

COVER SHEET

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Cover sheet for program(s) in: School Psychology **Educational Specialist (Ed.S.)**

Submitted by (institution): **Kent State University**

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Date: **August 15, 2005**

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Degree/program level(s): XX Specialist _____ Doctoral

(note: separate matrix responses must be provided for each program submitted for review)

Checklist of materials to be enclosed with this program report (organized by section)

I. Overview

X Background information on the program, including program philosophy, goals and objectives for candidate proficiencies and relevant policies and practices (include in appendix program handbook or comparable program/university documents that address the above items, and refer to these as needed)

X Number and demographic characteristics of students enrolled in program at each level (1st year, 2nd year, etc.) and number and demographic characteristics of graduates for past two years

X Special state requirements or circumstances, if any, that may be important to the program review

X Brief statement of the program's self-evaluation of perceived strengths and deviations from national standards

II. Matrix or Program Response to Each Standard

X Brief response as to how each NASP standard is met, along with references to enclosed documentation

X For Standard 1.4- brief description of faculty qualifications that assure confidence in the preparation and judgments of candidate proficiencies (include as appendix brief summaries of program faculty, degree specializations, teaching load/assignments, rank and tenure status, and qualifications relevant to NASP standards)

X For Standard II. Aggregated and summarized performance evidence from multiple sources, organized by Domain standards. Include relevant rubrics or criteria and describe program interpretations of data and response or actions taken to strengthen program. *The following sources are required:* internship performance appraisals; state licensure exam scores or NTE Praxis II exam in school psychology; program-embedded, comprehensive, culminating performance assessment of candidates; other sources of assessment as relevant to the program

X For Standard III- description of the program's required field experiences that demonstrate opportunities for candidates to learn and attain the standards

X For standard IV- description of the program's assessment system and its use for making judgments about candidate proficiencies and positive impact on children/clients

III. Appendices (with tabs)

X Appendices (with tabs) containing documentation of compliance with standards, including a) "masked" transcripts/academic records of three recent program graduates; b) program handbook or comparable document; c) documentation of practice for field experiences/internship; d) performance evidence



Educational Specialist Program in School Psychology

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- 3. Approved Courses After Curriculum Changes, Effective Fall 2005 (Word version only; published 2005-06 Catalog not available at time of folio preparation)**

G. Student Transcripts

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I. Overview

A. Background Information

The Kent State University Educational Specialist (Ed.S.) Program in School Psychology is committed to a scientist-practitioner model of training, which views school psychologists as data-oriented problem-solvers. The program emphasizes the provision of services to individual schools and children, in addition to attaining a functional understanding of systems-consultation and the ability to promote and implement primary and secondary prevention programs for school-based problems. The program's primary commitment focuses on the preparation of school psychologists to work effectively as practitioners in educational settings.

The major domains of school psychological practice that have guided the program's course of study since 1999 were first conceptualized in *School psychologists: A blueprint for training and practice II* (Ysseldyke et al., 1997), and further refined in the *Standards for training and field placement programs in school psychology* (NASP, 2000). These domains, together with their related program objectives, are consistent with NASP standards 2.1 through 2.11. The program's 11 domains of training competencies and their associated objectives are outlined in the Program Handbook (Appendix A, pages 7-11).

The three-year, full-time training program, or the equivalent, consists of between 87 and 92 semester hours, with the latter reflecting additional state requirements for students without a current Ohio teaching credential. The course of study includes 12 semester hours of practica and 12 semester hours of internship. Students who do not already possess a masters degree are awarded a Masters of Education (M.Ed.) degree "along the way" to obtaining the Ed.S. degree, generally following the first year of full-time study.

The program is housed within the Department of Educational Foundations and Special Services in the newly formed College and Graduate School of Education, Health, and Human Services. The program is recognized as a degree-granting program by the Ohio Department of Education.

B. Student Characteristics

Characteristics of current students are summarized in Table 1. There are currently 43 students in the program across three cohort years (17 students at Year 1, 12 students at Year 2, and 14 students at Year 3). It is the program's objective to place approximately 15 students on internship annually. The relatively smaller number of students at Year 2 reflects the fact that 4 students from that entering cohort applied for and were admitted to Kent State's Doctoral Program in School Psychology upon completion of the M.Ed. degree in the summer of 2004. Consistent with the demographic characteristics of school psychologists nationally, the majority of students are Caucasian and female. Most students attend the program full-time, although the program does permit students to complete some early coursework on a part-time basis, and this has been a factor in

allowing some individuals from underrepresented groups who might not otherwise have been able to pursue graduate study to enter the program.

Table 1: Number and Demographic Characteristics of Students Currently Enrolled at Each Level

| | Gender | | | Minority Status | | | | | | | Enrollment Status | | |
|--------|--------|----|-------|-----------------|-----|-------|----|------|----|-------|-------------------|----|-------|
| | M | F | Total | AA | H/L | AI/NA | C | A/PI | ME | Total | FT | PT | Total |
| Year 1 | 0 | 17 | 17 | 1 | 0 | 0 | 16 | 0 | 0 | 17 | 15 | 2 | 17 |
| Year 2 | 2 | 10 | 12 | 3 | 0 | 0 | 9 | 0 | 0 | 12 | 9 | 3 | 12 |
| Year 3 | 2 | 12 | 14 | 0 | 0 | 0 | 14 | 0 | 0 | 14 | 14 | 0 | 14 |
| Total | 4 | 39 | 43 | 4 | 0 | 0 | 39 | 0 | 0 | 43 | 38 | 5 | 43 |

Characteristics of recent graduates are summarized in Table 2. Over the past four years, the program graduated between 13 and 17 students annually, plus two non-degree students in the 2003-04 intern cohort, representing a total of 60 school psychologists from Kent State University’s Ed.S. training program who entered the field during this period. Ten percent of this number were individuals of color, including 4 African Americans, 1 Hispanic/Latino, and 1 Asian/Pacific Islander. The vast majority of graduates in each cohort were female, with 1 or 2 male graduates in each cohort.

Table 2: Number and Demographic Characteristics of Graduates for Past 4 Years

| | Gender | | | Minority Status | | | | | | |
|----------------|--------|----|-------|-----------------|-----|-----------|----|------|----|-------|
| | M | F | Total | AA | H/L | AI/N A | C | A/PI | ME | Total |
| 2005 Graduates | 1 | 16 | 17 | 0 | 1 | 0 | 16 | 0 | 0 | 17 |
| 2004 Graduates | 2 | 11 | *13 | 0 | 0 | 0 | 13 | 0 | 0 | *13 |
| 2003 Graduates | 1 | 14 | 15 | 3 | 0 | 0 | 12 | 0 | 0 | 15 |
| 2002 Graduates | 1 | 12 | 13 | 1 | 0 | 0 | 11 | 1 | 0 | 13 |

**The 2003-04 cohort of interns included 2 non-degree students, in addition to the 13 Ed.S. graduates.*

C. Special State Requirements

Two special state requirements/circumstances are worth noting. First, students who do not possess a current Ohio teaching credential must take additional coursework to address three specific content areas required for licensure unless they make a declaration of their intent to intern in another state upon entry to the program. These areas, reflected in Section A2 of the Ed.S. prospectus form (Appendix D), represent educational foundations specific to (a) the curriculum and instructional techniques, including education of exceptional learners; (b) the organization and operation of schools; and (c) field-based

experiences, including at least 120 hours in school settings in a variety of grade levels. These additional requirements represent 5 semester hours distributed across two courses (see Ed.S. prospectus form, Appendix D).

The second special state circumstance relates to the structure and expectations for the Ohio Internship in School Psychology. The Ohio Department of Education has provided a funded School Psychology Internship for over 50 years, which has fostered the development of a highly structured and comprehensive experience for students. Students who accept the state-supported internship must agree to work as a school psychologist in Ohio for one year following internship (see Appendix C, *Ohio Internship in School Psychology* manual, p. 25).

D. Program Self-Evaluation

The program's perceived strengths include the following:

1. The program provides **developmentally-sequenced applied experiences** for students, progressing from primarily observational Field Experiences to Practicum I, Practicum II, and a fulltime, full academic year internship. These experiences provide appropriate field-based and university supervision, are conducted in accordance with current legal-ethical and professional standards, require enrollment for academic credit, and incorporate systematic evaluation of student/trainee performance. These experiences also result in substantial support for school districts and educational agencies within the region, through the involvement of students in conducting screenings and evaluations to identify exceptional learning needs, implementation of academic and behavioral interventions, and home-school collaborations.
2. The program has a strong commitment to **performance-based accountability and continuous improvement**. Student progress is systematically reviewed at periodic intervals, and data from performance-based assessments are reviewed consistently to identify needs for program response.
3. **Active student involvement** is a third asset of the program. The student association, Student Affiliates in School Psychology (SASP), is a chapter of the National APA-affiliated student organization. The organization facilitates mentoring, social, and professional experiences for students, as well as engaging in service work within the university and the region. A student listserv is maintained to facilitate student communication and collegiality. There is student representation on KSU's Graduate Student Senate and the program faculty meetings.

The program faculty are not aware of any deviations from national standards.

References

National Association of School Psychologists. (2000). *Standards for training and field placement programs in school psychology*. Bethesda, MD: Author.

Ysseldyke, J.E., Dawson, P., Lehr, C., Reschly, D., Reynolds, M., & Telzrow, C. (1997). *School psychology: A blueprint for training and practice II*. Bethesda, MD: National Association of School Psychologists.

II. Matrix Summarizing Program Response to Each Standard

| NASP Standard | Evidence |
|--|---|
| <p>I. PROGRAM CONTEXT/STRUCTURE</p> <p>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.</p> | |
| <p>1.1 The program provides to all candidates a clearly articulated training philosophy/mission, goals, and objectives. An integrated and sequential program of study and supervised practice clearly identified as being in school psychology and consistent with the program's philosophy/mission, goals, and objectives are provided to all candidates.</p> | <p>Note: Most supporting evidence forms and procedures are available to students and other stakeholders on the program's web page (http://spsy.educ.kent.edu) or the university webpage (www.kent.edu).</p> <p>The program's training philosophy, mission, goals, and objectives are clearly delineated in the <i>Program Handbook</i> (Appendix A, pp. 6-11). The 11 competency domains reflected in NASP's <i>Standards for training and field placement programs in school psychology</i> provide the organizing framework for the program. Between 4 and 8 performance objectives are associated with each of these competency areas. The competencies and performance objectives are taught through a sequence of course work and field experiences, including opportunities to apply skills under supervision in various practicum settings, and culminating in independent school-based practice at the conclusion of an intensive nine-month supervised internship. The interface between each of the program's performance objectives</p> |

| NASP Standard | Evidence |
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| | <p>and the course of study is illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B). In addition, the course of study as it relates to major areas required for licensure is reflected in the Ed.S. prospectus form contained in Appendix D. The entire program of study in the recommended sequence is outlined in the <i>Program Handbook</i> (Appendix A, p. 13).</p> <p>Consistent with the program's commitment to continuous improvement, some curricular revisions were initiated during the 2003-04 academic year as a consequence of student feedback, performance based data, and faculty discussion about practice trends. The major foci of these changes were to: (a) enhance students' knowledge, skills, and experience with general education curriculum and instruction in response to No Child Left Behind (NCLB); (b) provide more focused training in special education policies and procedures as a consequence of recent reauthorizations of IDEA; (c) expand exposure and experience in linking academic and social-emotional assessments to interventions; and (d) enhance knowledge and skills in individual and group counseling techniques.</p> <p>The curricular revisions by core areas of preparation contained on the Ed.S. prospectus form are illustrated in Table 4 (Appendix E, Section 2). The prospectus form (Appendix D) reflects courses that were taken previously and those currently required for each of these content areas. These changes in the program of study were phased in for entering cohorts during the curricular revision process by offering the new courses under special topics course numbers (designated by course number SPSY 67995 and the prefix ST). All course changes have been approved through the required curriculum bodies and are effective beginning Fall 2005 (draft University Catalog pages, Appendix F, Section 3).</p> <p>These curricular revisions are reflected on the transcripts of six recent graduates and three Year 3 students. The transcripts of three 2004 graduates (designated as Students 2004-01, 2004-02, and 2004-03, contained in Appendix G, Section 1) reflect the program of study that was in place prior to the implementation of these curriculum changes. Transcripts of three 2005 graduates (designated as Students 2005-01, 2005-02, and 2005-03, contained in Appendix G, Section 2) and three anticipated 2006 graduates (current Year 3 students, designated as Students 2006-01, 2006-02, and 2006-03, contained in Appendix G, Section 3) reflect a transition period, during which some new courses were</p> |

| NASP Standard | Evidence |
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| | <p>offered under special topics course numbers during the curricular revision process. Copies of course syllabi are contained in Appendix H, arranged in order by course prefix and course number.</p> <p>In addition to the regular program of study, transcripts for some students (2004-03, 2005-01, 2006-01, 2006-03) reflect additional coursework related to a traineeship focusing on providing services to infants and toddlers with disabilities. This longstanding federal grant for which Dr. McLoughlin is the Principal Investigator, has provided both financial support and specialized training for approximately 6 students per year for the more than a dozen years.</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Prospectus Form (Appendix D) • Draft University Catalog 2005-06 (Appendix F) • Transcripts of Recent Graduates and Current Year 3 Students (Appendix G) • Course Syllabi (Appendix H) |
| <p>1.2 A commitment to understanding and responding to human diversity is articulated in the program's philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship experiences. Human diversity is recognized as a strength that is valued and respected.</p> | <p>The program endorses a broad view of diversity that encompasses race, ethnicity, gender, sexual orientation, religious diversity, disability status, and age.</p> <p>Kent State University (KSU) has made diversity issues a priority, in part by establishing an Office of Diversity, whose mission is "to ensure the effective translation of diversity themes into policies, procedures, programs and practices." In addition, an ad hoc committee from the KSU College and Graduate School of Education (CGSE) developed and presented to the faculty in 2004 a Diversity Plan to address issues of recruitment and retention of students and faculty from underrepresented groups. The Department of EFSS conducts its faculty recruitment and promotion activities in a manner that is consistent with the university Affirmative Action and Equal Opportunity policies, and significant efforts to hire women and minorities have been made in all hiring campaigns.</p> <p>A search for a tenure-track Assistant/Associate Professor in</p> |

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| | <p>School Psychology was conducted in 2002-2003, during which concerted efforts were made to obtain qualified minority applicants. As a result of the program's efforts, 28% of applications for the position were from ethnic minority individuals. At the conclusion of the search process, the School Psychology Search Committee recommended two candidates for hire; one candidate was a Caucasian male and the other was a Hispanic female. The recommendation was forwarded to the Department Chairperson and the Dean of the CGSE. Because only one position had been authorized, approval was sought by the CGSE Dean to hire both individuals. The provost approved this request and both individuals (Drs. Anhalt and Cowan) were hired. This action demonstrates institutional support for the SPSY graduate program, as well as support at the college and university levels to improve diversity resources.</p> <p>With regard to diversity of the student body, the program seeks two primary qualities in its incoming students: quality and diversity. The quality of the student body is demonstrated by their high entrance qualifications and their success on major performance based indicators throughout their training. Specific means for encouraging applications from individuals from underrepresented groups include sending a clear message to prospective students in application materials that the program is committed to a diverse student body. Specifically, the Program Handbook contains this statement: "The Graduate Program in School Psychology is committed to the recruitment and retention of persons from diverse backgrounds. A holistic review of applicants' materials is conducted by program faculty, and performance below the criterion listed in a single area will not eliminate a candidate from consideration" (Appendix A, p. 16). In addition, personal recruitment of qualified applicants from underrepresented groups by program faculty and field-based partners is common.</p> <p>Recruitment and retention of a diverse student body is an important and continuous conversation during SPSY program meetings, as indicated by selected Program Meeting Minutes (see Appendix I). During the 2004-05 academic year, two program faculty conducted interviews with students from two underrepresented groups (males and ethnic/racial minorities) to seek suggestions for expanding the number of minority applicants to the program. Respondents were generally complimentary of the program's efforts to recruit and retain students from these underrepresented groups, and no specific</p> |

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| | <p>suggestions for additional strategies were offered. An unexpected finding was that a student’s enrollment status (i.e., attending the program on a part-time basis) involves special challenges, irrespective of minority status or gender. Consistently over the past several years, approximately 10% of students and graduates have represented individuals from racial/ethnic minority groups and approximately 10 % have been males (Tables 1 and 2, p. 7).</p> <p>Competency 5 of the program’s training paradigm (Student Diversity in Development and Learning) signals the program’s commitment to diversity issues through coursework, practica, and internship. The <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) illustrates the specific courses designed to address this competency area. It is common for students’ Entrance Portfolios (submitted at the conclusion of Year 1) and Work Portfolios (submitted mid-year of Year 2) to incorporate exemplars that relate to human diversity (see <i>Portfolio Requirements and Evaluation Rubric for Ed.S. Portfolio</i>, Appendix J). Student exposure to relevant activities during practica is assessed (<i>Evaluation of Students’ Practicum Experiences</i>, Appendix K), and their dispositions and actions are assessed by program faculty during the annual progress reviews (Appendix L) and by their intern supervisor on two occasions during the internship year (<i>Internship Plan and Evaluation Protocol</i>, Appendix M). Evaluations of the program by recent graduates indicate highly favorable ratings for professional preparation in this competency area (Appendix S, Section 2).</p> <p>A number of activities engaged in by the program’s student organization (Student Affiliates in School Psychology, SASP) demonstrate a commitment to diversity. For several years, student volunteers have participated in the university’s National Depression Screening Day activities. A program theme of wellness and stress management has been endorsed by the student organization and reflected in their selection of topics/presenters for the annual speakers’ series. During the 2004-05 academic year, SASP was recognized by Kent Pride (the LGBT student organization) as a member of “Safe Zone Allies” (see selected minutes of SASP Executive Committee meetings, Appendix N).</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) |

| NASP Standard | Evidence |
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| | <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Tables 1 and 2 (p. 7) • Selected Program Meeting Minutes (Appendix I) • Selected Minutes of SASP Executive Committee Meetings (Appendix N) • Selected course syllabi as follows (Appendix H) <ul style="list-style-type: none"> • C&I 6/77319 Diagnosis and Remediation in Reading • SPSY 6/70162 Developmental Assessment • SPSY 6/70165 Principles of Social Learning • SPSY 6/76955 Instructional Assessment for School Psychologists • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77914 Field Experience in Education for School Psychologists • SPSY 6/77928 Group Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77929 Individual Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77951 Cognitive Assessment of Children in Schools • SPSY 6/77960 Interventions with Culturally Diverse Students • SPSY 6/77965 Instructional Interventions for School Psychologists • SPSY 6/77972 Social-Emotional Assessment for School Psychologists • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77992 Specialist Internship in School Psychology • <i>Portfolio Requirements and Evaluation Rubric for Ed.S. Portfolio, Appendix J).</i> • <i>Evaluation of Students' Practicum Experiences (Appendix K, Sections 1 and 2)</i> • <i>Internship Plan and Evaluation Protocol (Appendix M)</i> |
| <p>1.3 Candidates have opportunities to develop an affiliation with colleagues, faculty, and the profession through a continuous full-time residency or alternative planned experiences.</p> | <p>The program endeavors to balance the requirement for full-time residency with its commitment to attracting a diverse student body. This has resulted in the following policy, which is contained in the <i>Program Handbook</i> (Appendix A, p. 12): “Year 1 coursework and some year 2 coursework may be completed on a part-time basis. However, Field Experience and Practicum requirements are such that the student must be available during daytime hours in order to fulfill clinical/field hours.” Five of the current 43 students are enrolled on a part-time basis (Table 1, p. 6); 3 of the 5 are ethnic/racial minority students.</p> <p>Several mechanisms are used to provide opportunities for part-time students to develop an affiliation with colleagues, faculty,</p> |

| NASP Standard | Evidence |
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| | <p>and the profession, including:</p> <ul style="list-style-type: none"> • Advising sessions with these individuals are conducted at least once per semester • Reviews of students' performance and functioning are conducted at least annually (Appendix L) • The program's <i>Policy on Field Experience</i> (Appendix O, pp. 1-2) facilitates students' involvement in observation and shadowing activities that foster the development of professional affiliations • The program's <i>Policy on Sequence of Courses</i> (Appendix O, p. 2) facilitates students' integration and synthesis of course content • The recent addition of Practicum I during Year 1 of the program provides additional structured supports for field-based activities that relate to Year 1 coursework, and facilitates the development of professional affiliations • Part-time students whose employment involves supervised school psychological work (e.g., through a local provider of school psychological services to non-public schools) are permitted to use that site as one semester of Practicum II • The progress and performance of individual students about whom there are concerns are discussed during the confidential portion of each program meeting, and the program's <i>Policy for Addressing Concerns About Student Performance and Functioning</i> (Appendix O, pp. 3-9) is implemented when appropriate. <p><u>Policy:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Policy on Field Experience</i> (Appendix O, pp. 1-2) • <i>Policy on Sequence of Courses</i> (Appendix O, p. 2) • <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Table 1. <i>Number and Demographic Characteristics of Students Currently Enrolled at Each Level</i> (p. 7) • <i>Self-Assessments and Progress Reports</i> (Appendix L) |
| <p>1.4 The program possesses at least three full-time equivalent faculty. At least two faculty members (including the program administrator) shall hold the</p> | <p>The program currently has four fulltime faculty members, and is engaged in an active search for a fifth faculty member to replace Dr. Kara McGoey, who resigned from KSU in August 2005. Two adjunct faculty members will provide instruction for three</p> |

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| <p>doctorate with specialization in school psychology and be actively engaged in school psychology as a profession (e.g., by possessing state and/or national credentials, having experience as a school psychologist, participating in professional school psychology associations, and/or contributing to research, scholarly publications, and presentations in the field).</p> <p>Other program faculty possess the doctoral degree in psychology, education, or a closely related discipline with a specialization supportive of their training responsibilities in the school psychology program.</p> | <p>courses during the 2005-06 academic year until this faculty line is replaced. Three of the four fulltime faculty members (Drs. Cowan, Mcloughlin, and Telzrow) and both adjunct faculty members (Jarosewich and Quallich) hold the doctorate with specialization in school psychology and are actively engaged in school psychology as a profession. Dr. Karla Anhalt holds a doctorate in child clinical psychology and actively contributes to research and practice in the field of school psychology.</p> <p>Table 3 (Appendix E, Section 1) provides a summary of program faculty members' qualifications, teaching load/assignments, and professional affiliations. Faculty curriculum vitae are contained in Appendix P, Sections 1-7. All core and adjunct faculty contributing to the program since the last review and the coming year are included in this folio.</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • Table 3. Summary of Faculty Qualifications (Appendix E, Section 1) • Faculty Curriculum Vitae (Appendix P, Sections 1-7) • Posting for Assistant Professor of School Psychology to commence Fall 2006 (Appendix P, Section 8) |
| <p>1.5 The program provides, collaborates in, or contributes to continuing professional development opportunities for practicing school psychologists based on the needs of practitioners.</p> | <p><u>Policy:</u></p> <p>The program makes visible and substantial contributions to continuing professional development for practicing school psychologists, through both program-sponsored events and the contributions of individual faculty members. Recent program-sponsored events include:</p> <ul style="list-style-type: none"> • Hosting a remote site for the 2002 School Psychology Futures Conference, attended by several dozen school psychologists, students, and faculty members • A 2-part WISC-IV and WISC-IV Integrated training activity, conducted during the 2004-05 academic year, and attended by approximately 50 intern supervisors, practitioners, students, and interns • The annual School Psychology Seminar Series, currently in its 31st year, which attracts approximately 150 educational professionals per year. |

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| | <p>Faculty vitae reflect numerous presentations to learned societies, school districts, and agencies on a wide range of topics related to the practice of school psychology.</p> <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Faculty Curriculum Vitae (Appendix P, Sections 1-7) • Illustrative Professional Development Events (Appendix Q, Sections 1, 2, and 3) |
| <p>1.6 Specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.</p> | <p>The program consists of between 87 and 92 semester hours and requires a minimum of three years of fulltime study or the equivalent. Internship is reflected by 12 semester hours, with between 75 and 80 hours representing other coursework and practica. Transcripts of 2004 and 2005 graduates are contained in Appendix G. Program completion is reflected on the transcripts of 2004 graduates through the award of the Educational Specialist degree. Because the 2005 graduates will not have their degrees posted until several weeks following their August 2005 commencement, a certificate of program completion is included with these students' transcripts for inclusion in this folio (Appendix G, Section 2, Students 2005-01, 2005-02, and 2005-03).</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • Selected Sections of University Catalog (Appendix F) • <i>Program Handbook</i> (Appendix A) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Transcripts of Recent Graduates (Appendix G, Sections 1 and 2) |
| <p>1.7 Specialist-level programs include a minimum of one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours.</p> | <p>The Ed.S. program's requirement for a full-time, full academic year supervised internship in the schools is described in the University Catalog (Appendix F, pp. 239-240) and the <i>Program Handbook</i> (Appendix A, p. 14). Further details about the internship requirements are provided in the <i>Ohio Internship in School Psychology</i> manual (Appendix C, Section 1), in <i>General Information about an Out-of-State Internship in School Psychology</i> (Appendix C, Section 2), and in the Internship syllabus (Appendix H).</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • Selected Sections of University Catalog (Appendix F) • <i>Program Handbook</i> (Appendix A) |

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| | <p><u>Practice:</u></p> <ul style="list-style-type: none"> • <i>Ohio Internship in School Psychology</i> manual (Appendix C, Section 1) • <i>General Information about an Out-of-State Internship in School Psychology</i> (Appendix C, Section 2) • Internship syllabus (SPSY 77992 Internship in School Psychology, Appendix H) |
| <p>II. 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.</p> | |
| <p>Introduction to Standards 2.1-2.11: For each standard, a brief narrative describes how the program <i>addresses</i>, <i>assesses</i>, and demonstrates student <i>attainment</i> of that standard. Supporting evidence is identified within this narrative. In addition, a summary list of all supporting evidence is contained at the end of each standard.</p> | |
| <p>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</p> | <p><u>Address:</u></p> <p>This central domain of training and practice represents the primary organizing framework of the program. The performance objectives associated with this competency area are outlined in the <i>Program Handbook</i> (Appendix A, p. 7). The specific courses designed to support these objectives are illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B), and listed below. Course syllabi for these courses are contained in Appendix H.</p> |

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| <p>decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p> | <p><u>Assess:</u></p> <p>Assessment of students’ proficiency on this competency area and its associated performance objectives occurs through several means. The program’s <i>Policy on Grading</i> (Appendix O, p. 1) requires that students obtain a grade of B or better (indicating average proficiency) on relevant coursework listed below. Through the <i>Annual Review of Student Performance and Functioning</i> (Appendix L), any concerns about students’ progress in this competency area and associated objectives can be identified and addressed as described in the program’s <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp.3-9). These annual reviews include examination of students’ transcripts to confirm that coursework is on track and performance standards have been attained. The evaluation of students’ Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students’ professional products in Data-Based Decision-Making are consistent with the developmental level of their graduate study (see <i>Portfolio Requirements and Evaluation Rubric for Ed.S. Portfolio</i>, Appendix J). The <i>Practicum Evaluation</i> (Appendix K, Section 1 and 2), which is completed by two different field-based Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students’ level of exposure/experience in activities related to Data-Based Decision-Making, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns’ level of attainment of knowledge and skills associated with Data-Based Decision-Making at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). An additional measure of their attainment in this area is demonstrated by an evaluation of three components of the <i>Intern Product Portfolio</i> (Assessment Services, Intervention/Consultation Services, and Accountability Method and Summary of Results) using the <i>Intern Products Rubric</i> (Appendix R, Section 1). Finally, a post-graduate assessment of program effectiveness in preparing students in Data-Based Decision-Making and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1)</p> <p><u>Attain:</u></p> |

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| | <p>Several sources of aggregated data are utilized to demonstrate students’/graduates’ attainment of knowledge and skills indicative of Data-Based Decision-Making. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is demonstrated in the <i>Summary of Field Supervisors’ Descriptions of Practicum II Experiences</i> (Appendix K, Section 3). The degree to which their overall performance in Practicum II is consistent with their supervisors’ expectations is illustrated in the <i>Summary of Field Supervisors’ Ratings of Students’ Practicum II Performance</i> (Appendix K, Section 4). Interns’ attainment of Data-Based Decision-Making and its associated objectives at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). Interns’ application of Data-Based Decision-Making skills on three relevant components of the <i>Intern Products Portfolio</i> (Assessment Services, Intervention/Consultation Services, and Accountability Method and Summary of Results) is demonstrated in the <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2). Finally, aggregated data from post-graduate surveys (Appendix S, Section 2) provide an additional source of information about students’ attainment of Data-Based Decision-Making and related objectives.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.1</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) • Prospectus Form (Appendix D) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • C&I 6/77319 Diagnosis and Remediation in Reading • EDUC 6/76510 Statistics I for Educational Services • EDUC 6/75520 Child and Adolescent Development • SPED 63101/EDAD 6/76517 Administration and Supervision in Special Education • SPSY 6/70162 Developmental Assessment • SPSY 6/70165 Principles of Social Learning • SPSY 6/77692 Practicum I in School Psychology • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77920 Diagnosis of Childhood Disorders in Schools • SPSY 6/77925 Introduction to Neuropsychology for School Psychologists • SPSY 6/77928 Group Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77929 Individual Counseling Techniques for |

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| | <p>Rehabilitation Counselors and School Psychologists</p> <ul style="list-style-type: none"> • SPSY 6/77951 Cognitive Assessment of Children in Schools • SPSY 6/76955 Instructional Assessment for School Psychologists • SPSY 6/77960 Interventions with Culturally Diverse Students • SPSY 6/77965 Instructional Interventions for School Psychologists • SPSY 6/77972 Social-Emotional Assessment for School Psychologists • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77992 Specialist Internship in School Psychology <p><u>Summary of Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> (Appendix L) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Intern Products Rubric</i> (Appendix R, Section 1) • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 1) <p><u>Summary of Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3) • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2). |
| <p>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</p> | <p><u>Address:</u></p> <p>The performance objectives associated with Consultation and Collaboration are outlined in the <i>Program Handbook</i> (Appendix A, pp. 7-8). The specific courses designed to support these objectives are illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B), and listed below. Course syllabi for these courses are contained in Appendix H.</p> |

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| <p>and decision-making processes at the individual, group, and system levels.</p> | <p><u>Assess:</u></p> <p>Assessment of students’ proficiency on this competency area and its associated performance objectives occurs through several means. The program’s <i>Policy on Grading</i> (Appendix O, p.1) requires that students obtain a grade of B or better (indicating average proficiency) on relevant coursework listed below. Through the <i>Annual Review of Student Performance and Functioning</i> (Appendix L), any concerns about students’ progress in this competency area and associated objectives can be identified and addressed as described in the program’s <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9). These annual reviews include examination of students’ transcripts to confirm that coursework is on track and performance standards have been attained. The evaluation of students’ Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students’ professional products in the competency area of Consultation and Collaboration are consistent with the developmental level of their graduate study (see <i>Portfolio Requirements and Evaluation Rubric</i>, Appendix J). The <i>Evaluation of Students’ Practicum Experiences</i> (Appendix K, Section 1 and 2), completed by two different field-based Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students’ level of exposure/experience in activities related to Consultation and Collaboration, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns’ level of attainment on the domain of Consultation and Collaboration at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). An additional measure of their attainment in this area is demonstrated by an evaluation of the Intervention/Consultation Services component of the <i>Intern Product Portfolio</i> using the <i>Intern Products Rubric</i> (Appendix R, Section 1). Finally, a post-graduate assessment of program effectiveness in preparing students in Consultation and Collaboration and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1)</p> <p><u>Attain:</u></p> |

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| | <p>Several sources of aggregated data are utilized to demonstrate students’/graduates’ attainment of knowledge and skills in the area of Consultation and Collaboration. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is demonstrated in the <i>Summary of Field Supervisors’ Descriptions of Practicum II Experiences</i> (Appendix K, Section 3). The degree to which their overall performance in Practicum II is consistent with their supervisors’ expectations is illustrated in the <i>Summary of Field Supervisors’ Ratings of Students’ Practicum II Performance</i> (Appendix K, Section 4). Interns’ attainment of knowledge and skills related to Consultation and Collaboration at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). Interns’ application of Consultation and Collaboration skills on one component of the Intern Products Portfolio (Intervention/Consultation Services) is demonstrated in the <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2). Finally, aggregated data from post-graduate surveys (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 2) provide an additional source of information about students’ attainment of Consultation and Collaboration and related objectives.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.2</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) • Prospectus Form (Appendix D) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • C&I 6/77319 Diagnosis and Remediation in Reading • SPED 63101/EDAD 6/76517 Administration and Supervision in Special Education • SPSY 6/70162 Developmental Assessment • SPSY 6/70165 Principles of Social Learning • SPSY 6/77692 Practicum I in School Psychology • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77912 Role of the School Psychologist • SPSY 6/77914 Field Experience in Education for School Psychologists • SPSY 6/76955 Instructional Assessment for School Psychologists • SPSY 6/77920 Diagnosis of Childhood Disorders in Schools • SPSY 6/77925 Introduction to Neuropsychology for School Psychologists • SPSY 6/77928 Group Counseling Techniques for Rehabilitation |

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| | <p>Counselors and School Psychologists</p> <ul style="list-style-type: none"> • SPSY 6/77929 Individual Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77951 Cognitive Assessment of Children in Schools • SPSY 6/77955 Instructional Assessment for School Psychologists • SPSY 6/77960 Interventions with Culturally Diverse Students • SPSY 6/77965 Instructional Interventions for School Psychologists • SPSY 6/77971 Issues and Approaches in School Psychology • SPSY 6/77972 Social-Emotional Assessment for School Psychologists • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77980 Integrating Experience in School Psychology • SPSY 6/77992 Specialist Internship in School Psychology <p><u>Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> (Appendix O, pp. 3-9) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Intern Products Rubric</i> (Appendix R, Section 1) • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 1) <p><u>Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3) • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2). |
| <p>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</p> | <p><u>Address:</u></p> <p>The performance objectives associated with Effective Instruction and Development of Cognitive/Academic Skills are outlined in the <i>Program Handbook</i> (Appendix A, p. 8). The specific courses designed to support these objectives are illustrated in the</p> |

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| <p>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.</p> | <p><i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B), and are listed below. Course syllabi for these courses are contained in Appendix H.</p> <p><u>Assess:</u></p> <p>Assessment of students’ proficiency on this competency area and its associated performance objectives occurs through several means. The program’s <i>Policy on Grading</i> (Appendix O, p. 1) requires that students obtain a grade of B or better (indicating average proficiency) on relevant coursework listed below. Through the <i>Annual Review of Student Performance and Functioning</i> (Appendix L), any concerns about students’ progress in this competency area and associated objectives can be identified and addressed as described in the program’s <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9). These annual reviews include examination of students’ transcripts to confirm that coursework is on track and performance standards have been attained. The evaluation of students’ Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students’ professional products in Effective Instruction and Development of Cognitive/Academic Skills are consistent with the developmental level of their graduate study (see <i>Portfolio Requirements</i> and <i>Evaluation Rubric</i>, Appendix J). The <i>Evaluation of Students’ Practicum Experiences</i> (Appendix K, Section 1 and 2), completed by two different field-based Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students’ level of exposure/experience in activities related to Effective Instruction and Development of Cognitive/Academic Skills, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns’ level of attainment on the domain of Effective Instruction and Development of Cognitive/Academic Skills at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). Some interns’ <i>Intern Product Portfolio</i> will contain intervention/consultation services and individual and group counseling activities that demonstrate application of this competency area, which will be assessed using the <i>Intern Products Rubric</i> (Appendix R, Section 1). Finally, a post-graduate assessment of program effectiveness in preparing students in Effective Instruction and Development of</p> |

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| | <p>Cognitive/Academic Skills and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1)</p> <p><u>Attain:</u></p> <p>Several sources of aggregated data are utilized to demonstrate students’/graduates’ attainment of Effective Instruction and Development of Cognitive/Academic Skills. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is demonstrated in the <i>Summary of Field Supervisors’ Descriptions of Practicum II Experiences</i> (Appendix K, Section 3). The degree to which their overall performance in Practicum II is consistent with their supervisors’ expectations is illustrated in the <i>Summary of Field Supervisors’ Ratings of Students’ Practicum II Performance</i> (Appendix K, Section 4). Interns’ attainment of Effective Instruction and Development of Cognitive/Academic Skills and its associated objectives at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). For interns whose Intern Products Portfolios contain relevant exemplars in this competency area, evidence of their application of knowledge and skills concerning Effective Instruction and Development of Cognitive/Academic Skills is demonstrated in the <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2). Finally, aggregated data from post-graduate surveys (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 2) provide an additional source of information about students’ attainment of knowledge and skills in this domain and related objectives.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.3</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) • Prospectus Form (Appendix D) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • C&I 6/77319 Diagnosis and Remediation in Reading • EDUC 6/77520 Child and Adolescent Development • SPED 63101/EDAD 6/76517 Administration and Supervision in Special Education • SPSY 6/70162 Developmental Assessment • SPSY 6/70165 Principles of Social Learning |

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| | <ul style="list-style-type: none"> • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77925 Introduction to Neuropsychology for School Psychologists • SPSY 6/77928 Group Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77929 Individual Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77951 Cognitive Assessment of Children in Schools • SPSY 6/76955 Instructional Assessment for School Psychologists • SPSY 6/77960 Interventions with Culturally Diverse Students • SPSY 6/77965 Instructional Interventions for School Psychologists • SPSY 6/77972 Social-Emotional Assessment for School Psychologists • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77980 Integrating Experience in School Psychology • SPSY 6/77992 Specialist Internship in School Psychology <p><u>Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> (Appendix L) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Intern Products Rubric</i> (Appendix R, Section 1) • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 1) <p><u>Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3) • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2) |
| <p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human</p> | <p><u>Address:</u></p> <p>The performance objectives associated with Socialization and Development of Life Skills are outlined in the <i>Program</i></p> |

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| <p>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 of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p> | <p><i>Handbook</i> (Appendix A, pp. 8-9). The specific courses designed to support these objectives are illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B), and listed below. Course syllabi for these courses are contained in Appendix H.</p> <p><u>Assess:</u></p> <p>Assessment of students' proficiency on this competency area and its associated performance objectives occurs through several means. The program's <i>Policy on Grading</i> (Appendix O, p. 1) requires that students obtain a grade of B or better (indicating average proficiency) on relevant coursework listed below. Through the <i>Annual Review of Student Performance and Functioning</i> (Appendix L), any concerns about students' progress in this competency area and associated objectives can be identified and addressed as described in the program's <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9). These annual reviews include examination of students' transcripts to confirm that coursework is on track and performance standards have been attained. The evaluation of students' Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students' professional products in the area of Socialization and Development of Life Skills are consistent with the developmental level of their graduate study (see <i>Portfolio Requirements and Evaluation Rubric</i>, Appendix J). The <i>Evaluation of Students' Practicum Experiences</i> (Appendix K, Sections 1 and 2), completed by two different field-based Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students' level of exposure/experience in activities related to Socialization and Development of Life Skills, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns' level of attainment on the domain of Socialization and Development of Life Skills at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). Some interns' <i>Intern Product Portfolio</i> will contain intervention/consultation services and individual and group counseling activities that demonstrate application of this competency area, which will be assessed using the <i>Intern Products Rubric</i> (Appendix R, Section 1). Finally, a post-graduate assessment of program effectiveness in preparing</p> |

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| | <p>students in Socialization and Development of Life Skills and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1)</p> <p><u>Attain:</u></p> <p>Several sources of aggregated data are utilized to demonstrate students’/graduates’ attainment of knowledge and skills associated with the competency area Socialization and Development of Life Skills. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is demonstrated in the <i>Summary of Field Supervisors’ Descriptions of Practicum II Experiences</i> (Appendix K, Section 3). The degree to which their overall performance in Practicum II is consistent with their supervisors’ expectations is illustrated in the <i>Summary of Field Supervisors’ Ratings of Students’ Practicum II Performance</i> (Appendix K, Section 4). Interns’ attainment of competency in this domain and its associated objectives at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). For interns whose <i>Intern Products Portfolios</i> contain relevant exemplars in this competency area, evidence of their application of knowledge and skills in Effective Instruction and Development of Cognitive/Academic Skills is demonstrated in the <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2). Finally, aggregated data from post-graduate surveys (Appendix S, Section 2) provide an additional source of information about students’ attainment of Socialization and Development of Life Skills and related objectives.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.4</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) • Prospectus Form (Appendix D) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • EDUC 6/77520 Child and Adolescent Development • SPSY 6/70162 Developmental Assessment • SPSY 60165 Principles of Social Learning • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77912 Role of the School Psychologist • SPSY 6/77914 Field Experience in Education for School |

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| | <p>Psychologists</p> <ul style="list-style-type: none"> • SPSY 6/77920 Diagnosis of Childhood Disorders in Schools • SPSY 6/77928 Group Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77929 Individual Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77972 Social-Emotional Assessment for School Psychologists • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77992 Specialist Internship in School Psychology <p><u>Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> (Appendix L) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Intern Products Rubric</i> (Appendix R, Section 1) • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 1) <p><u>Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3) • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2) |
| <p>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</p> | <p><u>Address:</u></p> <p>The performance objectives associated with Student Diversity in Development and Learning are outlined in the <i>Program Handbook</i> (Appendix A, p. 9). The specific courses designed to support these objectives are illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B), and listed below. Course syllabi for these courses are contained in Appendix H.</p> |

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| <p>skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p> | <p><u>Assess:</u></p> <p>Assessment of students’ proficiency on this competency area and its associated performance objectives occurs through several means. The program’s <i>Policy on Grading</i> (Appendix O, p. 1) requires that students obtain a grade of B or better (indicating average proficiency) on relevant coursework listed below. Through the Annual Review of Student Performance and Functioning (Appendix L), any concerns about students’ progress in this competency area and associated objectives can be identified and addressed as described in the program’s <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9). These annual reviews include examination of students’ transcripts to confirm that coursework is on track and performance standards have been attained. The evaluation of students’ Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students’ professional products in the area of Student Diversity in Development and Learning are consistent with the developmental level of their graduate study (see <i>Portfolio Requirements and Evaluation Rubric</i>, Appendix J). The <i>Evaluation of Students’ Practicum Experiences</i> (Appendix K, Sections 1 and 2), completed by two different field-based Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students’ level of exposure/experience in activities related to Student Diversity in Development and Learning, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns’ level of attainment on the domain of Student Diversity in Development and Learning at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). Interns’ consideration of Student Diversity in Development and Learning within the context of an assessment for disability determination and intervention planning is reflected in the assessment exemplar in the Intern Products Portfolio, and is assessed through the <i>Intern Products Rubric</i> (Appendix R, Section 1). Finally, a post-graduate assessment of program effectiveness in preparing students in Student Diversity in Development and Learning and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1).</p> |

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| | <p><u>Attain:</u></p> <p>Several sources of aggregated data are utilized to demonstrate students’/graduates’ attainment of knowledge and dispositions concerning Student Diversity in Development and Learning. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is demonstrated in the <i>Summary of Field Supervisors’ Descriptions of Practicum II Experiences</i> (Appendix K, Section 3). The degree to which their overall performance in Practicum II is consistent with their supervisors’ expectations is illustrated in the <i>Summary of Field Supervisors’ Ratings of Students’ Practicum II Performance</i> (Appendix K, Section 4). Interns’ attainment of knowledge and dispositions concerning Student Diversity in Development and Learning at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). The assessment exemplar in the Intern Products Portfolio reflects interns’ application of Student Diversity in Development and Learning, and their performance is reflected in the <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2). Finally, aggregated data from post-graduate surveys (Appendix S, Section 2) provide an additional source of information about students’ attainment of Student Diversity in Development and Learning and related objectives.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.5</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) • Prospectus Form (Appendix D) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • C&I 6/77319 Diagnosis and Remediation in Reading • SPSY 6/70162 Developmental Assessment • SPSY 6/70165 Principles of Social Learning • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77914 Field Experience in Education for School Psychologists • SPSY 6/77928 Group Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77929 Individual Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77951 Cognitive Assessment of Children in Schools • SPSY 6/76955 Instructional Assessment for School Psychologists |

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| | <ul style="list-style-type: none"> • SPSY 6/77960 Interventions with Culturally Diverse Students • SPSY 6/77965 Instructional Interventions for School Psychologists • SPSY 6/77972 Social-Emotional Assessment for School Psychologists • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77992 Specialist Internship in School Psychology <p><u>Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> (Appendix O, pp. 3-9) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Section 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Intern Products Rubric</i> (Appendix R, Section 1) • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 1) <p><u>Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3) • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2) |
| <p>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.</p> | <p><u>Address:</u></p> <p>The performance objectives associated with School and Systems Organization, Policy Development, and Climate are outlined in the <i>Program Handbook</i> (Appendix A, p. 9). The specific courses designed to support these objectives are illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B), and listed below. Course syllabi for these courses are contained in Appendix H.</p> <p><u>Assess:</u></p> <p>Assessment of students' proficiency on this competency area and</p> |

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| | <p>its associated performance objectives occurs through several means. The program's <i>Policy on Grading</i> (Appendix O, p. 1) requires that students obtain a grade of B or better (indicating average proficiency) on relevant coursework listed below. Through the <i>Annual Review of Student Performance and Functioning</i> (Appendix L), any concerns about students' progress in this competency area and associated objectives can be identified and addressed as described in the program's <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9). These annual reviews include examination of students' transcripts to confirm that coursework is on track and performance standards have been attained. The evaluation of students' Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students' professional products in the area of School and Systems Organization, Policy Development, and Climate are consistent with the developmental level of their graduate study (see <i>Portfolio Requirements and Evaluation Rubric</i>, Appendix J). The <i>Evaluation of Students' Practicum Experiences</i> (Appendix K, Section 1 and 2), completed by two different field-based Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students' level of exposure/experience in activities related to School and Systems Organization, Policy Development, and Climate, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns' level of attainment on the domain of School and Systems Organization, Policy Development, and Climate at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). Finally, a post-graduate assessment of program effectiveness in preparing students in School and Systems Organization, Policy Development, and Climate and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1).</p> <p><u>Attain:</u></p> <p>Several sources of aggregated data are utilized to demonstrate students'/graduates' attainment of School and Systems Organization, Policy Development, and Climate. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is</p> |

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| | <p>demonstrated in the <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3). The degree to which their overall performance in Practicum II is consistent with their supervisors' expectations is illustrated in the <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4). Interns' attainment of knowledge and skills relevant to the domain School and Systems Organization, Policy Development, and Climate at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). Finally, aggregated data from post-graduate surveys (Appendix S, Section 2) provide an additional source of information about students' attainment of knowledge and skills associated with this competency and related objectives.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.6</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) • Prospectus Form (Appendix D) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • SPED 63101/EDAD 6/76517 Administration & Supervision in Special Education • SPSY 6/70165 Principles of Social Learning • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77912 Role of the School Psychologist • SPSY 6/77914 Field Experience in Education for School Psychologists • SPSY 6/77920 Diagnosis of Childhood Disorders in Schools • SPSY 6/77965 Instructional Interventions for School Psychologists • SPSY 6/77971 Issues and Approaches in School Psychology • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77992 Specialist Internship in School Psychology <p><u>Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> (Appendix L) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) |

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| | <ul style="list-style-type: none"> • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 1) <p><u>Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3) • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2) |
| <p>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.</p> | <p><u>Address:</u></p> <p>The performance objectives associated with Prevention, Crisis Intervention, and Mental Health are outlined in the <i>Program Handbook</i> (Appendix A, pp. 9-10). The specific courses designed to support these objectives are illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B), and listed below. Course syllabi for these courses are contained in Appendix H.</p> <p><u>Assess:</u></p> <p>Assessment of students' proficiency on this competency area and its associated performance objectives occurs through several means. The program's <i>Policy on Grading</i> (Appendix O, p. 1) requires that students obtain a grade of B or better (indicating average proficiency) on relevant coursework listed below. Through the <i>Annual Review of Student Performance and Functioning</i> (Appendix L), any concerns about students' progress in this competency area and associated objectives can be identified and addressed as described in the program's <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9). These annual reviews include examination of students' transcripts to confirm that coursework is on track and performance standards have been attained. The evaluation of students' Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students' professional products in the area of Prevention, Crisis Intervention, and Mental Health are consistent with the developmental level of their graduate study (see <i>Portfolio Requirements and Evaluation Rubric</i>, Appendix J,</p> |

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| | <p>Section 2). The <i>Evaluation of Students' Practicum Experiences</i> (Appendix K, Sections 1 and 2), completed by two different field-based Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students' level of exposure/experience in activities related to Prevention, Crisis Intervention, and Mental Health, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns' level of attainment on the domain of Prevention, Crisis Intervention, and Mental Health at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). Finally, a post-graduate assessment of program effectiveness in preparing students in Prevention, Crisis Intervention, and Mental Health and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1)</p> <p><u>Attain:</u></p> <p>Several sources of aggregated data are utilized to demonstrate students'/graduates' attainment of Prevention, Crisis Intervention, and Mental Health. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is demonstrated in the <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3). The degree to which their overall performance in Practicum II is consistent with their supervisors' expectations is illustrated in the <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4). Interns' attainment of knowledge and skills indicative of Prevention, Crisis Intervention, and Mental Health and its associated objectives at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). Finally, aggregated data from post-graduate surveys (Appendix S, Section 2) provide an additional source of information about students' attainment of Prevention, Crisis Intervention, and Mental Health.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.7</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) |

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| | <ul style="list-style-type: none"> • Prospectus Form (Appendix D) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • SPSY 6/70162 Developmental Assessment • SPSY 6/70165 Principles of Social Learning • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77912 Role of the School Psychologist • SPSY 6/77928 Group Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77929 Individual Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77960 Interventions with Culturally Diverse Students • SPSY 6/77965 Instructional Interventions for School Psychologists • SPSY 6/77971 Issues and Approaches in School Psychology • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77992 Specialist Internship in School Psychology <p><u>Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> (Appendix L) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 2) <p><u>Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3) • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2) |
| <p>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</p> | <p><u>Address:</u></p> <p>The performance objectives associated with Home/School/Community Collaboration are outlined in the <i>Program Handbook</i> (Appendix A, p.10). The specific courses designed to support these objectives are illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i></p> |

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| <p>psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p> | <p>(Appendix B), and listed below. Course syllabi for these courses are contained in Appendix H.</p> <p><u>Assess:</u></p> <p>Assessment of students' proficiency on this competency area and its associated performance objectives occurs through several means. The program's <i>Policy on Grading</i> (Appendix O, p. 1) requires that students obtain a grade of B or better (indicating average proficiency) on relevant coursework listed below. Through the <i>Annual Review of Student Performance and Functioning</i> (Appendix L), any concerns about students' progress in this competency area and associated objectives can be identified and addressed as described in the program's <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9). These annual reviews include examination of students' transcripts to confirm that coursework is on track and performance standards have been attained. The evaluation of students' Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students' professional products in the area of Home/School/Community Collaboration are consistent with the developmental level of their graduate study (see <i>Portfolio Requirements and Evaluation Rubric</i>, Appendix J). The <i>Evaluation of Students' Practicum Experiences</i> (Appendix K, Sections 1 and 2), completed by two different field-based Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students' level of exposure/experience in activities related to Home/School/Community Collaboration, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns' level of attainment on the domain of Home/School/Community Collaboration at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). An additional measure of students' attainment in this area is demonstrated by an evaluation of the Parent Training component of the <i>Intern Product Portfolio</i> using the <i>Intern Products Rubric</i> (Appendix R, Section 1). Finally, a post-graduate assessment of program effectiveness in preparing students in Home/School/Community Collaboration and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1)</p> |

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| | <p><u>Attain:</u></p> <p>Several sources of aggregated data are utilized to demonstrate students’/graduates’ attainment of knowledge, skills, and dispositions relevant to Home/School/Community Collaboration. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is demonstrated in the <i>Summary of Field Supervisors’ Descriptions of Practicum II Experiences</i> (Appendix K, Section 3). The degree to which their overall performance in Practicum II is consistent with their supervisors’ expectations is illustrated in the <i>Summary of Field Supervisors’ Ratings of Students’ Practicum II Performance</i> (Appendix K, Section 4). Interns’ attainment of knowledge, skills, and dispositions in this competency area and its associated objectives at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). Interns’ application of knowledge is further demonstrated by the evaluation of the Parent Training exemplar in the <i>Intern Product Portfolio</i>, as reflected in the <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2). Finally, aggregated data from post-graduate surveys (Appendix S, Section 2) provide an additional source of information about students’ attainment of Home/School/Community Collaboration and related objectives.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.8</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) • Prospectus Form (Appendix D) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • SPED 63101/EDAD 6/76517 Administration and Supervision in Special Education • SPSY 6/70162 Developmental Assessment • SPSY 6/70165 Principles of Social Learning • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77912 Role of the School Psychologist • SPSY 6/77928 Group Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77971 Issues and Approaches in School Psychology • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77992 Specialist Internship in School Psychology |

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| | <p><u>Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> (Appendix L) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Intern Products Rubric</i> (Appendix R, Section 1) • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 1) <p><u>Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3) • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2) |
| <p>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.</p> | <p><u>Address:</u></p> <p>The performance objectives associated with Research and Program Evaluation are outlined in the <i>Program Handbook</i> (Appendix A, p. 10). The specific courses designed to support these objectives are illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B), and listed below. Course syllabi for these courses are contained in Appendix H.</p> <p><u>Assess:</u></p> <p>Assessment of students' proficiency on this competency area and its associated performance objectives occurs through several means. The program's <i>Policy on Grading</i> (Appendix O, p. 1) requires that students obtain a grade of B or better (indicating average proficiency) on relevant coursework listed below. Through the <i>Annual Review of Student Performance and</i></p> |

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| | <p><i>Functioning</i> (Appendix L), any concerns about students' progress in this competency area and associated objectives can be identified and addressed as described in the program's <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9). These annual reviews include examination of students' transcripts to confirm that coursework is on track and performance standards have been attained. The evaluation of students' Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students' professional products in Research and Program Evaluation are consistent with the developmental level of their graduate study (see <i>Portfolio Requirements and Evaluation Rubric</i>, Appendix J). The <i>Evaluation of Students' Practicum Experiences</i> (Appendix K, Section 1 and 2), completed by two different field-based Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students' level of exposure/experience in activities related to Research and Program Evaluation, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns' level of attainment on the domain of Research and Program Evaluation at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). An additional measure of their attainment in this area is demonstrated by an evaluation of the accountability exemplar of the <i>Intern Product Portfolio</i> using the <i>Intern Products Rubric</i> (Appendix R, Section 1). Finally, a post-graduate assessment of program effectiveness in preparing students in Research and Program Evaluation and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1).</p> <p><u>Attain:</u></p> <p>Several sources of aggregated data are utilized to demonstrate students'/graduates' attainment of Research and Program Evaluation. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is demonstrated in the <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3). The degree to which their overall performance in Practicum II is consistent with their supervisors' expectations is illustrated in the <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K,</p> |

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| | <p>Section 4). Interns' attainment of Research and Program Evaluation and its associated objectives at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). Interns' application of Research and Program Evaluation skills on the accountability exemplar of the Intern Products Portfolio is demonstrated in the <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2). Finally, aggregated data from post-graduate surveys (Appendix S, Section 2) provide an additional source of information about students' attainment of Research and Program Evaluation and related objectives.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.9</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) • Prospectus Form (Appendix D) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • EDUC 6/76510 Statistics I for Educational Services • SPSY 6/70165 Principles of Social Learning • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77951 Cognitive Assessment of Children in Schools • SPSY 6/77971 Issues and Approaches in School Psychology • SPSY 6/77972 Social-Emotional Assessment for School Psychologists • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77980 Integrating Experience in School Psychology • SPSY 6/77992 Specialist Internship in School Psychology <p><u>Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> (Appendix L) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Intern Products Rubric</i> (Appendix R, Section 1) • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 1) <p><u>Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of</i> |

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| | <p><i>Practicum II Experiences</i> (Appendix K, Section 3)</p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2) |
| <p>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.</p> | <p><u>Address:</u></p> <p>The performance objectives associated with School Psychology Practice and Development are outlined in the <i>Program Handbook</i> (Appendix A, p. 10). The specific courses designed to support these objectives are illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B), and listed below. Course syllabi for these courses are contained in Appendix H.</p> <p><u>Assess:</u></p> <p>Assessment of students' proficiency on this competency area and its associated performance objectives occurs through several means. The program's <i>Policy on Grading</i> (Appendix O, p. 1) requires that students obtain a grade of B or better (indicating average proficiency) on relevant coursework listed below. Through the <i>Annual Review of Student Performance and Functioning</i> (Appendix L), any concerns about students' progress in this competency area and associated objectives can be identified and addressed as described in the program's <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9). These annual reviews include examination of students' transcripts to confirm that coursework is on track and performance standards have been attained. The evaluation of students' Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students' professional products in School Psychology Practice and Development are consistent with the developmental level of their graduate study (see <i>Portfolio Requirements and Evaluation Rubric</i>, Appendix J). The <i>Evaluation of Students' Practicum Experiences</i> (Appendix K, Sections 1 and 2), completed by two different field-based</p> |

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| | <p>Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students' level of exposure/experience in activities related to School Psychology Practice and Development, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns' level of attainment on the domain of School Psychology Practice and Development at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). Finally, a post-graduate assessment of program effectiveness in preparing students in School Psychology Practice and Development and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1)</p> <p><u>Attain:</u></p> <p>Several sources of aggregated data are utilized to demonstrate students'/graduates' attainment of School Psychology Practice and Development. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is demonstrated in the <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3). The degree to which their overall performance in Practicum II is consistent with their supervisors' expectations is illustrated in the <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4). Interns' attainment of knowledge, skills, and dispositions associated with School Psychology Practice and Development at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). Finally, aggregated data from post-graduate surveys (Appendix S, Section 2) provide an additional source of information about students' attainment of School Psychology Practice and Development and related objectives.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.10</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) • Prospectus Form (Appendix D) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • SPED 63101/EDAD 6/76517 Administration and Supervision in |

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| | <p>Special Education</p> <ul style="list-style-type: none"> • SPSY 6/70165 Principles of Social Learning • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77912 Role of the School Psychologist • SPSY 6/77914 Field Experience in Education for School Psychologists • SPSY 6/77929 Individual Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77951 Cognitive Assessment of Children in Schools • SPSY 6/77970 Legal, Ethical, & Professional Issues in School Psychology • SPSY 6/77971 Issues and Approaches in School Psychology • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77980 Integrating Experience in School Psychology • SPSY 6/77992 Specialist Internship in School Psychology <p><u>Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> (Appendix L) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 1) <p><u>Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3) • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2) |
| <p>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.</p> | <p><u>Address:</u></p> <p>The performance objectives associated with Information Technology are outlined in the <i>Program Handbook</i> (Appendix A, p. 11). The specific courses designed to support these objectives are illustrated in the <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B), and listed below. Course syllabi for these courses are contained in Appendix H.</p> |

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| | <p><u>Assess:</u></p> <p>Assessment of students’ proficiency on this competency area and its associated performance objectives occurs through several means. Through the <i>Annual Review of Student Performance and Functioning</i> (Appendix L), any concerns about students’ performance in Information Technology can be identified and addressed as described in the program’s <i>Policy for Addressing Concerns about Student Performance or Functioning</i> (Appendix O, pp. 3-9). An assessment of students’ proficiency in the use of Information Technology in support of their school psychological work is conducted annually as part of this process (see <i>Technology Competencies in the Support of Contemporary School Psychology</i>, Appendix T). The evaluation of students’ Entrance Portfolio (submitted at the conclusion of Year 1) and their Work Portfolio (submitted mid-year of Year 2) represent additional means of determining that students’ professional products employ Information Technology to a degree that is consistent with the developmental level of their graduate study (see <i>Portfolio Requirements and Evaluation Rubric</i>, Appendix J). The <i>Evaluation of Students’ Practicum Experiences</i> (Appendix K, Sections 1 and 2), completed by two different field-based Practicum II supervisors during Fall and Spring semesters of Year II, requests information about students’ level of exposure/experience in activities related to Information Technology, as well as an overall rating about their performance at this level of their training. During the internship year, field-based supervisors assess interns’ level of attainment on the domain of Information Technology at two points during the year (January and in June) using the <i>Internship Plan and Evaluation Protocol</i> (Appendix M). Finally, a post-graduate assessment of program effectiveness in preparing students in Information Technology and its associated objectives is conducted when graduates have been on the job approximately 6 months (<i>Student Evaluation of Ed.S. Program</i>, Appendix S, Section 1)</p> <p><u>Attain:</u></p> <p>Several sources of aggregated data are utilized to demonstrate students’/graduates’ attainment of Information Technology. The degree to which students have exposure, experience, or expertise on this competency and its associated objectives in Practicum II is demonstrated in the <i>Summary of Field Supervisors’ Descriptions of Practicum II Experiences</i> (Appendix K, Section</p> |

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| | <p>3). The degree to which their overall performance in Practicum II is consistent with their supervisors' expectations is illustrated in the <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4). Interns' attainment of Information Technology and its associated objectives at mid-year and year-end is reflected in the <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U). Finally, aggregated data from post-graduate surveys (Appendix S, Section 2) provide an additional source of information about students' attainment and application of skills in Information Technology in support of their work.</p> <p style="text-align: center;">Summary of Supporting Evidence for Standard 2.11</p> <p><u>Evidence for How Program Addresses:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Interface of Program Goals and Objectives with Course of Study</i> (Appendix B) • Selected course syllabi (Appendix H) <ul style="list-style-type: none"> • SPED 63101/EDAD 6/76517 Administration and Supervision in Special Education • SPSY 6/70162 Developmental Assessment • SPSY 6/70165 Principles of Social Learning • SPSY 6/77792 Practicum II in School Psychology • SPSY 6/77912 Role of the School Psychologist • SPSY 6/77914 Field Experience in Education for School Psychologists • SPSY 6/77920 Diagnosis of Childhood Disorders in Schools • SPSY 6/77925 Introduction to Neuropsychology for School Psychologists • SPSY 6/77929 Individual Counseling Techniques for Rehabilitation Counselors and School Psychologists • SPSY 6/77951 Cognitive Assessment of Children in Schools • SPSY 6/77960 Interventions with Culturally Diverse Students • SPSY 6/77965 Instructional Interventions for School Psychologists • SPSY 6/77970 Legal, Ethical, & Professional Issues in School Psychology • SPSY 6/77971 Issues and Approaches in School Psychology • SPSY 6/77972 Social-Emotional Assessment for School Psychologists • SPSY 6/77973 Consultation in the Helping Professions • SPSY 6/77980 Integrating Experience in School Psychology • SPSY 6/77992 Specialist Internship in School Psychology <p><u>Evidence for How Program Assesses:</u></p> <ul style="list-style-type: none"> • <i>Policy on Grading</i> (Appendix O, p. 1) • <i>Annual Review of Student Performance and Functioning</i> |

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| | <p>(Appendix L)</p> <ul style="list-style-type: none"> • <i>Technology Competencies in the Support of Contemporary School Psychology</i> (Appendix T) • <i>Evaluation Rubric for Ed.S. Portfolio</i> (Appendix J, Section 2) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Student Evaluation of Ed.S. Program</i> (Appendix S, Section 1) <p><u>Evidence for How Program Demonstrates Student Attainment:</u></p> <ul style="list-style-type: none"> • <i>Summary of Field Supervisors' Descriptions of Practicum II Experiences</i> (Appendix K, Section 3) • <i>Summary of Field Supervisors' Ratings of Students' Practicum II Performance</i> (Appendix K, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Summary of Post-Graduate Survey of Program Effectiveness</i> (Appendix S, Section 2) |
| <p>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.</p> | |
| <p>3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the</p> | <p>Students receive two semesters of supervised practica in Year 2 (Practica II, SPSY 6/77792 Practicum II in School Psychology), for which they enroll in 3 semester hours of credit each semester. Practicum II activities include (a) two different supervised experiences of approximately one day per week in a school district or other approved educational agency during the academic year (placements change at the semester); (b) completion of two (one each semester) supervised assessment/intervention projects involving clients referred to the</p> |

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| <p>full range of school psychology competencies and domains.</p> | <p>College’s Counseling and Human Development Center (supervision is provided by a licensed faculty member and registered with the State Board of Psychology); and (c) group and individual supervision by the faculty member responsible for Practicum II instruction. Students’ experiences and performance are evaluated by the field-based practicum supervisor at the conclusion of each academic semester through completion of the <i>Evaluation of Practicum Experiences</i> (Appendix K, Section 2).</p> <p>Internship is a fulltime, full academic year experience of approximately 1400 clock hours, which occurs following successful completion of two semesters of Practicum II, and is credited with 12 semester hours of university credit (6 for each semester). Field-based intern supervisors evaluate interns’ progress and performance at mid-year (January) and year-end (June) by completing the <i>Internship Plan and Evaluation Protocol</i> (Appendix M).</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A) • <i>Ohio Internship in School Psychology</i> manual (Appendix C, Section 1) • <i>General Information about an Out-of-State Internship in School Psychology</i> (Appendix C, Section 2) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Practicum Syllabus (SPSY 6/77792 Practicum II in School Psychology, Appendix H) • <i>Evaluation of Practicum Experiences</i> (Appendix K, Sections 1 and 2) • Internship Syllabus (SPSY 6/77992 Internship in School Psychology, Appendix H) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • Transcripts of Recent Graduates (Appendix G, Sections 1 and 2) |
| <p>3.2 The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision,</p> | <p>Ohio internship placements are arranged by program faculty following the requirements described in the <i>Ohio Internship in School Psychology</i> manual (Appendix C, Section 1). These requirements include an approval process for intern sites and a commitment from the school district or educational agency to provide a comprehensive experience and appropriate mentoring and supervision for interns (see <i>Ohio Internship in School Psychology</i> manual, Appendix C, Section 1, pp. 12-16; <i>Plan for</i></p> |

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| <p>support, and both formative and summative performance-based evaluation of intern performance.</p> | <p><i>Attaining Goals Related to Implementing the Operating Standards for Ohio’s Schools Serving Children with Disabilities</i>, Appendix C, Section 3; and Intern Site Approval Letters, Appendix C, Section 4). Expectations for students interning in states other than Ohio mirror those for Ohio interns (see <i>General Information about an Out-of-State Internship in School Psychology</i>, Appendix C, Section 2). The written plan outlining the activities and expectations for internship is contained in the <i>Internship Plan and Evaluation Protocol</i> (Appendix M), which is completed as a self-assessment by the intern prior to the beginning of internship and by the intern supervisor in January and June of the intern year. University supervision for students completing internships in other states may be facilitated by NASP-approved training programs in those states, in which case that training program’s intern evaluation mechanism may be employed.</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • <i>Ohio Internship in School Psychology</i> manual (Appendix C, Section 1, pp. 12-16) • <i>General Information about an Out-of-State Internship in School Psychology</i> (Appendix C, Section 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Intern Site Approval Letters (Appendix C, Section 4) • <i>Plan for Attaining Goals Related to Implementing the Operating Standards for Ohio’s Schools Serving Children with Disabilities</i> (Appendix C, Section 3) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) |
| <p>3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting.</p> | <p>The program requires a fulltime, full academic year internship consisting of approximately 1400 clock hours in an approved educational setting (<i>Program Handbook</i>, Appendix A, p. 14; selected Catalog Pages, Appendix F, Section 1; <i>Ohio Internship in School Psychology</i> manual, Appendix C, Section 1, p. 7). A summary of internship placements for the past three years is contained in Appendix C, Section 6. Consistent with the program’s policy, all interns during this period (N=60, Table 2, p. 7) completed internships in school districts, county offices of education, or educational cooperatives. Five of the 60 interns completed internships in states other than Ohio, and all of these were partnered with NASP-approved training programs for university supervision. All field-based supervision was provided</p> |

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| | <p>by specialist- or doctoral-level school psychologists who possessed the appropriate state’s credential.</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • <i>Program Handbook</i> (Appendix A, p. 14) • Selected Catalog Pages (Appendix F, Section 1) • <i>Ohio Internship in School Psychology</i> manual (Appendix C, Section 1, p. 7) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • <i>Summary of Intern Placements 2002-2005</i> (Appendix C, Section 6) • Transcripts of Recent Graduates (Appendix G, Sections 1 and 2) |
| <p>3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.</p> | <p>Ohio internships must adhere to the requirements outlined in the <i>Ohio Internship in School Psychology</i> manual, which specifies a minimum of 3 hours of supervision per week (Appendix C, Section 1, p. 29). Similar requirements are in place for internships in other states (<i>General Information about an Out-of-State Internship in School Psychology</i>, Appendix C, Section 2). Supervision must be reflected on Internship Log Forms, which are signed by the field-based supervisor and submitted to the university supervisor every two weeks (Appendix C, Section 5). A summary of internship placements for the past three years is contained in Appendix C, Section 6. All field-based supervision was provided by specialist- or doctoral-level school psychologists who possessed the appropriate state’s credential.</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • <i>Ohio Internship in School Psychology</i> manual (Appendix C, Section 1, p. 29) • <i>General Information about an Out-of-State Internship in School Psychology</i> (Appendix C, Section 2) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Intern Logs (Appendix C, Section 5) • <i>Summary of Intern Placements 2002-2005</i> (Appendix C, Section 6) |
| <p>3.5 The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of</p> | <p>Ohio internships must adhere to the requirements outlined in the <i>Ohio Internship in School Psychology</i> manual, which specify conditions surrounding support for the internship experience and contractual arrangements for employment of the intern (Appendix C, Section 1, pp.12-16). Districts providing intern training experiences in Ohio provide assurances that they will</p> |

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| <p>appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.</p> | <p>conform to these requirements as part of the intern site approval process (Appendix C, Section 4). Parallel requirements exist for internships in other states (<i>General Information about an Out-of-State Internship in School Psychology</i>, Appendix C, Section 2).</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • <i>Ohio Internship in School Psychology</i> manual (Appendix C, pp. 12-16) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Intern Site Approval Letters (Appendix C, Section 4) • <i>Plan for Attaining Goals Related to Implementing the Operating Standards for Ohio’s Schools Serving Children with Disabilities</i> (Appendix C, Section 3) |
| <p>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. Further guidance regarding the assessment of candidate performance is provided in a companion NASP document, <i>Guidelines for Performance-based Assessment and Program Accountability and Development</i>.</p> | |
| <p>4.1 Systematic, valid procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations, alumni follow-ups)</p> | <p>The program’s commitment to self-assessment and quality enhancement is reflected in its <i>Schematic of Performance-Based Assessments for Ed.S. Program in School Psychology</i> (Appendix E, Section 3). Various information sources (e.g., tests of knowledge, observations of skills, performance portfolios, evaluations by field-based supervisors, practice exemplars, praxis examination) are used to evaluate and improve components of the program. The program’s Performance-Based Accountability System is reviewed by program faculty at regular</p> |

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| <p>are used, as appropriate, to evaluate and improve components of the program.</p> | <p>intervals to confirm its completeness and currency, as well as to provide critical information about the need for program revision or enhancement. Student attainment of each of the program’s 11 competencies is evaluated at periodic intervals through a variety of effectiveness indicators (see <i>Relationship Among Program Competencies and Objectives, Performance-Based Assessments, and Outcomes/Effectiveness Indicators</i>, Appendix E, Section 5).</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • Table 5: <i>Schematic of Performance-Based Assessments for Ed.S. Program in School Psychology</i> (Appendix E, Section 3) • Table 7: <i>Relationship Among Program Competencies and Objectives, Performance-Based Assessments, and Outcomes/Effectiveness Indicators</i> (Appendix E, Section 5) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Summary of Program Evaluation by 2003 and 2004 Graduates (Appendix S, Section 2) • Selected Program Meeting Minutes (Appendix I) • Summary of Curriculum Revisions (Appendix E, Section 2) • Prospectus Form (Appendix D) |
| <p>4.2 The program applies specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability).</p> | <p>Students are introduced to the program’s system of performance-based accountability during the program orientation, which occurs for most students during the first class meeting of their first course (SPSY 6/77912 Role of the School Psychologist). The program’s <i>Schematic of Performance-Based Assessments for Ed.S. Program in School Psychology</i> (Appendix E, Section 3), which illustrates the criteria for assessment of applicants, students, and graduates at various intervals, is published on the program’s webpage, with links to relevant program policies, annual assessments, and portfolio requirements. Frequent and visible components of assessment and student feedback are reflected in annual reviews of student performance and functioning (Appendix L), annual submission and evaluation of the student portfolio (Appendix J), and practicum (Appendix K, Section 2) and internship (Appendix M) competency evaluations. Performance-based accountability is well-established within the program’s culture, and is a regular topic of discussion in Program Meetings. These meetings are attended by a student representative, and the minutes of Program Meetings are distributed to all students via the student listserv. The</p> |

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| | <p>relationship of the program’s criteria for assessment to academic and professional competencies is illustrated in Table 7 (Appendix E, Section 5).</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • Table 5: <i>Schematic of Performance-Based Assessments for Ed.S. Program in School Psychology</i> (Appendix E, Section 3) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Course syllabus for SPSY 6/77912 Role of the School Psychologist, Appendix H • <i>Portfolio Requirements and Evaluation Rubric for Ed.S. Portfolio</i>, Appendix J) • <i>Annual Reviews of Student Performance and Functioning</i> (Appendix L) • <i>Evaluation of Practica Experiences</i> (Appendix K, Section 2) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • Table 5: <i>Schematic of Performance-Based Assessments for Ed.S. Program in School Psychology</i> (Appendix E, Section 3) • Selected Program Meeting Minutes (Appendix I) • Table 7: <i>Relationship Among Program Competencies and Objectives, Performance-Based Assessments, and Outcomes/Effectiveness Indicators</i> (Appendix E, Section 5) |
| <p>4.3 The program employs a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, 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.</p> | <p>Several methods are used to ensure that students are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services. As demonstrated in <i>Schematic of Performance-Based Assessments for Ed.S. Program in School Psychology</i> (Appendix E, Section 3), Year 3 assessments include intern site visits by university supervisors of internship, formative & summative evaluations by field-based intern supervisors, formative & summative evaluation of the intern experience by the intern, a culminating experience in the form of submission and presentation of a poster or paper to the annual NASP conference, satisfactory completion of required internship products, submission and evaluation of the Professional Portfolio, the Year 3 assessment of progress and performance, and a satisfactory score on the NTE praxis.</p> <p>Five indicators of graduating students’ knowledge and capabilities and the positive impact that they have on services to</p> |

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| | <p>children, youth, families, and other consumers are contained in this folio. First, the performance of 2002, 2003, 2004, and 2005 graduating students on the NTE praxis are reflected in Table 6 (Appendix E, Section 4). The median praxis scores by year are 740, 740, 760, and 730, respectively, with 100% of students across all four cohorts attaining the established NCSP score of 660.</p> <p>The second indicator of graduating students' knowledge and capabilities is evidenced by the summary of intern supervisor mid-year and year-end evaluations for 2003, 2004, and 2005 intern cohorts (Appendix U). The intern competency evaluation instrument utilizes a scale ranging from 1 (unsatisfactory) to 4 (mastery). Aggregated data for year-end ratings across the three intern cohorts for 10 of the 11 competency areas (Standards 2.1-2.10) demonstrated mean scores between 3.64 (Standard 2.9 Research and Program Evaluation) and 3.87 (Standard 2.10 School Psychology Practice and Development). Standard 2.11, which was rated beginning with the 2004-05 intern cohort, resulted in a mean score of 3.88 for this cohort. These results indicate ratings approaching mastery in all competency areas for a combined group of 45 graduating interns across the past three years.</p> <p>The third indicator of the positive impact that interns have on services to children, youth, families, and other consumers is demonstrated by an analysis of the numbers of Pre-K-12 students receiving Tier 1, 2, and 3 services from interns and the demographic characteristics of these students. This information was collected as part of a statewide evaluation of Ohio intern effectiveness (see <i>Ohio Internship Evaluation Data Collection Form</i>, Appendix V, Section 1). Results indicate that during the 2004-05 academic year, the 16 KSU students interning in Ohio provided Tier 1 service (i.e., Universal Services, such as, developing local norms using CBM/DIBELS, school-wide or grade level-wide Positive Behavior Supports) to 1,523 students; provided Tier 2 service (i.e., Targeted Services, such as, group interventions for academic concerns, group interventions for social & behavioral concerns) to 390 students; and provided Tier 3 service (i.e., Individual Services, such as intervention planning and implementation, crisis counseling, assessment & evaluation) to 1229 students. These results, together with information about the demographic characteristics of students receiving Tier 2 and 3 services, are summarized in <i>Summary of Ohio Interns Services to Children and Youth During 2004-05</i> (Appendix V, Section 2).</p> |

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| | <p>The fourth indicator of the positive impact that interns have on services to children, youth, families, and other consumers is demonstrated by the analysis of intern work products using the <i>Intern Products Rubric</i> (Appendix R, Section 1). This rubric employs a scale from 1 (below standard) to 3 (exceeds standard) for each of the elements for the five work products. The summary of the intern work product evaluation for the 2004-05 interns (Appendix R, Section 2) reflects mean ratings ranging from 2 (“meets standard”) for Counseling Services to 2.39 (between “meets standard” and “exceeds standard”) for Assessment Services. Of particular significance to the program’s commitment to continuous improvement is an analysis of the variability in performance across the various elements of the five intern work products. For example, mean scores for three elements of the Counseling Services (progress monitoring, use of progress data to inform counseling, and outcome) fell below the “meets standard” score of 2. This pattern of performance reflects the program’s concerns about previous students’ preparation in individual and group counseling, which led to the curricular changes described earlier in this folio (Standard 1.1, pp. 10-11). Students in the 2005-06 intern group will be the first to have experienced the curricular changes in individual and group counseling now in effect as part of the program of study.</p> <p>A final indicator of the program’s effectiveness is demonstrated by a survey of graduates in their first year of employment. Students were provided with the survey during their last on-campus meeting of their internship year, and were requested to complete and return the form in the middle of their first year on the job. Appendix S, Section 2, contains a <i>Summary of Ed.S. Program Evaluations</i> for 2003 and 2004 graduates. The total response rate represents just over 50% of the graduates in each cohort. This somewhat low return rate suggests the need to explore an alternative administration format, such as e-mailing the survey to graduates during the winter of their first year of employment. Nevertheless, respondents’ ratings and qualitative comments are useful, and suggest the following. First, respondents were generally quite favorable about the professional preparation received, with nearly all competency areas given ratings of “adequate,” “above average,” or “outstanding.” Second, some ratings and, particularly, several qualitative comments indicate endorsement of the recent curriculum revisions completed by the program and currently in effect. Specifically, respondents recommended enhancement of</p> |

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| | <p>preparation in academic and behavioral interventions (Competencies 3 and 4), improvements of preparation in individual and group counseling (Competency 4).</p> <p><u>Policy:</u></p> <ul style="list-style-type: none"> • Table 5: <i>Schematic of Performance-Based Assessments for Ed.S. Program in School Psychology</i> (Appendix E, Section 3) • Table 7: <i>Relationship Among Program Competencies and Objectives, Performance-Based Assessments, and Outcomes/Effectiveness Indicators</i> (Appendix E, Section 5) • <i>Year 3/Summative Self-Assessment and Progress Report</i> (Appendix L, Section 3) • <i>Internship Plan and Evaluation Protocol</i> (Appendix M) • <i>Portfolio Requirements and Evaluation Rubric</i> (Appendix J) • Policy on Praxis Scores (Appendix O, p. 2) <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Table 6: <i>Summary of Praxis Scores of Recent Graduates</i> (Appendix E, Section 4) • <i>Summary of Field Supervisor Performance Appraisals of Recent Interns</i> (Appendix U) • <i>Summary of Ohio Interns Services to Children and Youth During 2004-05</i> (Appendix V, Section 2) • <i>Intern Product Portfolio Evaluation Summary</i> (Appendix R, Section 2) • <i>Summary of Ed.S. Program Evaluation by 2003 and 2004 Graduates</i> (Appendix S, Section 2) |

III. Reflection to Self-Assessment

Completion of this self-assessment provided confirmation in a number of areas, as well as some new information that will contribute to continuous improvement of the program. A number of indicators support the program’s generally strong preparation of future school psychologists. These include consistently strong praxis scores across graduating cohorts; multi-year ratings by practica and internship supervisors that indicate satisfactory or higher levels of performance of students in these field-based settings; favorable evaluations by graduates that both praise the training received and confirm recent curricular revisions designed to strengthen graduates’ preparation; and work products that indicate at least satisfactory performance on a range of types of service and positive impact on children, youth, and other consumers by graduating interns.

Engaging in this self-assessment also identified two areas where the program would like to improve. First, we discovered that although our current *Portfolio Requirements and Evaluation Rubric* (Appendix J) may be useful to faculty, students, and field-based partners, the format is not well-suited to aggregating data across students and cohorts. Faculty have already been engaged in preliminary discussions about ways to improve this system. A similar concern was discovered regarding the program's *Annual Reviews of Student Performance and Functioning* (Appendix L). Qualitatively, we find the existing format extremely useful for identifying student strengths and needs, especially in areas involving critical dispositions or concerns about personal and interpersonal functioning. These reviews have facilitated the development and monitoring of appropriate interventions for several students over the past 8 years. However, the format does not lend itself well to aggregating data across students and cohorts. Discussion about the costs and benefits associated with revision of the format for annual student reviews will occur during the 2005-06 academic year.

IV. Appendices

Supporting evidence is contained in four volumes of appendices, identified as Appendix Volumes I, II, III, and IV. Each volume contains a table of contents identifying the supporting evidence that is contained in that volume.