measure of individual or aggregated candidate attainment of knowledge and skills in the 11 domains.

C.3. Candidate effects on P-12 student learning

This area has improved from the previous NASP review, but data are needed to determine if candidates have a positive impact on clients. The practicum portfolio has been revised and improved, and the intern and practicum field experience evaluations have been revised. However, there are no data yet from these assessments. Assessment #5 provides information regarding activities of interns but not on the impact of the intern's activities.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program has documented the use of assessment data to improve the program.

PART E - AREAS FOR CONSIDERATION

LEAVE BLANK

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

CONTINUATION OF GENERAL COMMENTS ABOUT NASP STANDARDS 2.1 TO 2.11

Assessment 5 (performance-based evaluation of interns by program faculty):
The current Internship portfolio consists of two case studies requiring diagnostic evaluation and counseling/intervention. A newly revised internship portfolio evaluation to be implemented in 2008 will assess all 11 domains. It includes checklists to evaluate four case studies involving a psychoeducational evaluation, a behavioral intervention, consultation and counseling. The program is commended for the improvements in this assessment. Domain 2.10 is described as being partly assessed given the extent to which the portfolio contents reflect good organizational skills, are typed, bound, and complete, etc. It would be more appropriate to include such items in an assessment of professional work characteristics. The revised report includes 3 years of portfolio results rescored using the 2008 rubric for the assessment and counseling cases.

Assessment 6 (candidate impact on student learning): The program is commended for its intention to use four case studies that will comprise the internship portfolio for Assessment 6 starting in Fall 2008. The program has now submitted data from a rescoring of academic evaluations and intervention case studies completed in 2004-06. The results provide some evidence that candidates are applying professional knowledge and skills in providing those two services. However, provision of a comprehensive range of services is not evident in these two case studies and few items relate specifically to student outcomes and/or improvements in learning environments. The program should consider that it is difficult to meet the requirements of this standard without reporting data on actual outcomes for K-12 students.

Assessment 7 (optional): Employer and alumni surveys: The program is commended for its use of data from employer and alumni surveys to improve the program.

Assessment 8 (optional): Thesis: This new assessment is intended to assess Domains 9 and 11. The program is commended for the thoroughness of this assessment and provision of individual and aggregated assessment results.

F.2. Concerns for possible follow-up by the Board of Examiners:

None.

PART G - DECISIONS

Please select final decision:

jn Program is nationally recognized with conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM   DD   YYYY
02 / 01 / 2011

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below.

The program has **up to two opportunities** to address conditions within an 18 month period.

If the program is submitting a Response to Conditions Report **for the first time**, the range of possible deadlines for submitting that report are 4/15/09, 9/15/09, 2/1/10, or 9/15/10. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 9/15/09 submission date noted above. However, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the report must be submitted by the date below.

Failure to submit a report by the date below will result in loss of national recognition.

    MM   DD   YYYY
    09   / 15 / 2010

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

- The program must meet the NASP standards rated below as Not Met. The program's conditional report must document the program's compliance with each NASP standard rated above as Not Met and must address comments noted for each standard rated as Not Met, as well as other concerns noted in the current national recognition report.
-The program's conditional report must be submitted online and contain ALL required materials to document compliance with each NASP standard rated as Not Met. Thus, to document that the program is in compliance with standards rated as Not Met the program's conditional report must include required sections and attachments as outlined in the standard NASP/NCATE online program report form and in instructions for NASP online program submissions at the time of the program's submission of the conditional report, located at http://nasponline.org/standards/approvedtraining/training_program.aspx.
- The program must ADDRESS, ASSESS, and ATTAIN domains listed in NASP Standards 2.1 to 2.11. In addition to providing all other sections of the required NASP/NCATE online report form to provide evidence of the program's compliance with NASP standards currently rated as Not Met, the program's conditional report must include specific required documentation that domains are ADDRESSED in program required coursework and other experience. Further, the program must provide specific required documentation for Section IV-Assessments 1-6 in order to provide evidence of program ASSESSMENT methods and candidate ATTAINMENT relative to the domains. Important information about required Assessments 1-6 and documentation that must be submitted by programs is located in the NASP/NCATE online report form. The required program assessment and candidate attainment documentation is as follows (except for Assessment 1-National or State Exam, which has additional requirements) and should be submitted online as part of the conditional report:
1. A brief description of the assessment and its use in the program;
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.
5. Documentation for each assessment, including:
(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 assesses.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.