

SAMPLE ONLINE
PROGRAM
SUBMISSION
DOCUMENTS

FOR NASP
PROGRAM REVIEW

MARCH 2007

SAMPLE SECTION I—CONTEXT

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a “perfect” sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program’s NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program’s submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

Provide the following contextual information (in a narrative limited to 6 pages and in related attachments, as listed below).

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

None

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

ABC University is a comprehensive, state-supported institution of higher education founded in 1900. It is geographically located in XXX, XXX, approximately 20 miles southeast of XXX. The ABC University School Psychology Program Educational Specialist program is located in the College of Education. The College of Education is accredited by NCATE and is one of the largest teacher preparation programs in the state. The theme of ABC’s education programs is “Educators in Learning Communities.” The College of Education’s primary mission is to help faculty and undergraduate and graduate students develop the knowledge, skills, and dispositions needed to foster academic, social, and personal responsibilities and social justice in themselves so that they can, in turn, facilitate high achievement in learners. ABC University’s advanced (graduate) programs prepare professionals to serve as educational leaders, scholars, and reflective practitioners.

The University offers financial support to the School Psychology Program in the form of graduate assistantships that are available on a competitive basis through the ABC Graduate School. These assistantships provide tuition waiver and a stipend each semester for graduate students who carry out work assignments in an academic or administrative department for a maximum of 20 hours per week for the term of the assistantship. Among the 2006 School Psychology program completers, 50% of the students were awarded assistantships. In addition, there are opportunities for matriculated graduate students to work as residence hall directors or student recreation center assistants. Resident directors receive a monetary stipend plus

room and board for the fall and spring terms. Students can also receive financial support for working with children ages 0-3 years with disabilities through the Early Intervention Project. Finally, the College of Education provides students with test/assessment kits and protocols and access to computer software through the program's computer lab.

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

The School Psychology Program philosophy is to educate graduate students in the scientist-practitioner model of service delivery. School psychology students become researchers and practitioners who apply their knowledge and skills through a problem-solving process to improve the education and mental health of children and adolescents in schools. School psychologists as scientist-practitioners are committed to the provision of high-quality, effective, ethical, and professional school psychological services. These involve direct and indirect services, including consultation, assessment, behavioral and academic intervention, prevention, counseling, and program/planning and evaluation with sensitivity to cultural and individually diverse children and youth.

The goals of the program are to educate graduate students a) to develop proficiency in implementing a problem-solving model as scientist-practitioners in the field of school psychology within the knowledge base and ethical, professional and legal standards of school psychology and education; b) to provide both direct and indirect school psychological services with preparation in data-based decision-making and empirically-supported prevention, intervention, and mental health strategies that result in measurable positive academic, cognitive, behavioral, and social change; c) to become integral parts of multidisciplinary teams capable of working collaboratively and forming partnerships with families, educators, and the community to promote and provide comprehensive services to children and families; d) to provide school psychological services in the context of a multicultural, pluralistic society where individual differences in culture, ethnicity, gender, socioeconomic status, sexual orientation, and abilities are understood and respected; and e) to develop knowledge and skills to plan, implement, evaluate, and utilize research, program evaluation, and technology within the practice of school psychology.

The program's overall philosophy and goals are described in the Program Handbook, Attachment 1C, p. 4 (philosophy) and p. 8 (goals).

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

Our school psychology students have supervised practica experiences for academic credit (one 60-hour during the MA year and one 300-hour during the EdS year). The first-year practicum is embedded within the DGD 601 Seminar II in Applied Research in School Psychology as a shadowing experience where students “shadow” a school psychologist practitioner in the public schools as an introduction to the role and function of the school psychologist. A second practicum occurs during the second year of the program and it bears academic credit DGD 530 Consultation and Clinical Services Practicum consisting of a 300-hour practicum under the close supervision of an experienced school psychologist practitioner in the schools. This 300-hour practicum meets the school psychology credentialing requirements of the State Department of Education.

Additional experiential learning opportunities are embedded within DGD 627, DGD 628 & DGD 629 Psychodiagnostics I, II, and III during which students directly assess and plan academic and behavioral interventions with a child; during CON 526 Individual Counseling Procedures, students are observed through one-way observation and sound system counseling booths while engaged in counseling sessions and then are provided feedback; CON 509 Group Counseling in Educational Settings requires videotaped counseling sessions, and DGD 632 School Psychology: Consultation and Intervention requires an ongoing consultation experience within the schools, including video-taped sessions following a consultative problem-solving process and planned interventions.

The internship occurs at the completion of the candidates’ course work (DGD 634 Colloquium in School Psychology for 12 credit hours) and consists of 1200 hours completed either on a full-time basis over one year or a half-time basis over two years. Internship sites follow guidelines established by the National Association of School Psychologists and as outlined in the Internship Guide, Appendix B section of the School Psychology Program Handbook.

See Attachment 1C, Program Handbook, pp. 24-25; Appendix A, Practica Guide, pp. 3-4; and Appendix B, Internship Guide, pp. 3-6.

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

Admission to MA: The School Psychology Program's criteria for admission are outlined in the Program Handbook, see p. 32-33. The criteria for admission to MA include: a) BA from 4-year institution; b) undergraduate GPA of no less than 3.0; c) two letters of recommendations; d) results of GREs within last five years; e) written professional/personal statement; f) writing sample; and g) personal interview.

Admission to EdS: Applicants to the EdS must meet all requirements for the MA program and hold an MA in school psychology, another specialized area of psychology, or a related field of study with core requirements applicable to a graduate degree in psychology approved by the department admissions committee. (See Program Handbook, p 33) Applicants who did not obtain an MA in School Psychology at ABC University may be required to submit the GRE Psychology Test scores as well as GRE general scores. While the majority of the admissions to the EdS program are students obtaining an MA, applicants with MA degrees from other institutions may apply directly to the EdS if they meet the requirements stated above and in the Program Handbook. For these students, the means of assessing prior graduate work is as follows: their MA transcripts are reviewed on an individual basis and credit is given for courses that are equivalent to the School Psychology MA courses, and an individual program of study is then designed to meet the EdS course requirements as well as any deficiencies (courses not taken at the MA level). These courses are added to the course of study for the individual student to complete prior to being certified for entrance into the internship and eventual completion of the EdS. (See Program Handbook, p. 34: Respecialization)

Transfer Credits: Within the MA and EdS program, a maximum of 9 semester hours in graduate credit from another accredited US college or university may be applied toward the required program credits, provided the grade for each course is at least a B (3.0) and has been earned within the last ten years. The Program Handbook, p. 34, outlines the process for students to request transfer of credits.

Retention and Exit from Program: Student progress in the School Psychology program is carefully monitored. Each year student grades and performance on assessment methods are reviewed by the program coordinator and faculty advisors to determine progress, eligibility for continuation, and need for remedial support. ABC University requires that graduate students maintain a 3.000 GPA in graduate work involved in the program course requirements. Those students whose GPAs fall below 3.000 are placed on academic probation as described in the Program Handbook. (See p. 35 [Student Retention] and p. 35 [Requirements for Graduate Degrees] of Program Handbook.)

Requirements for completion of MA and EdS include maintaining a GPA of 3.0 for graduate work involved in program course requirements. To maintain satisfactory academic progress, students may earn no more than 6 semester hours in courses with grades of C+ or below. Grades of C- and below do not meet the requirements for graduate credit and will not be applied to the credits necessary for completion of the degree. Students must earn at least a B average to receive an MA or EdS and eventual recommendation for certification. Students who fail to maintain satisfactory academic progress are subject to academic warning and possibly dismissal (i.e., exit from program). These policies are outlined in the Program Handbook, p. 35-36.

Candidates' professional work characteristics are assessed systematically by program faculty, field supervisors, and by student self-reflections during internship. At the end of first year of MA, professional work characteristics of each student are assessed by the ABC School Psychology faculty. Once students begin field experiences (i.e., practicum and internship), the assessment of professional work characteristics is incorporated into the internship and practicum evaluations completed by field-based supervisors. (See Program Handbook, p.27–30).

6. Description of the relationship¹ of the program to the unit's graduate conceptual framework (if applicable).

The current conceptual framework of the College of Education at ABC University is designed to reflect the institution's commitment to providing a collaborative learning-centered environment and the unit's dedication to creating learning communities. The unit's vision is to offer exemplary programs that prepare educators to transform schools into learning communities. To accomplish this, the unit's mission is to insure that graduates can create learning communities that foster academic achievement, social responsibility, personal responsibility, and social justice. Graduates are prepared to become instructional leaders who are committed to students and their learning from a developmental perspective and are able to think systematically about their practice and learning from experience through a reflective orientation. These instructional leaders possess values rooted in cooperative dispositions and are prepared to work as members of a learning community as change agents based on theory, research, and wisdom in practice.

The School Psychology program's conceptual framework shares the College of Education's philosophy and mission as it prepares students to become school psychologists based upon a scientist–practitioner model of service delivery. School psychology students become researchers and practitioners who apply their knowledge and skills through a problem-solving process to improve the education and mental health of children and adolescents in schools. Graduates of the School Psychology program are prepared to join the learning community and to provide high-quality, effective, ethical, and professional school psychological services including consultation, assessment, behavioral intervention, prevention, counseling, and program/planning and evaluation with sensitivity to cultural and individually diverse children and youth. Working together with other members of the learning community, graduates of the School Psychology program can contribute to an environment that fosters academic achievement, social responsibility, personal responsibility, and social justice among all its members.

7. Indication of whether the program has a unique set of program assessments and their relationship to the unit's graduate assessment system (if applicable)².

¹ The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

Program assessment and relationship to unit's graduate assessment system: The College of Education NCATE, Standard 2: Assessment Committee determined the unit's graduate assessment areas are as follows: 1) Content knowledge – licensure; 2) Content knowledge; 3) Planning; 4) Clinical practice; and 5) Impact on student learning. The School Psychology program assessment system is consistent with the College of Education NCATE, Standard 2 areas as described below.

Candidate performance in the areas of knowledge, skills, and professional work characteristics is assessed systematically throughout the School Psychology program (See Methods and Process of Assessment of Student Learning and Program Accountability section, table School Psychology Program Assessment/Evaluation System of Program Handbook, p. 27 and text pp. 26-30).

1) Content knowledge is assessed through students' scores on the Praxis II exam in School Psychology. Students are required to take the Praxis II in School Psychology during their Internship year.

2) Content knowledge is assessed through students' grades in the MA and EdS courses required during the School Psychology Program.

3 + 4) Planning and Clinical Practice are assessed through field supervisors' ratings of students' performance during practicum and internship and student self-reflection during internship.

5) Impact of student learning is assessed through the comprehensive case study that students complete during internship.

Additional assessments include:

- 6) Comprehensive Exam – students take a comprehensive exam during the last semester of MA
- 7) Thesis – students complete a thesis during the last year in the MA program
- 8) Student Self-Reflections – students complete a self-reflection appraisal during their internship year
- 9) Professional Work Characteristics – students' skills are assessed each year through faculty (during MA, year 1) and field supervisor ratings (as part of practicum and internship ratings)
- 10) Technology Competency Appraisal – students' technology skills are rated by self-report at the end of practicum and are

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

incorporated into practicum and internship field supervisor evaluations.

11) Practica and Internship Portfolios – students' products are evaluated using rubrics of specific skills

12) Program Evaluation – program effectiveness is assessed through a variety of data: student evaluations of courses; feedback from field supervisors; alumni focus groups, and alumni surveys.

SAMPLE ATTACHMENT D- RESPONSE TO NASP STANDARD I

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a "perfect" sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program's NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program's submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

Directions: Complete the following table by providing a brief response to each standard. The brief responses should describe (a) official "policy" that addresses this standard and (b) "practice" that demonstrates the program's implementation of the standard. The program's brief response should reference relevant program documentation (refer to specific document, such as a program handbook, and page number) located in attachments to support program policy and practice. In addition to the program handbook in Attachment C, submit an attachment containing transcripts of three recent (within the last academic year) program completers as part of this attachment and reference these documents in the brief responses below, as needed to support policy and practice of the program. (Candidate identity must be masked on the transcripts). If the program handbook does not contain program academic requirements, also include relevant pages from the institution's graduate catalog or other source of institutional documentation of program requirements.

Standards	Response/Documentation
<p>I. PROGRAM CONTEXT/STRUCTURE School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.</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><u>Policy:</u> The program's philosophy/mission is clearly stated in the Program Handbook, see pp 4-5. The program is based upon the scientist-practitioner model of service delivery and focuses on preparing students to become competent school psychologist practitioners who apply their knowledge and skills through a problem-solving process to improve the education and mental health of children in schools. The program's mission is to prepare school psychologists as scientist-practitioners who are committed to providing high-quality, effective, ethical, and professional school psychological services. The program goals and objectives are also clearly articulated in the Program Handbook, see pp. 8 – 13. The program goals are supported by program objectives</p>

Standards	Response/Documentation
	<p>that are based upon the 11 NASP domains as their bases. In summary, the program objectives include psychological and educational foundations, professional school psychology, psychoeducational assessment, assessment for intervention, research and statistics, and professional work characteristics.</p> <p>The program's structure is comprehensive and integrated, with the 11 NASP domains and our program objectives included across courses, with no one course providing complete coverage for an entire domain. In the Program Handbook, the Matrix of Courses by Domain (pp. 7-8) and Matrix of Courses by Objectives (pp.14-15) illustrate the integrated nature of the program. The objectives are taught through a sequence of course work and field experiences. The integrated and sequential curriculum requirements are described in the Program Handbook (p. 16 – 19, p. 22) and include practica and internship under both field- and university-based supervision (see Program Handbook, p.24 - 25). All course work relates to the program's philosophy/mission, goals and objectives are provided to all candidates. Exceptions to this policy are described in the Program Handbook (p.34); students may transfer up to 9 credits from another graduate program or when a candidate is seeking respecialization (see Program Handbook, p. 34).</p> <p>NOTE: Striving to improve the program, some curricular changes were made as a result of student and field supervisor feedback, performance data review, and faculty discussion. These changes are explained in the Program Handbook, (pp. 20 -22). NOTE: The curriculum revision process affects Program Completers beginning in 2007; therefore, in Section I, Attachment D, there are transcripts of 6 students: 3 from 2006 graduates and 3 from students who will graduate in Spring 2007 whose transcripts reflect the revised curriculum.</p> <p>Practice: The mission, goals, and objectives are included in the Program Handbook (pp.4-13) and exemplified in the syllabi. All incoming students are invited to an orientation program in the spring each year where the program mission, goals, and objectives are presented. Six blinded transcripts are provided as evidence that students complete the program as stated in policy; three transcripts are from program completers in Spring 2006 and three transcripts are from those who will complete the program in Spring 2007; the latter students provide evidence of the curricular revisions referred to above.</p>
<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>Policy: University is a state-supported institution with a mission to provide its highly qualified, diverse faculty and student body with a comprehensive educational experience. Human diversity is valued and respected. This is reflected throughout the school psychology program with its strong commitment to train school psychologists who are sensitive and competent in the areas of cultural and individual</p>

Standards	Response/Documentation
	<p>diversity. The philosophy of the program includes: School psychology students become researchers and practitioners who apply their knowledge and skills through a problem-solving process to improve the education and mental health of children and adolescents in schools with sensitivity and respect for cultural and individual diversity (<i>Program Handbook</i>; p. 4). One of the program goals emphasizes this commitment: To provide school psychological services in the context of a multicultural, pluralistic society where individual differences in culture, ethnicity, gender, socioeconomic status, sexual orientation, and abilities are understood and respected. (<i>Program Handbook</i>; p. 8). This commitment is evident in our mission and goals and is integrated throughout the program.</p> <p>Practice:</p> <p>A commitment to diversity is evidenced by the ethnicity and gender of the school psychology students (see Attachment A–Candidate Information). Although the field of school psychology is typically overrepresented by Caucasian females, the program works to recruit students from diverse backgrounds. University is located in XX, a state whose population is diverse in all demographic variables. During our admissions process, we strive to increase our percentage of qualified minority and male students.</p> <p>Program course work is evidence of our commitment to diversity. See the attached syllabi for the following courses, including course objectives, readings, and/or assignments: CDA 530 Foundations of Multicultural Education; CDA 555 Education and Psychology of Exceptional Learners; CDA 520 Neurological Bases of Educational Disorders; CDA 624 Psychopathology of Childhood and Adolescence; CDA 627, CDA 628, and CDA 629 Individual Psychodiagnostics I, II, and III; and CDA 628 School Psychology: Consultation and Intervention.</p> <p>Diversity is also emphasized in practica and internship. Practica and internship sites include local public schools where minorities are well represented. Students are required to experience diverse educational settings working with diverse populations. (See Internship Guide, Appendix B, p. 10 – 11, Internship Log and Case Log).</p>
<p>1.3 Candidates have opportunities to develop an affiliation with colleagues, faculty, and the profession through a continuous full-time</p>	<p>Policy: Candidates may matriculate on a full-time or part-time basis (See <i>Program Handbook</i>; p. 3) Full-time</p>

Standards	Response/Documentation
<p>residency or alternative planned experiences.</p>	<p>students complete the program in 3 years, including an internship, and part-time students typically complete the program in 4 years, including an internship. All candidates are required to complete a full-time residency (minimum of 15 semester hours per semester) for at least two consecutive terms. (See Program Handbook, p.16) Many of the courses within the MA and the majority of the EdS courses are restricted to school psychology students, allowing students to develop relationships with fellow students and faculty. Collaboration and building a support system among the student body and with the faculty is encouraged, beginning with student orientation upon entry into the program. After-class activities, both formal and informal, encourage students to interact socially with each other and faculty. Student meetings are often scheduled following the Seminar class I and II in the MA (first year) and following practica classes and Colloquium/internship classes. Students attend a yearly reception with field-based supervisors, followed by focus group meetings to collect feedback relevant to program evaluation.</p> <p>Students have opportunities to develop an affiliation with the profession through a variety of avenues. Students are strongly encouraged to join NASP and XASP or other state associations (see Program Handbook, p. 38) and are encouraged to attend and submit proposals for poster sessions for XASP professional development conferences. This year (June 2006), students from the 8547 Professional School Psychology course were invited to attend the Executive Board Meeting of the XX Association of School Psychologists and participate in the business meeting as visitors. From this experience, students networked with school psychologist practitioners, and several established connections for potential further experiences. Finally, candidates are encouraged to collaborate with faculty on research projects and to present their findings at professional meetings.</p> <p>Practice documentation:</p> <p>Program Handbook, Student transcripts (Attachment I D).</p>
<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 doctorate with specialization in school psychology and be actively engaged in</p>	<p>Policy: Totally, the school psychology program has 3.75 FTE faculty (one faculty member is employed on a ¾ time basis). Of those, 2.75 FTE faculty members possess a doctorate with specialization in school psychology and are actively engaged in school</p>

Standards	Response/Documentation
<p>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). 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>psychology as a profession: XXXX. The fourth FTE faculty member holds a doctorate in developmental psychology: XXXX. All four faculty members hold credentials as a XX certified school psychologist and each has professional experience as a school psychologist. Three faculty members hold NCSPs. XXXXX (at different times) have each been elected President of the XXX Association of School Psychologists and prior to that and since then held a variety of leadership positions in XASP. Each is a member of NASP. XXX has held a variety of leadership positions in NASP, has written scholarly publications, and has given presentations at the local, state, and national level (see Program Handbook, p. 40-41). XXX is currently serving as a reviewer for the NCSP Certification Board representing the XXX region of the US and has presented at the local, state, and national level (see Program Handbook, pp. 44-45). XXX, the senior faculty member, has presented on a local, state, and national level, and presently provides workshops (Program Handbook, p. 43). XXX is the Principal Investigator for the University Early Intervention Program (serving children with developmental disabilities ages 0 to 3 years) (see Program Handbook, p. 42).</p> <p>Supporting faculty include XXX, associate professor, and XXXX, full professor in the Counseling Program. Additional faculty throughout the College teach courses included in the School Psychology curriculum: XXX, professor, teaches Fundamentals of Curriculum, XXX, professor, teaches Foundations of Multicultural Education, XXX, associate professor, teaches Ed. Organ. & Leadership, XXX, associate professor, teaches Statistics and Ed Research and XXX, associate professor, teaches Life Span Development. Adjunct faculty also teach courses within the School Psychology program (see the Program Handbook, p. 46-47)</p> <p>Practice: See Attachment B, Faculty Information and Attachment IC, Program Handbook, pp. 40-47.</p>
<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>Since 1995, University's School Psychology program has annually held a Symposium for School Psychologists and Counselors (full-day program) designed to provide continuing professional development opportunities for practicing school psychologists based on practitioner needs (see Program Handbook, p. 38). Programs have included: XXX</p>

Standards	Response/Documentation
	<p>In addition, the School Psychology program has collaborated with the XXX Association of School Psychologists to host one to two annual meetings of the southern region of XASP. For example, on Oct 2004, there was a presentation on the XXX; on April 2005, XXXX of University presented on the XXX; and on March 2006, there was a presentation by School Psychologists from Positive Behavioral Support (see Program Handbook, p. 38).</p>
<p>REQUIREMENTS FOR SPECIALIST-LEVEL PROGRAMS ONLY (1.6-1.7)</p>	
<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>Policy: The School Psychology Program consists of a minimum of three years of full-time study or the equivalent (part-time takes longer) consisting of 78 graduate credits, 66 of which are exclusive of credit for the supervised internship experience. Students receive a Master of Arts degree at the end of their first year (or its equivalent) and an Educational Specialist degree at the completion of all requirements, including the 12-hour internship. For evidence of policy: See Program Handbook (Attachment I C, pp. 3-4, p. 22) For evidence of practice: See Student Transcripts (Attachment D)</p>
<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>Policy: Candidates are required to complete a minimum of one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours. Students register and complete 12 hours of internship credit (634 Colloquium in School Psychology). For evidence of policy: See Program Handbook (Attachment IC, pp 4 and 25) and Internship Guidelines (Attachment IC, Appendix B, p. 3 and 7) For evidence of practice: See Student Transcripts (Attachment I D) Internship Contract (Attachment F)</p>

SAMPLE ATTACHMENT E-RESPONSE TO NASP STANDARD II

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Directions: Complete the following table by providing a brief response as to how the program addresses each domain in Standard II and reference the relevant documentation (refer to specific document/syllabus and page number in this or other attachments). As part of Attachment E, include syllabi for required courses and/or other documentation that each domain is addressed. The program’s response to Attachment E below, as well as course syllabi, must include course numbers AND titles.

<p>II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE</p> <p>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>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</p>	<p>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p>

<p>psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<p>Syllabi: Knowledge and skills in this domain are emphasized in the following courses:</p> <p>BDE 510/511: Consultation in the Schools & Practicum (problem-solving steps and systems change)</p> <p>BDE 512/513: Cognitive Assessment & Practicum (standardized measures of intelligence)</p> <p>BDE 514/515: Academic Assessment for Intervention & Practicum (data-based decision-making through CBM and the case study approach, includes assessment, intervention implementation, and evaluation of progress and outcomes)</p> <p>BDE 516: Academic and Behavioral Instruments (standardized measures)</p> <p>BDE 572/517: Role and Function of the School Psychologist & Practicum (philosophy of scientist-practitioner model for data-based decision-making, models of assessment)</p> <p>BDE 610/611: Social & Behavioral Assessment for Intervention (data-based decision-making through class-wide and individual case studies)</p> <p>BDE 612/613: Assessment for Intervention & Accountability & Practicum (multifactorial assessments for determining special education eligibility, program evaluation)</p> <p>BDE 710/711/712: Internship</p>
<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 and decision-making processes at the individual, group, and system levels.</p>	<p>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p> <p>Syllabi: Knowledge and skills in this domain are emphasized in the following courses:</p> <p>BDE 510/511: Consultation in the Schools & Practicum (models of consultation, problem-solving steps for</p>

	<p>individual and systems change, collaborative consultation skill development)</p> <p>BDE 572/517: Role and Function of the School Psychologist & Practicum (philosophy of scientist–practitioner model for data-based decision-making)</p> <p>BDE 543/545: Theories & Techniques of Counseling & Lab (mental health models for intervention)</p> <p>BDE 583: Theory and Techniques of Group Counseling (mental health models for intervention)</p> <p>BDE 612/613: Assessment for Intervention & Accountability (collaborative data-based decision-making for individual and systems change)</p> <p>BDE 615: Culminating Seminar (legal, ethical, and practice issues for collaborative consultation)</p> <p>BDE 635: Marriage & Family Counseling (family systems, family–school collaboration)</p> <p>BDE 710/711/712: Internship</p>
<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 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>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p> <p>Syllabi: Knowledge and skills in this domain are emphasized in the following courses:</p> <p>BDE 508: Theories of Learning & Human Development (learning & human development)</p> <p>BDE 510/511: Consultation in the Schools & Practicum (indirect service delivery, problem-solving steps, and systems change)</p> <p>BDE 512/513: Cognitive Assessment & Practicum (standardized measures of intelligence)</p> <p>BDE 514/515: Academic Assessment for Intervention & Practicum (academic data-based decision-making</p>

	<p>through CBM and the case study approach, includes goal development, assessment, intervention implementation, and evaluation of progress and outcomes)</p> <p>BDE 516: Academic and Behavioral Instruments (standardized measures)</p> <p>BDE 572/517: Role and Function of the School Psychologist & Practicum (philosophy of scientist-practitioner model for data-based decision-making, models of assessment)</p> <p>BDE 541: Curriculum & Instruction for Diverse Learners (models of curricula, curriculum development, instructional methods including technology, curriculum & instruction for students with low-incidence handicaps)</p> <p>BDE 612/613: Assessment for Intervention & Accountability & Practicum (multifaceted assessments for determining special education eligibility, program evaluation)</p> <p>BDE 615: Culminating Seminar (legal, ethical, and practice issues for collaborative consultation)</p> <p>BDE 635: Marriage & Family Counseling (family-school problem-solving collaboration)</p> <p>BDE 710/711/712: Internship</p>
<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p> <p>Syllabi: Knowledge and skills in this domain are emphasized in the following courses:</p> <p>BDE 508: Theories of Learning & Human Development (learning & human development)</p> <p>BDE 510/511: Consultation in the Schools & Practicum (indirect service delivery, problem-solving steps, and systems change)</p>

	<p>BDE 512/513: Cognitive Assessment & Practicum (standardized measures of intelligence)</p> <p>BDE 514/515: Academic Assessment for Intervention & Practicum (determination if academic problems are skill or performance deficits, data-based decision-making, direct service, intervention implementation, data monitoring)</p> <p>BDE 516: Academic and Behavioral Instruments (standardized measures to evaluate behavioral, affective, adaptive, and social skills)</p> <p>BDE 572/517: Role and Function of the School Psychologist & Practicum (philosophy of scientist-practitioner model for data-based decision-making, models of assessment)</p> <p>BDE 538: Child & Adolescent Psychopathology</p> <p>BDE 541: Curriculum & Instruction for Diverse Learners (models of curricula, curriculum development, instructional methods including technology, curriculum & instruction for students with low-incidence handicaps)</p> <p>BDE 610/611: Social & Behavioral Assessment for Intervention (data-based decision-making through class-wide and individual case studies)</p> <p>BDE 612/613: Assessment for Intervention & Accountability & Practicum (multifaceted assessments for determining special education eligibility, program evaluation)</p> <p>BDE 615: Culminating Seminar (legal, ethical, and practice issues for collaborative consultation)</p> <p>BDE 635: Marriage & Family Counseling (family-school problem-solving collaboration)</p> <p>BDE 710/711/712: Internship</p>
<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</p>	<p>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p>

learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Syllabi: Knowledge and skills in this domain are emphasized in the following courses:

BDE 510/511: Consultation in the Schools & Practicum (indirect service delivery, collaborative consultation skills)

BDE 512/513: Cognitive Assessment & Practicum (standardized measures of intelligence)

BDE 514/515: Academic Assessment for Intervention & Practicum (determination if academic problems are skill or performance deficits, data-based decision-making, data gathering to determine potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, or linguistic factors in development and learning)

BDE 516: Academic and Behavioral Instruments (standardized measures to measure behavioral, affective, adaptive, and social skills)

BDE 572/517: Role and Function of the School Psychologist & Practicum (philosophy of scientist-practitioner model for data-based decision-making, models of assessment)

BDE 538: Child & Adolescent Psychopathology

BDE 541: Curriculum & Instruction for Diverse Learners (models of curricula, curriculum development, instructional methods including technology, curriculum & instruction for students with low-incidence handicaps)

BDE 571: Biological Bases of Behavior

BDE 575 (previously BDE 673): Teaching & Counseling Multicultural Populations (multicultural, ethnic, experiential, gender-related, and other issues of diversity)

BDE 615: Culminating Seminar (legal, ethical, and practice issues for collaborative consultation)

BDE 635: Marriage & Family Counseling (diverse families)

BDE 710/711/712: Internship

<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>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p> <p>Syllabi: Knowledge and skills in this domain are emphasized in the following courses:</p> <p>BDE 510/511: Consultation in the Schools & Practicum (systems change)</p> <p>BDE 572/517: Role and Function of the School Psychologist & Practicum (understanding schools as systems, legal and ethical issues, special education services)</p> <p>BDE 539: Administration of Pupil Personnel Services (required for students who do not have a teaching credential)</p> <p>BDE 573: Orientation to the School Process (required for students who do not have a teaching credential)</p> <p>BDE 541: Curriculum & Instruction for Diverse Learners (models of curricula, curriculum development, instructional methods including technology, curriculum & instruction for students in general education and for those with high- and low-incidence handicaps)</p> <p>BDE 615: Culminating Seminar (current issues in special education, educational policies, law, ethics, and professional practice in the schools)</p> <p>BDE 710/711/712: Internship</p>
<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</p>	<p>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p> <p>Syllabi: Knowledge and skills in this domain are</p>

<p>students.</p>	<p>emphasized in the following courses:</p> <p>BDE 508: Theories of Learning & Human Development (learning & human development)</p> <p>BDE 510/511: Consultation in the Schools & Practicum (indirect service delivery, problem-solving steps, and systems change)</p> <p>BDE 572/517: Role and Function of the School Psychologist & Practicum (philosophy of scientist-practitioner model for data-based decision-making, models of assessment & intervention)</p> <p>BDE 538: Child & Adolescent Psychopathology</p> <p>BDE 543/545: Theories & Techniques of Counseling & Lab (mental health models for intervention)</p> <p>BDE 571: Biological Bases of Behavior (prevention and intervention)</p> <p>BDE 575 (previously BDE 673): Teaching & Counseling Multicultural Populations</p> <p>BDE 583: Theory and Techniques of Group Counseling (mental health models for prevention and intervention)</p> <p>BDE 612/613: Assessment for Intervention & Accountability & Practicum (multifactorial assessments for determining special education eligibility, program evaluation)</p> <p>BDE 615: Culminating Seminar (legal, ethical, and practice issues for collaborative consultation)</p> <p>BDE 635: Marriage & Family Counseling (family-school problem-solving collaboration)</p> <p>BDE 710/711/712: Internship</p>
<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 psychologists work effectively with families, educators, and</p>	<p>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p>

<p>others in the community to promote and provide comprehensive services to children and families.</p>	<p>Syllabi: Knowledge and skills in this domain are emphasized in the following courses:</p> <p>BDE 510/511: Consultation in the Schools & Practicum (indirect service delivery, problem-solving steps, and systems change)</p> <p>BDE 572/517: Role and Function of the School Psychologist & Practicum (philosophy of scientist-practitioner model for data-based decision-making, models of comprehensive service delivery)</p> <p>BDE 612/613: Assessment for Intervention & Accountability & Practicum (multifactoried assessments for determining special education eligibility, program evaluation)</p> <p>BDE 615: Culminating Seminar (legal, ethical, and practice issues for collaborative consultation)</p> <p>BDE 635: Marriage & Family Counseling (family systems, family-school problem-solving collaboration)</p> <p>BDE 710/711/712: Internship</p>
<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>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p> <p>Syllabi: Knowledge and skills in this domain are emphasized in the following courses:</p> <p>BDE 510/511: Consultation in the Schools & Practicum (indirect service delivery, problem-solving steps, and systems change)</p> <p>BDE 537: Statistics</p> <p>BDE 568: Research & Evaluation in Human Services</p> <p>BDE 612/613: Assessment for Intervention & Accountability & Practicum (multifactoried assessments for determining special education eligibility, program evaluation)</p>

	<p>BDE 800: Thesis (planning and conducting research)</p> <p>BDE 710/711/712: Internship</p>
<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>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p> <p>Syllabi: Knowledge and skills in this domain are emphasized in the following courses:</p> <p>BDE 510/511: Consultation in the Schools & Practicum (indirect service delivery, models of consultative service delivery, family–school collaboration, systems change)</p> <p>BDE 572/517: Role and Function of the School Psychologist & Practicum (public policy, law, ethical issues and professional standards, school psychology professional practice, history, foundations)</p> <p>BDE 612/613: Assessment for Intervention & Accountability & Practicum (multifactoried assessments for determining special education eligibility, program evaluation)</p> <p>BDE 615: Culminating Seminar (legal, ethical, and professional practice issues)</p> <p>BDE 635: Marriage & Family Counseling (family–school problem-solving collaboration)</p> <p>BDE 710/711/712: Internship</p>
<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>Addressed: Courses that address each of the domains are listed in the Program Handbook in the Matrix of Courses by Domains</p> <p>Program Handbook: (p. 8)</p> <p>Student Transcripts</p> <p>Syllabi: Knowledge and skills in this domain are emphasized in the following courses:</p> <p>BDE 510/511: Consultation in the Schools & Practicum</p>

(PowerPoint presentations, computer-mediated consultation)

BDE 572/517: Role and Function of the School Psychologist & Practicum (PowerPoint presentations)

BDE 512/513: Cognitive Assessment & Practicum (computer-assisted scoring)

BDE 514/515: Academic Assessment for Intervention & Practicum (data graphing)

BDE 537: Statistics (SPSS & Excel)

BDE 538: Child & Adolescent Psychopathology (WebCT)

BDE 541: Curriculum and Instruction for Diverse Learners (WebCT, computer-assisted learning for students with special needs)

BDE 568: Research & Evaluation in Human Services (data-gathering and graphing methods, e.g., Excel)

BDE 610/611: Social & Behavioral Assessment for Intervention & Practicum (data graphing)

BDE 612/613: Assessment for Intervention & Accountability (data graphing)

BDE 800: Thesis (SPSS, Excel, data graphing, etc. to support research)

BDE 710/711/712: Internship

SAMPLE ATTACHMENT F-RESPONSE TO NASP STANDARD III

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a “perfect” sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program’s NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program’s submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

Directions: Complete the following table by providing a brief response as to how the program meets each standard under NASP Standard III and reference the relevant documentation (refer to specific document and page number in this or other attachments). The following internship documentation is required as part of Attachment F:

1. Program internship policies (Separate documentation is not necessary if internship policies are included in program handbook and/or syllabi submitted in previous sections)
2. A sample internship agreement, contract, or plan that addresses the relevant NASP standards (see standards 1.7, 1.10, and 3.2-3.5). There must be evidence of involvement on the part of both the program and field site.
3. Internship Summary Form (see Attachment G).

<p>III. FIELD EXPERIENCES/INTERNSHIP</p> <p>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 full range of school psychology competencies and domains.</p>	<p>Policy: The University School Psychology Program Handbook, pp. 24 & 25, (Attachment I C) describes the practica and internship requirements, including the number of credits awarded for each and the requirement that all course work and the practicum HIR 530 must be completed prior to internship (see Appendix A, p. 3 and Appendix B, p. 3).</p> <p>The practica section of the Program Handbook, Appendix A (Attachment I C) includes the practica evaluation forms (see p. 16+), and lists specific skills required during the practica.</p> <p>The internship section of the Program Handbook,</p>

	<p>Appendix B (Attachment I C) includes the School Psychology Internship Competencies document (see p.13-20) organized by the 11 NASP Domains of Training and Practice, and the Internship Assignments associated with each domain.</p>
	<p>Note: The practicum and internship rating instruments are identical in form and content. University School Psychology Program faculty take a developmental approach to evaluation of practicum and internship students in that it is assumed that students will demonstrate better-developed skills as an intern (compared to a practicum student) given their additional experience, practice in all skill areas, supervision, evaluative feedback, etc. The decision to use identical forms is motivated by giving individual students an opportunity to compare his/her performance ratings from practicum to internship. It is also important that a comprehensive array of knowledge, skills, and professional work characteristics based on the 11 NASP Domains are evaluated both during practicum and internship.</p>
	<p>Practice: Student transcripts (Attachment I D) document that graduate credit is awarded for practicum and internship and that internship occurs after completion of all course work and practicum HIR 530 Consultation and Clinical Services Practicum.</p>
<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, support, and both formative and summative performance-based evaluation of intern performance.</p>	<p>Policy: The University School Psychology Program Handbook, Appendix B, p. 4 (Attachment I C) describes the goals of the School Psychology program including that the program is designed to meet the 11 NASP Domains of Training and Practice. Appendix B of the Program Handbook (Attachment I C) includes the School Psychology Internship Competencies document (p.13-20) organized by the 11 NASP Domains of Training and Practice, and a sample Internship Contract (p. 7-9) that is signed by the School Psychology Program Supervisor, the Field-Based Supervisor, and the School Psychology Intern and specifies the responsibilities of the training program and the field site in providing supervision, support, and evaluation of the intern performance.</p> <p>Practice: Attachment X is a masked Internship</p>

	<p>Contract signed by all parties: University Supervisor, Field-Based Supervisor, and the School Psychology Intern.</p>
<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. (Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting if consistent with program values and goals. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements.)</p>	<p>Policy: The University School Psychology Program Handbook, Appendix B, p. 3 (Attachment I C) describes internship requirements including the number of hours (1200) required to be completed on a full-time basis over one year or a half-time basis over two years, of which 600 hours must be completed in a school setting.</p> <p>Practice: The Internship Summary Form (Attachment I G) documents the school setting and number of internship hours completed by the 2005-06 interns.</p>
<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>Policy: The University School Psychology Program Handbook, Appendix B, pp. 7-9 (Attachment I C) describes the internship requirements including the number of hours of field-based supervision and the credentials required of the field-based supervisors.</p> <p>Practice: The Internship Summary Form (Attachment I G) documents the number of field-based supervision hours and the credentials of the field-based supervisors for each 2005-06 interns. Attachment I G also documents masked internship logs from two representative interns.</p>
<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 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>Policy: The University School Psychology Program Handbook, Appendix B, pp. 7-9 (Attachment I C) includes a copy of the Internship Contract to be signed by the University School Psychology Program Supervisor, the Field-Based Supervisor, and the School Psychology Intern. Included in this contract are a, b, c, d, and e listed to the left.</p> <p>Practice: A masked Internship Contract (Attachment X) signed by all parties is included.</p>

SAMPLE SECTION II— LIST OF ASSESSMENTS

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a “perfect” sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program’s NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program’s submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

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

	Name of Assessment ³	Type or Form of Assessment ⁴	When the Assessment Is Administered ⁵
1	(Required)-CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test: _____	PRAXIS II – National Examination in School Psychology	Internship year
2	(Required)-CONTENT		

³ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

⁴ Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

⁵ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course titles and numbers], or completion of the program).

	Name of Assessment ³	Type or Form of Assessment ⁴	When the Assessment Is Administered ⁵
	<p>KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1-2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.</p>	<p>Course grades</p>	<p>Every semester</p>
<p>3</p>	<p>(Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively <u>plan</u> the professional responsibilities required of a school psychologist.</p>	<p>Practicum ratings by supervisors</p>	<p>At the conclusion of practica</p>
<p>4</p>	<p>(Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions</p>	<p>Internship ratings by supervisors & evaluated internship assignments: academic & behavioral case studies Classwide RTI intervention Small group & individual counseling In-service presentation Evaluation team report</p>	<p>Mid-year and at the end of the internship</p>

	Name of Assessment ³	Type or Form of Assessment ⁴	When the Assessment Is Administered ⁵
	are applied effectively in practice during internship.		
5	(Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.	Portfolio components including the components listed in the internship assignments noted above	At the conclusion of the internship
6	(Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by	Case study evaluation	During MCD 514/515: Academic Assessment for Intervention; MCD 610/611: Social/Behavioral Assessment for Intervention; and during internship

Name of Assessment ³	Type or Form of Assessment ⁴	When the Assessment Is Administered ⁵
assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment)		
7 (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.	Student evaluation of internship	Conclusion of internship
8 (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.		

SAMPLE SECTION III—STANDARDS ASSESSMENT CHART

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a “perfect” sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program’s NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program’s submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

For each of the domains under NASP Standard II on the chart below, identify the assessment(s) listed in Section II that correspond to each respective NASP domain (2.1 – 2.11). One assessment may apply to multiple NASP Domains. However, in order for an assessment to be listed for a Domain, aggregated data specific to that Domain must be provided (see Section IV). Note: *At a minimum, programs are required to check Assessments #2 and #4 for all domains. Programs must provide aggregated data specific to each of the 11 Domains for all indicated assessments.*

NASP STANDARDS	APPLICABLE ASSESSMENTS
<p>I. PROGRAM CONTEXT/STRUCTURE School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.</p>	Information is provided in Section I.
<p>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>	

NASP STANDARDS	APPLICABLE ASSESSMENTS
<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 decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<p>x #1 x #2 x #3 x #4 x #5 x #6 #7 #8</p>
<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 and decision-making processes at the individual, group, and system levels.</p>	<p>x #1 x #2 x #3 x #4 x #5 x #6 #7 #8</p>
<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 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>x #1 x #2 x #3 x #4 x #5 x #6 #7 #8</p>
<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>x #1 x #2 x #3 x #4 x #5 x #6 #7 #8</p>
<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 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>#1 x #2 x #3 x #4 x #5 x #6 #7 #8</p>

NASP STANDARDS	APPLICABLE ASSESSMENTS
<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>x #1 x #2 x #3 x #4 x #5 x #6 #7 #8</p>
<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>x #1 x #2 x #3 x #4 x #5 x #6 #7 #8</p>
<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 psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>x #1 x #2 x #3 x #4 x #5 x #6 #7 #8</p>
<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>#1 x #2 #3 x #4 x #5 x #6 #7 #8</p>
<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>x #1 x #2 x #3 x #4 x #5 #6 #7 #8</p>
<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>#1 x #2 #3 x #4 x #5 x #6 #7 #8</p>
<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</p>	<p>Information is provided in Section I.</p>

NASP STANDARDS	APPLICABLE ASSESSMENTS
preparation and practice outlined in these standards and the goals and objectives of their training program.	
<p>IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY</p> <p>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.</p>	Information is provided in Section V.

SAMPLE SECTION IV, ASSESSMENT #1 (Required)-CONTENT KNOWLEDGE:
Data from state or national school psychology credentialing exam

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a “perfect” sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program’s NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program’s submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. In the description of each assessment below, the SPA identifies assessments that would be appropriate. Assessments are organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge⁶
- Pedagogical and professional knowledge, skills, and dispositions
- Comprehensive range of services that positively impact children, youth, families, and others.

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

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

In narrative form:

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

In attachments:

5. Documentation for each assessment (Attachments IV, Assessments 1-8), including⁷:
- (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) aggregated candidate data derived from the assessment, with aggregated data specific to each NASP domain that it is intended to assess.

#1 (Required)-CONTENT KNOWLEDGE: Data from state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then data for the Praxis II in School Psychology must be submitted. In the narrative for Assessment #1, list (a) name of exam used; (b) type of score yielded from the exam; (c) the criterion score for passing the exam set by your program; (e) if the exam is required for the state school psychology credential; and (e) the criterion score for passing the exam set by your state credentialing agency, if applicable. Then, in the Attachment for Assessment #1 provide aggregated data and scores derived from the assessment for all program candidates each year for the last three years, including the percentage of program completers each year that passed the exam.

PRAXIS II

Description: Candidates are required to earn a passing score on the Praxis II: National School Psychology Examination in order to complete the program. The state of XXX requires a score of 660 or higher to pass the examination and to secure a school psychologist license.

Alignment of Praxis II to 11 NASP domains: The Praxis II is aligned with the 11 NASP domains approximately as follows:

<u>Praxis II</u>	<u>NASP Domains</u>
Diagnosis and Fact Finding	2.1 Data-based Decision-making 2.3 Effective Instruction & Dev. of Cognitive & Academic Skills 2.4 Socialization & Dev. of Life Skills
Prevention and Intervention	2.2 Consultation & Collaboration 2.7 Prevention, Crisis Intervention, & Mental Health 2.8 Home/School/Community

Applied Psychological Foundations	2.4 Socialization & Dev. of Life Skills 2.5 Student Diversity in Development & Learning
Applied Educational Foundations	2.3 Effective Instruction & Dev. of Cognitive & Academic Skills 2.6 School and Systems Organization
Ethical & Legal Issues	2.10 School Psychology Practice & Dev.

ATTACHMENT FOR ASSESSMENT #1
Data from National School Psychology Credentialing Exam

PRAXIS II EXAMINATION IN SCHOOL PSYCHOLOGY*						
	03-04		04-05		05-06	
	Candidate	Score*	Candidate	Score*	Candidate	Score*
1	AH	700	BD	690	AH	720
2	WR	710	AH	670	BD	780
3	AH	660	WR	770	AH	710
4	BD	700	WR	740	BD	750
5	AH	700	BD	740	AH	640
6	PW	680	AH	750	BD	750
7	WR	690	AH	750	AH	720
8	PW	660	AH	730	BD	750
9	AH	660	BD	770	WR	630
10	AH	660	WR	780	BD	780
11	AH	780	AH	700		
12	WR	640				
13	BD	640				
14	AH	670				
15	BD	680				
AGGREGATED DATA						
% pass		100%		100%		100%
N		15		11		10
Mean		682		735.45		723
Median		680		740		735
Mode		660		770		750
SD		35.32		35.32		52.08
Range		640-780		670-780		630-780

- Required State and Program criterion score = 660.

PRAXIS II Subscores for 03-04 Intern Cohort						
Candidate	Total Score	I	II	III	IV	V
		Diagnosis & Fact-Finding	Prevention & Intervention	Applied Psychological Foundations	Applied Educational Foundations	Ethical & Legal Considerations
		25% of exam	25% of exam	20% of exam	12% of exam	18% of exam
AH	700	25/30 83%	24/30 80%	15/24 63%	9/14 64%	20/22 91%
WR	710	27/30 90%	25/30 83%	21/24 88%	12/14 86%	17/22 77%
AH	660	22/29 76%	22/30 73%	16/23 70%	9/12 75%	18/19 95%
BD	700	25/30 83%	25/30 83%	15/24 63%	12/14 86%	19/22 86%
AH	700	22/30 73%	21/30 70%	15/24 63%	11/14 79%	15/22 68%
PW	680	25/30 83%	26/29 90%	16/24 67%	10/14 71%	18/22 82%
WR	690	23/29 79%	21/30 70%	18/23 78%	9/12 75%	17/19 89%
PW	660	25/30 83%	23/30 77%	17/24 71%	10/14 71%	20/22 91%
AH	660	22/30 73%	22/30 73%	16/24 67%	5/14 36%	17/22 77%
AH	660	26/30 87%	24/30 80%	21/24 88%	13/14 93%	19/23 83%
AH	780	22/30 73%	22/30 73%	16/24 67%	5/14 36%	17/22 77%
WR	640	22/30 73%	21/30 70%	15/24 63%	11/14 79%	15/22 68%
BD	640	26/30 87%	24/30 80%	21/24 88%	13/14 93%	19/23 83%
AH	670	25/30 83%	25/30 83%	15/24 63%	12/14 86%	19/22 86%
BD	680	26/30 87%	24/30 80%	21/24 88%	13/14 93%	17/22 77%
Average %		79%	75%	76%	78%	82%

PRAXIS II Subscores for 04-05 Intern Cohort						
Candidate	Total Score	I	II	III	IV	V
		Diagnosis	Prevention	Applied	Applied	Ethical &

		& Fact-Finding	& Intervention	Psychological Foundations	Educational Foundations	Legal Considerations
		25% of exam	25% of exam	20% of exam	12% of exam	18% of exam
BD	690	25/30 83%	24/30 80%	15/24 63%	9/14 64%	20/22 91%
AH	670	27/30 90%	25/30 83%	21/24 88%	12/14 86%	17/22 77%
WR	770	22/29 76%	22/30 73%	16/23 70%	9/12 75%	18/19 95%
WR	740	25/30 83%	25/30 83%	15/24 63%	12/14 86%	19/22 86%
BD	740	22/30 73%	21/30 70%	15/24 63%	11/14 79%	15/22 68%
AH	750	25/30 83%	26/29 90%	16/24 67%	10/14 71%	18/22 82%
AH	750	23/29 79%	21/30 70%	18/23 78%	9/12 75%	17/19 89%
AH	730	25/30 83%	23/30 77%	17/24 71%	10/14 71%	20/22 91%
BD	770	22/30 73%	22/30 73%	16/24 67%	5/14 36%	17/22 77%
WR	780	26/30 87%	24/30 80%	21/24 88%	13/14 93%	19/23 83%
AH	700	22/30 73%	24/30 80%	15/24 63%	9/14 64%	20/22 91%
Average %		77%	77%	82%	86%	89%

PRAXIS II Subscores for 05-06 Intern Cohort						
Candidate	Total Score	I	II	III	IV	V
		Diagnosis & Fact-Finding	Prevention & Intervention	Applied Psychological Foundations	Applied Educational Foundations	Ethical & Legal Considerations
		25% of exam	25% of exam	20% of exam	12% of exam	18% of exam
AH	720	25/30 83%	24/30 80%	15/24 63%	9/14 64%	20/22 91%
BD	780	27/30 90%	25/30 83%	21/24 88%	12/14 86%	17/22 77%
AH	710	22/29 76%	22/30 73%	16/23 70%	9/12 75%	18/19 95%
BD	750	25/30 83%	25/30 83%	15/24 63%	12/14 86%	19/22 86%

AH	640	22/30 73%	21/30 70%	15/24 63%	11/14 79%	15/22 68%
BD	750	25/30 83%	26/29 90%	16/24 67%	10/14 71%	18/22 82%
AH	720	23/29 79%	21/30 70%	18/23 78%	9/12 75%	17/19 89%
BD	750	25/30 83%	23/30 77%	17/24 71%	10/14 71%	20/22 91%
WR	630	22/30 73%	22/30 73%	16/24 67%	5/14 36%	17/22 77%
BD	780	26/30 87%	24/30 80%	21/24 88%	13/14 93%	19/23 83%
Average %		81%	78%	72%	74%	84%

SAMPLE SECTION IV, ASSESSMENT #3 (Required)- PROFESSIONAL
KNOWLEDGE, SKILLS, AND DISPOSITIONS:

Assessment of candidates during practica that shows they can effectively
plan and carry out school psychological services

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a "perfect" sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program's NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program's submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. In the description of each assessment below, the SPA identifies assessments that would be appropriate. Assessments are organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge⁸
- Pedagogical and professional knowledge, skills, and dispositions
- Comprehensive range of services that positively impact children, youth, families, and others.

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

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

In narrative form:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with each domain it is cited for in Section III;

3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting each domain it is cited for in Section III; and

In attachments:

5. Documentation for each assessment (Attachments IV, Assessments 1-8), including⁹:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) aggregated candidate data derived from the assessment, with aggregated data specific to each NASP domain that it is intended to assess.

#3 (Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:

Assessment of candidates during practica that shows they can effectively plan and carry out school psychological services. Examples include data-based decision-making, cognitive/academic and social/behavioral assessment and intervention, mental health services, and other services that demonstrate the development of specific candidate skills necessary for the delivery of professional responsibilities.

NOTE: This assessment may consist of an assessment embedded in one more separate courses requiring a practicum component or consist of a required component in a more general practicum course.

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

Field Supervisors' Ratings of Practica

Description

1. The Field Supervisor Rating for Practicum, completed by each candidate's field-based supervisor during practicum, is used to evaluate the professional skills, knowledge, and professional work characteristics of the candidate. For more information regarding the Field Supervisor Rating for Practicum, see the Program Handbook (Attachment I C, Practica Guide, Appendix A, pp. 4 & 16).
2. The evaluation scale is aligned with and directly organized to address the 11 NASP Domains of Training and Practice and assesses the candidate's skills, knowledge, and professional work characteristics.

Analysis and Interpretation

3. Attachment IV #3 details aggregated data on the Field Supervisor Rating for Practicum over the past three years of the MOU 530 Consultation and Clinical Services Practicum. Scores on items are 0 = Needs Improvement, 1 = Effective, and 2 = Very Effective. The mean scores for Classes of 2005, 2006, and 2007 in each area and the overall ratings indicate that as practicum students, school psychology candidates have been rated highly by their field supervisors. The overall ratings are as follows: 2005 = 1.54; 2006 = 1.56; 2007 = 1.50, indicating mean scores equivalent in descriptive terms to Effective and Very Effective.

4. The data suggest that practicum students are demonstrating ratings between Effective and Very Effective in each of the assessed 11 Domains, with each Domain broken down into specific knowledge and skills and a separate rating on professional work characteristics. Mean scores for individual items range from a high of 2.0 to a low of 1.13 across Classes of 2005, 2006, and 2007. Inspection of the data by individual items suggests that University School Psychology practicum students in MOU 530 Consultation and Clinical Services Practicum are competent and able to demonstrate knowledge, skills, and professional work characteristics effectively to very effectively.

Note: The Practicum and Internship rating instruments are identical in form and content. University School Psychology Program faculty take a developmental approach to evaluation of practicum and internship students in that it is assumed that students will demonstrate better-developed skills as an intern (compared to a practicum student) given their additional experience, practice in all skill areas, supervision, evaluative feedback, etc. The decision to use identical forms is motivated by giving individual students an opportunity to compare his/her performance ratings from practicum to internship. It is also important that a comprehensive array of knowledge, skills, and professional work characteristics based on the 11 NASP Domains are evaluated both during practicum and internship.

Section IV Assessment 3: Aggregated Field Supervisors' Ratings for Consultation and Clinical Services Practicum

Documentation of a, b, and c are included. The assessment tool itself is below. The scoring guide is 2 = Very Effective, 1 = Effective, and 0 = Needs Improvement. Aggregated data are included within the table below.

2.1 Data-Based Decision-Making and Accountability	Class of 2005 (Spring 2004) n = 13	Class of 2006 (Spring 2005) n = 16	Class of 2007 (Spring 2006) n = 12
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2.1.1.) Demonstrates 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.	Ratings 0 - 2 1.54	Ratings 0 - 2 1.56	Ratings 0 - 2 1.50
2.1.2.) Demonstrates effective development and implementation of academic and behavioral interventions that are based on data gathered from the team problem-solving (decision-making) and assessment process(es) and linked to goals and outcomes.	1.38	1.44	1.50
2.1.3.) Demonstrates effective problem-solving (decision-making process) skills and procedures at the individual, group, and systems levels.	1.38	1.44	1.42
2.1.4.) Demonstrates effective skills in selecting appropriate measures to monitor and evaluate the success of individual, group, and systems interventions	1.31	1.31	1.33

that compare/contrast the desired goal(s) from the actual outcome(s).			
2.1.5) Demonstrates an emerging knowledge base of problem-solving (decision-making) processes that are related to educational research and systems-level and/or building-level concerns.	1.54	1.50	1.58
2.1.6.) Utilizes data to evaluate the outcomes of services.	1.31	1.25	1.50

2.2 Consultation and Collaboration

2.2.1) Demonstrates knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods.	1.62	1.56	1.50
2.2.2) Collaborates effectively with others in planning and decision-making processes at the individual, group, and systems level.	1.54	1.44	1.42.
2.2.3) Communicates and collaborates effectively with school personnel	1.62	1.50	1.58
2.2.4) Communicates and collaborates effectively with families	1.54	1.31	1.25
2.2.5) Communicates and collaborates effectively with students	1.69	1.44	1.50
2.2.6) Communicates and collaborates effectively with community professionals	1.31	1.25	1.42
2.2.7) Collaborates effectively with others throughout the problem-solving and assessment process	1.46	1.50	1.50
2.2.8) Collaborates with others at a universal systems level to develop prevention and intervention programs that help to create healthy learning environments.	1.23	1.31	1.42.

2.3 Effective Instruction and Development of Cognitive/Academic Skills

2.3.1) Demonstrates knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.	1.54	1.50	1.58
2.3.2) Demonstrates knowledge of and skills in developing effective instructional strategies/intervention to promote learning of students at individual, group, or systems levels.	1.31	1.31	1.33
2.3.3) Demonstrates skills in appropriately administering and interpreting assessment data.	1.69	1.56	1.58
2.3.4) Demonstrates skills in linking assessment data to	1.38	1.44	1.50

development of instructional interventions.			
2.3.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate curricular or intervention strategies that are evidenced-based and intended to promote learning in students with diverse strengths and needs.	1.54	1.50	1.42
2.3.6) Utilizes intervention data to guide instructional decisions	1.31	1.31	1.42
2.3.7) Assesses treatment integrity of intervention implementation	1.23	1.19	1.25
2.3.8) Demonstrates skills in adhering to standardized procedures for administering standardized assessments of intelligence.	1.62	1.56	1.42
2.3.9) Demonstrates skills in adhering to standardized procedures for administering standardized assessments of academic achievement.	1.54	1.38	1.33
2.3.10) Demonstrates ability to conduct curriculum-based, progress monitoring or other authentic methods of assessments of academic skills	1.62	1.56	1.42

2.4 Socialization and Development of Life Skills

2.4.1) Demonstrates knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to development of behavioral, affective, adaptive, and social skills.	1.62	1.56	1.58
2.4.2) Properly administers, analyzes, and interprets assessment strategies to measure behavioral, affective, adaptive, and social domains.	1.62	1.63	1.67
2.4.3) Demonstrates skills in linking assessment data to development of behavioral interventions, including functional behavioral assessment under IDEA 2004.	1.38	1.44	1.50
2.4.4) Utilizes ecological and behavioral approaches when developing behavior change programs and other evidence-based interventions.	1.46	1.50	1.50
2.4.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate behavioral, affective, adaptive, and social goals/intervention strategies that are evidenced-based and intended to promote learning in students with diverse strengths and needs.	1.31	1.38	1.33
2.4.6) Appropriately evaluates outcomes of interventions and assesses treatment integrity of intervention implementation.	1.31	1.31	1.33

2.4.7) Utilizes intervention and progress monitoring data to guide instructional decisions.	1.46	1.38	1.42
2.4.8) Demonstrates skills in providing direct interventions, i.e., individual counseling, group counseling, applied behavior analysis, social problem-solving skills.	1.31	1.38	1.42
2.4.9) Demonstrates skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.	1.23	1.38	1.33

2.5 Student Diversity and Development and Learning

2.5.1) Demonstrates 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.	1.77	1.69	1.75
2.5.2) Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	1.54	1.50	1.58
2.5.3) Demonstrates an awareness of school-based and community services for students with diverse needs.	1.23	1.44	1.42
2.5.4) Demonstrates an understanding and appreciation for human diversity, including knowledge of the importance of differences in families, cultural backgrounds, and individual learning characteristics of students.	1.54	1.50	1.58
2.5.5) Demonstrates an awareness of and works to eliminate biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic biases to ensure equal outcomes.	1.31	1.44	1.33

2.6 School and Systems Organization, Policy Development, and Climate

2.6.1) Demonstrates knowledge of general education, special education, and other educational and related services.	1.38	1.31	1.25
2.6.2) Demonstrates an understanding of schools and other settings as systems.	1.31	1.38	1.25
2.6.3) Works with individuals and groups to facilitate policies and practices that create and maintain safe,	1.31	1.31	1.33

supportive, and effective learning environments.			
2.6.4) Applies principles of systems theory to promote learning, prevent problems, and create effective learning environments.	1.23	1.25	1.33
2.6.5) Participates in the development, implementation, and/or evaluation of programs that promote safe schools.	1.15	1.13	1.25
2.6.6) Reviews roles and responsibilities of school personnel.	1.92	1.81	1.67
2.6.7) Reviews district/school policies and procedures, e.g., prevention, crisis intervention, suicide intervention, discipline, etc.	1.85	1.75	1.75
2.6.8) Reviews the school curricula.	1.77	1.81	1.75
2.6.9) Observes building-level intervention assistance team and reviews its procedures.	1.85	1.81	1.83

2.7 Prevention, Crisis Intervention and Mental Health

2.7.1) Demonstrates knowledge of human development and psychopathology and associated biological, cultural, and social influences on human beings. Is aware of current theory and research in these areas.	1.62	1.56	
2.7.2) Works collaboratively with others at the systems level to implement prevention and intervention programs that promote mental health and physical well-being of students.	1.23	1.44	
2.7.3) Demonstrates knowledge regarding crisis policies and procedures regarding collaboration with school personnel, parents, and community in the aftermath of a crisis.	1.23	1.50	
2.7.4) Demonstrates skills in providing direct interventions, i.e., individual counseling, group counseling, social problem solving skills.	1.23	1.25	
2.7.5) Demonstrates skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.	1.23	1.19	

2.8 Home/School/Community Collaboration

2.8.1) Demonstrates knowledge of family systems, including family strengths and influences on student development, learning, and behavior.	1.38	1.19	1.25
2.8.2) Demonstrates knowledge of methods and strategies to involve families in education and service delivery.	1.23	1.25	1.25
2.8.3) Establishes and maintains collaborative			

relationships with families, educators, and others in the community to promote and provide comprehensive services to children and families.	1.23	1.25	1.33
2.8.4) Demonstrates skills to facilitate home–school communication and collaboration.	1.23	1.19	1.25
2.8.5) Collaborates effectively with families, teachers, school personnel, and others throughout the assessment process and during interventions.	1.23	1.19	1.33
2.8.6). Demonstrates knowledge of school-based and community services and resources for children with diverse needs and helps to create links between schools, families, and community resources.	1.15	1.13	1.33

2.9 Research and Program Evaluation

2.9.1) Demonstrates knowledge of and is able to translate evidence-based research, statistics, and evaluation methods into practice.	1.31	1.44	1.42
2.9.2) Understands research design and statistics to plan and conduct investigations and program evaluations for improvement of services.	1.54	1.44	1.42
2.9.3) Selects and implements evidence-based assessment and intervention strategies.	1.31	1.31	1.50
2.9.4) Collects and analyzes data to evaluate the effectiveness of interventions.	1.23	1.25	1.33
2.9.5) Demonstrates knowledge of research and program evaluation.	1.15	1.13	1.25

2.10 School Psychology Practice and Development

2.10.1) Understands and adheres to professional, ethical and legal standards in school psychology and education.	1.77	1.75	1.75
2.10.2) Has knowledge of the history and foundations of school psychology, education, special education, health care, and related fields and uses this understanding in working with children, parents, and school personnel.	1.85	1.81	1.83
2.10.3) Demonstrates reliable, responsible, and dependable behaviors.	1.85	1.81	1.83
2.10.4) Interacts with others in a professional manner.	1.92	1.94	1.83
2.10.5) Presents information in writing and orally in a clear and professional manner.	1.77	1.56	1.58
2.10.6) Responds appropriately to feedback from others and is flexible and open to suggestions.	1.54	1.44	1.58

2.10.7) Appropriately prepares and utilizes supervision, including making effective use of feedback.	1.62	1.50	1.42
2.10.8) Demonstrates a commitment to continued professional development and learning, self improvement, and evaluation.	1.31	1.50	1.42

2.11 Information Technology

2.11.1) Demonstrates knowledge of information sources and technology relevant to school psychology.	1.85	1.94	1.83
2.11.2) Demonstrates ability to utilize word processing and spreadsheets.	1.92	1.94	1.92
2.11.3) Demonstrates ability to communicate utilizing e-mail.	2.0	2.0	2.0
2.11.4) Demonstrates ability to utilize PowerPoint.	2.0	2.0	2.0
2.11.5) Demonstrates ability to utilize computer software for testing scoring and interpretation and statistical analyses, if necessary.	1.46	1.75	1.83
2.11.6) Demonstrates ability to retrieve information from various websites and databases.	2.0	2.0	2.0
2.11.7) Demonstrates knowledge of technological resources for students.	1.38	1.44	1.33
2.11.8) Demonstrates knowledge of adaptive technology for students with disabilities.	1.15	1.13	1.25

Professional Work Characteristics

Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	1.85	1.88	1.83
Demonstrates effective oral communication skills – speaks orally in an organized and clear manner.	1.92	1.81	1.83
Demonstrates effective written communication skills – writes in an organized, clear manner.	1.31	1.75	1.75
Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.	1.46	1.69	1.75
Demonstrates attending/listening skills – attends to important communications and listens effectively.	1.46	1.50	1.50

Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.	1.46	1.50	1.50
Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	1.54	1.56	1.58
Demonstrates time management and organization – organizes work and manages time effectively.	1.54	1.44	1.50
Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients.	1.85	1.63	1.67
Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately.	1.31	1.25	1.50
Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	1.38	1.44	1.42
Demonstrates systems orientation – understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of the system.	1.08	1.19	1.25
Demonstrates problem-solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	1.31	1.25	1.25
Overall rating	1.54	1.56	1.50

Scoring Guide:

2 = Very Effective

1 = Effective

0 = Needs Improvement

SAMPLE SECTION IV, ASSESSMENT #4 (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS INTERN EVALUATIONS BY FIELD SUPERVISORS

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a “perfect” sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program’s NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program’s submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. In the description of each assessment below, the SPA identifies assessments that would be appropriate. Assessments are organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge¹⁰
- Pedagogical and professional knowledge, skills, and dispositions
- Comprehensive range of services that positively impact children, youth, families, and others.

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

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

In narrative form:

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

In attachments:

5. Documentation for each assessment (Attachments IV, Assessments 1-8), including¹¹:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) aggregated candidate data derived from the assessment, with aggregated data specific to each NASP domain that it is intended to assess.

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

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

Narrative Summary

Intern Ratings: The mean rating of 3.77 and the 2.88-4.0 range of ratings across the 11 interns also reveals competency ratings approaching mastery, especially on the part of 10 of the 11 interns who received ratings ranging from 3.6-4.0. One intern had ratings of 2 (Developing) on two domains.

Due to the significant revision two years ago, only data for the 2005-06 and 2004-05 intern years are provided.

2005-06 Interns

Domain Ratings: The mean rating of 3.79 and the 3.65-3.90 range of ratings across the 11 domains reveal competency ratings approaching mastery (4.0). Domain 11 (Information Technology) was rated the highest, indicating that all interns possessed mastery of the various technology skills required during internship. The lowest rating occurred in Domain 6 (School & Systems Organization, Policy Development, and Climate) and Domain 9 (Research & Program Evaluation), with ratings of 3.65 and 3.66, respectively.

Intern Ratings: The mean rating of 3.79 and the 3.27-4.0 range of ratings across the 10 interns also reveal competency ratings approaching mastery, especially on the part of 8 of the 10 interns who received ratings ranging from 3.80 to 4.0. No intern ratings fell below Satisfactory on any of the 11 domains.

2004-05 Interns

Domain Ratings: The mean rating of 3.79 and the 3.62-4.00 range of ratings across the 11 domains reveal competency approaching mastery (4.0). Domain 11 (Information Technology) was rated the highest (4.0), indicating that all interns possessed mastery of the various technology skills required

during their internships. The lowest ratings occurred in Domain 6 (School & Systems Organization, Policy Development, & Climate), Domain 7 (Prevention, Crisis Intervention, & Mental Health), and Domain 8 (Home/School/Community Collaboration), where ratings were 3.67, 3.63, and 3.62, respectively.

Assessment Instrument

The assessment instrument for intern evaluations by field supervisors is the *Intern Outline of Objectives, Experiences, and Competencies*, located in the Program Handbook on pages 53-77 and appearing below. This instrument is used to organize internship experiences and to evaluate competencies. Interns are assessed mid-year and at the conclusion of the internship.

Alignment with NASP Domains: Although the program has used a similar instrument to assess interns across the 11 NASP domains for many years, the document was significantly revised two years ago. The revision reorganized the document to incorporate a format that was more aligned with the 11 NASP domains in terms of categorizing the specific content.

**University of XXX
Dept. of XXXX
Outline of Objectives, Experiences & Competencies for School Psychology
Internship**

Name	Signature
<i>University Supervisor:</i>	
. _____	
Phone (555) 555-5555, e-mail XXX@XXX	
<i>District:</i> _____	
<i>Field Supervisor:</i> _____	
<i>Intern:</i> _____	

Check version:

- _____ **Pre-internship self-assessment (due by September 15)**
- _____ **Mid-year evaluation (due by December 1)**
- _____ **Year-end evaluation (due by June 1)**

This *Internship Plan and Evaluation Protocol* provides an outline of competencies to be attained by the close of the internship, including a timeline for experiences intended to facilitate competency attainment. It reflects the competencies in the program’s training paradigm and is consistent with *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2000). This document includes a protocol for evaluating

the intern's progress toward the development of competencies and can be used by all parties to facilitate discussion during evaluation conferences.

All parties agree to cooperate in the internship experience and to comply with guidelines of the XXX Guidelines for School Psychology, the *Operating Standards for XXX's Schools Serving Children with Disabilities*, and the *Model Procedures and Forms for the Education of Children with Disabilities*. It is further agreed that the training experience will be comprehensive across the age range of students served, disability conditions, and school psychological services.

REV 04/05

Conditions for Supervision

The university supervisor will conduct on-site review conferences with the field supervisor and intern at least four times during the school year. Additional site visits will occur as deemed necessary by the intern, intern supervisor, and/or university supervisor. The university supervisor will conduct periodic seminars held on-campus for purposes of supervision, instruction, and evaluation of progress. A schedule of these on-campus seminars will be provided to the intern and to the supervising school district at the beginning of the academic year.

Field supervisors will provide individual, face-to-face supervision to the intern for an average of at least two hours per week throughout the internship year, with additional supervision time provided as the need arises. At least once each academic term, the field supervisor will assess progress toward the attainment of objectives and complete a written evaluation of the intern's performance. The intern will receive feedback on a semi-annual basis from both the field supervisor and university supervisor.

The intern will maintain a daily log and a case log reflecting internship activities reflecting progress toward the attainment of objectives and competencies, which will be made available for evaluation purposes and site visits by the university supervisor. The intern will attend scheduled seminars held on-campus for purposes of supervision, instruction, and evaluation of progress. The intern will complete and submit documentation of internship activities as directed by the university supervisor(s).

Procedures for Evaluation

Field supervisors will complete periodic written evaluations of the intern's performance. Interns will complete a written evaluation of the internship experience at the conclusion of the internship year. The final evaluation will include an assessment of the nature and scope of experiences provided by the internship site, the quality of field supervision, outcomes for the intern, completeness of the intern's preparation for the internship experience, and the suitability of the placement site for future internship placements. Should problems arise during the course of the internship, it is the responsibility of the university supervisor(s), field supervisors, and intern to communicate about such problems and cooperate in efforts to resolve such problems. In such instances, it is the responsibility of the university supervisor(s) to initiate and lead a "best practices" problem-solving intervention. Interns and

supervisors should enter one of the following ratings in the left margin of the following pages, in front of the dashes.

Evaluation Key

- 4 = **Demonstrated: Mastery** 1 = **Demonstrated: Unsatisfactory**
 3 = **Demonstrated: Satisfactory** N/O = **Not Yet Demonstrated:**
 2 = **Demonstrated: Developing** **No/inadequate opportunity**

OUTLINE OF OBJECTIVES, COMPETENCIES, EXPERIENCES & ASIGNMENTS BY NASP'S ELEVEN DOMAINS OF PROFESSIONAL PRACTICE

1. Data-Based Decision-Making and Accountability (SOEAP: Scholar Practitioner)

The intern is able assess of strengths and needs toward understanding problems, measure progress and accomplishments, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

Initiated by end of _____ Fall _____ Spring

Evaluation			
Competency/Skill/Activity	Entry	Midterm	Final

Overall rating and comment: _____

Sep	Dec	Jun	
			<p>Specific Skills:</p> <p>a) Select and apply appropriate assessment methods:</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Test administration and interpretation (norm-referenced, criterion-referenced) - Behavioral assessment: Interviewing; systematic direct observation; functional assessment/analysis - Curriculum-based assessment: - Ecological/environmental assessment (home, classroom, school, community): - Assessment of student characteristics (cognitive, emotional, and motivational factors affecting performance) - Permanent products inspection (e.g., work products, school records) - Integrates assessment results in written reports <p>b) Understanding and using assessment in a problem-solving context:</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Use data to demonstrate student problems/needs - Use data to demonstrate student outcomes <p>c) Understanding and using assessment in an accountability context:</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Use assessment to identify system-level needs (e.g., classwide intervention; improved parent/school communication;

			<p>more effective problem-solving team functioning; less reliance on testing)</p> <ul style="list-style-type: none"> - Use assessment to identify outcomes of system-level practices, activities, and projects - Use assessment information to make decisions regarding special education eligibility determination
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RELATED WRITTEN ASSIGNMENTS A, B, C, D, H, I

2. Consultation and Collaboration (SOEAP: Critical Reflection)

The intern is able to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level. The intern has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.

Evaluation			
Competency/Skill/Activity	Entry	Midterm	Final

Overall rating and comment:

Sep	Dec	Jun	<p><i>Specific Skills:</i></p> <p>a) Displays appropriate interpersonal communication skills</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Listens attentively to others - Displays appropriate empathy - Paraphrases, summarizes, and questions appropriately - Participates in group discussions - Displays appropriate communication with educational personnel and parents <p>b) Conveys information accurately and effectively</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Writes clearly, coherently, and effectively - Speaks clearly, coherently, and effectively <p>c) Works collaboratively with others</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Solicits and considers the viewpoints of others - Establishes trust in relationships; is reliable - Promotes collaboration through modeling and facilitative skills <p>d) Displays knowledge and skill in consultative problem solving</p> <p><i>Comments:</i> _____</p> <p>_____</p>
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			<ul style="list-style-type: none"> - Models support for problem solving initiatives at individual, school, and system levels - Applies a complete and systematic problem-solving process that includes: <ul style="list-style-type: none"> - Identification and clarification of problem situation - Analysis of factors related to the problem - Implementation and monitoring of interventions - Evaluation of outcomes and follow-up
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RELATED WRITTEN ASSIGNMENTS B, C, H, I

3. Effective Instruction and Development of Cognitive/Academic Skills (SOEAP: Scholar Practitioner)

The intern has knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills

Initiated by end of _____ **Fall** _____ **Spring**

Evaluation

Competency/Skill/Activity	Entry	Midterm	Final
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Overall rating and comment: _____ _____ _____

Sep	Dec	Jun	
			<p><i>Specific Skills:</i></p> <p>a) Interprets, recommends, and supports accountability standards and procedures</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Is familiar with federal, state, and local accountability standards and procedures (e.g., proficiency testing; standardized group testing program; “handicapped count,” SIR) - Recommends and assists with appropriate procedures for demonstrating attainment of standards <p>b) Knows when and how to use empirically validated academic intervention strategies</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Knows empirically validated components of effective academic intervention (e.g., immediate feedback, opportunities to respond, contingencies for accuracy) - Knows empirically validated instructional interventions (e.g., peer-assisted learning, listening previewing, practice strategies) <p>c) Suggests and is able to apply appropriate intervention monitoring methods</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Understands intervention acceptability as a factor influencing use of interventions - Supports intervention integrity through development of appropriate monitoring techniques - Assists in designing and implementing data collection procedures that are appropriate to the nature of the intervention, its goals, and relevant child and environmental factors

RELATED WRITTEN ASSIGNMENTS A, B, H

4. Socialization and Development of Life Competencies (SOEAP: Scholar Practitioner)

The intern has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.

Initiated by end of _____ Fall _____ Spring

Evaluation

Competency/Skill/Activity	Entry	Midterm	Final
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Overall rating and comment: _____

Sep	Dec	Jun	
			<p><i>Specific Skills:</i></p> <p>a) Knows when and how to use empirically validated behavioral intervention strategies</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Knows empirically validated components of effective behavioral intervention (e.g., cueing, reinforcement, skill training) - Knows empirically validated behavioral interventions (e.g., reinforcement plans, self-regulation, problem-solving routines) <p>b) Knows when and how to use one or more short-term counseling approaches</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Develops and implements appropriate counseling plans for individual students - Develops and implements appropriate counseling plans for groups of students <p>c) Suggests and is able to apply appropriate intervention monitoring methods</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Understands intervention acceptability as a factor influencing use of interventions - Supports intervention integrity through development of appropriate monitoring techniques - Assists in designing and implementing data collection procedures that are appropriate to the nature of the intervention, its goals, and relevant child and environmental factors

RELATED WRITTEN ASSIGNMENTS C, D, E, F

5. Student Diversity in Development and Learning (SOEAP: Embrace Diversity for Promotion of Social Justice)

The intern has 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. The intern evidences sensitivity and the ability to work effectively with a wide variety of people.

Evaluation

Competency/Skill/Activity	Entry	Midterm	Final
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Overall rating and comment: _____

Sep	Dec	Jun	

			<ul style="list-style-type: none"> - Possesses adequate knowledge base regarding age, race, ethnicity, gender, disability, sexual orientation, and culture-related issues - Demonstrates respect for diversity and awareness of own biases and their impact on one's own behavior - Able to identify needs and appropriate modifications related to student diversity
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6. School and Systems Organization, Policy Development, and Climate (SOEAP: Building Community)

The intern has knowledge of general education, special education, and other educational and related services, as well as an understanding of schools. The intern collaborates to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Initiated by end of _____ **Fall** _____ **Spring**

Evaluation

Competency/Skill/Activity	Entry	Midterm	Final
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Overall rating and comment: _____

Sep	Dec	Jun	
			<p><i>Specific Skills:</i></p> <p>a) Knows components of effective problem-solving team structure and operation</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Is familiar with components and operating procedures characteristic of effective school-based teams (membership, agenda, observing time limits, written record, action plans, frequency/length of meetings) - Demonstrates effective "process" skills in team activities (inviting, re-directing, conflict management, summarizing, eliciting agreements, role assignments) <p>b) Able to conceptualize change-related phenomena (resistance, crisis, etc.) in "systems" terms and to recommend/implement corresponding and effective strategic responses</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Avoids "joining" resistance (blaming, giving up, fault-finding); maintains professional objectivity - Describes behavioral phenomena in "system terms" (power relationships, healthy/unhealthy resistance, crisis response, etc.) - Suggests/implements strategies to respond to change-related system phenomena (e.g., enhancing ownership, demonstrating need/results, "just do it") <p>c) Conducts training activities for professional staff and parents/caregivers</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Assesses potential training needs - Develops training plan - Conducts/assists with training, working toward an effective presentational style - Evaluates training impact/outcomes
Sep	Dec	Jun	

			<p>d) Facilitates the development of attitudes and practices that foster a positive school climate <i>Comments:</i> _____ _____</p> <ul style="list-style-type: none"> - Demonstrates knowledge of effective disciplinary policies and practices (classwide; schoolwide) - Demonstrates knowledge of institutional practices that foster positive school climate (shared decision-making, frequent communication, parent involvement, high standards, etc.) - Participates, when feasible, in activities and programs to foster positive school climate
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RELATED WRITTEN ASSIGNMENTS F, J

7. Prevention, Crisis Intervention, and Mental Health (SOEAP: Embrace Diversity for Promotion of Social Justice)

The intern has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The intern contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

Initiated by end of _____ Fall _____ Spring

Evaluation			
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Competency/Skill/Activity	Entry	Midterm	Final
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Overall rating and comment: _____

Sep	Dec	Jun	
			<ul style="list-style-type: none"> - Knows and recognizes behaviors and personal risk factors that are precursors to conduct and other disorders or threats to wellness - Familiar with prevention and risk-reduction programs and activities - Knows and is able to apply principles for responding to crises (suicide, death, natural disaster, murder, violence, sexual harassment)

RELATED WRITTEN ASSIGNMENT D

8. Home/School/Community Collaboration (SOEAP: Build Community)

The intern has 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. The intern works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Evaluation			
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Competency/Skill/Activity	Entry	Midterm	Final
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Overall rating and comment: _____

Sep	Dec	Jun	
			<ul style="list-style-type: none"> - Knows how family characteristics and practices affect patterns of attitudes, feelings, and behavior - Accommodates parent/caregiver needs, preferences, values, and cultural characteristics - Promotes home-school collaboration through effective communication with parents/caregivers - Assesses potential parent/caregiver training needs; develops/implements/evaluates training program

			- Creates and strengthens linkages with community-based agencies and resources
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9. Research and Program Evaluation (SOEAP: Scholar Practitioner)

The intern knows current literature on various aspects of education and child development, is able to translate research into practice, and understands research design and statistics in sufficient depth to conduct investigations and program evaluations for improvement of services.

Initiated by end of _____ Fall _____ Spring

Evaluation			
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Competency/Skill/Activity	Entry	Midterm	Final
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Overall rating and comment: _____

Sep	Dec	Jun	
			<ul style="list-style-type: none"> - Knows basic principles of research design, including single-subject designs - Accurately distinguishes between good and inadequate research - Understands measurement practices and outcomes to be able to recommend and explain them to others (teachers, parents) - Able to design an evaluation or investigation relevant to own work

RELATED WRITTEN ASSIGNMENTS A, J, K, L

10. School Psychology Practice and Professional Development (SOEAP: Scholar Practitioner)

The intern takes responsibility for developing as a professional and practicing in ways that meet all appropriate ethical, professional, and legal standards to enhance the quality of service, and to protect the rights of all parties.

Evaluation			
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Competency/Skill/Activity	Entry	Midterm	Final
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Overall rating and comment: _____

Sep	Dec	Jun	
			<p>Specific Skills:</p> <p>a) Knows and applies law and regulations governing special education identification and placement activities <i>Comments:</i> _____ _____</p> <ul style="list-style-type: none"> - Is familiar with special education eligibility criteria under IDEA and XXXX <i>Standards for the Education of Children with Disabilities (OS)</i> - Is familiar with parent and child rights under IDEA and Ohio OS. - Is familiar with due process and procedural safeguards provisions of IDEA and Ohio OS. - Is familiar with requirements related to evaluation activities and IEP development per IDEA and Ohio OS <p>b) Knows and applies pertinent legal and ethical standards in professional activities <i>Comments:</i> _____ _____</p>

		<ul style="list-style-type: none"> - Familiar with/observes the codes of ethics of state and national professional associations - Familiar with/observes laws pertaining to the delivery of professional services (e.g., child abuse reporting, status offenses, confidentiality, informed consent, etc.) <p>c) Participates in appropriate professional development activities (e.g., state and local professional association meetings; conferences)</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Attends conferences, meetings, etc. - Engages in continuous learning (readings, class participation, seminars, etc.) <p>d) Displays appropriate attitudes and behavior related to professional and employment status</p> <p><i>Comments:</i> _____</p> <p>_____</p> <ul style="list-style-type: none"> - Identifies own strengths/weaknesses - Shows respect for the expertise/contributions of other professionals - Accepts responsibility for own behavior (acknowledges errors; works toward improvement) - Accepts and responds constructively to criticism and suggestions - Cooperates with directives of intern supervisor - Persists in completing assigned tasks with minimal oversight (locates and obtains needed information and materials; follows through on tasks/needs without reminders; etc.) - Employs effective organizational strategies (calendar, caseload tracking and management, prioritizing, time management) - Flexible in altering routines to meet novel demands - Returns telephone calls and e-mail messages and responds to communication promptly - Recognizes own limitations; seeks advice and information as circumstances dictate - Respects authority of intern supervisor, school administrators, etc. - Adheres to district policies and procedures (attendance and punctuality; dress and personal hygiene; case-related policies/procedures; employment-related policies/procedures)
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RELATED WRITTEN ASSIGNMENT I

11. Information Technology (SOEAP: Scholar Practitioner)

The intern has knowledge of information sources and technology relevant to the practice of School Psychology and is able to access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services.

Evaluation			
Competency/Skill/Activity	Entry	Midterm	Final

Overall rating and comment: _____

Sep	Dec	Jun	
			- Is familiar with electronic information resources available via the internet and world wide web.

			<ul style="list-style-type: none"> - Knows how to use electronic technology for communication purposes and to access information relevant to professional practice. - Knows how to locate, evaluate, and make appropriate use of software supporting professional activities (e.g., test scoring, statistical analysis, reporting, computer-assisted instruction).
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RELATED WRITTEN ASSIGNMENTS A, B, C, D, G, I

Documentation of Involvement with Diverse Populations

	Bldg./Site	Timeline	Evaluation (Key: 1= Exposed or Observed; 2 = Served)
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Sep	Dec	Jun	
			<i>By age/grade level:</i>
			- Early childhood (Age 0-4) _____
			- Primary (Grade K - 3) _____
			- Intermediate (Grade 4 - 6) _____
			- Junior High (Grade 7 - 9) _____
			- Secondary (Grade 10 - 12) _____
			<i>By population:</i>
			- Regular (general) education _____
			- Developmentally delayed _____
			- Emotionally disturbed _____
			- Learning disabled _____
			- Multiple disabilities _____
			- Sensory impaired (vision, hearing) _____
			- Orthopedic/health impaired _____
			- Gifted/talented _____
			- Low incidence (autism, TBI, etc.) _____
			- Other: _____

Initial Recommendations for the Internship Experience

Results of this evaluation, completed on _____, suggest that the following competencies/skills/activities should be emphasized during the early months of the internship:

Midterm Recommendations for the Internship Experience

Results of this evaluation, completed on _____, suggest that the following competencies/skills/activities should be emphasized during the next phase of the internship:

**Certification of Satisfactory Completion
of School Psychology Internship**

It is the professional judgment of the University Supervisor and the Field Supervisor that _____ has completed the activities and experiences planned for the School Psychology Internship, and that s/he has achieved a satisfactory level of performance in the skills and competencies specified herein.

University Supervisor Date

Field Supervisor Date

Intern Date

Field Supervisor Date

Aggregated Data Charts

Aggregated Field Supervisor Ratings of Interns (05-06)

Intern	Domains											Mean
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	
1	4	4	4	4	4	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3.5	3.5	3.5	3	3	3.5	3.5	3	3.5	4	3.36
4	4	4	3.75	3.75	3.75	3.75	3.5	3.75	3.75	4	4	3.82
5	4	4	4	4	4	4	4	4	4	4	4	4
6	4	4	4	4	4	4	3.5	3.5	4	4	4	3.91
7	4	4	4	4	4	3.5	4	3.5	3.75	4	4	3.89
8	3.75	3.75	3.5	3	4	3	3	3	3	3	3	3.27
9	4	4	3.75	4	3.5	3.5	4	4	3	4	4	3.8
10	3.75	3.5	3.5	4	4	4	3.5	4	4	4	4	3.84
Mean	3.85	3.88	3.8	3.83	3.83	3.68	3.7	3.73	3.65	3.85	3.9	
												3.79

Aggregated Field Supervisor Ratings of Interns (04-05)

Intern	Domains											Mean
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	
1	3.8	4	3.8	4	4	4	4	4	4	4	4	3.96
2	3.9	4	4	3.9	3.7	3.7	4	3.8	3.3	4	4	3.85
3	3	2	3	NA*	3	3	NA*	3	NA*	2	4	2.86
4	4	4	4	4	4	3.9	3.3	3.6	3.7	4	4	3.86
5	4	4	4	4	4	4	4	4	4	4	4	4
6	4	4	3.7	3.3	4	3	3	3	4	3.6	4	3.6
7	3.7	3.7	4	4	4	3.8	3	3.6	3.6	3.9	4	3.75
8	4	4	4	4	4	4	4	4	4	4	4	4
9	4	3.9	3.9	4	4	3.6	3.7	3.6	4	3.9	4	3.87
10	3.7	4	3.7	4	3.3	3.4	4	3.2	4	3.3	4	3.69
11	4	4	4	4	4	4	4	4	4	4	4	4
Mean	3.83	3.78	3.83	3.91	3.82	3.67	3.63	3.62	3.91	3.7	4	
												3.78

* This intern already possessed a doctorate in clinical psychology. Field supervisors were not asked to provide ratings on objectives in these Domains.

SAMPLE SECTION IV, #5 (Required)- PEDAGOGICAL AND PROFESSIONAL
KNOWLEDGE, SKILLS, AND DISPOSITIONS
COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE
ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a “perfect” sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program’s NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program’s submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. In the description of each assessment below, the SPA identifies assessments that would be appropriate. Assessments are organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge¹²
- Pedagogical and professional knowledge, skills and dispositions
- Comprehensive range of services that positively impact children, youth, families, and others.

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

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

In narrative form:

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

In attachments:

5. Documentation for each assessment (Attachments IV, Assessments 1-8), including¹³:
- (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) aggregated candidate data derived from the assessment, with aggregated data specific to each NASP domain that it is intended to assess.

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

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

Portfolio Entries

1. Description:

As described in Attachment I C (Program Handbook, Appendix B, Internship Guide, p. 21+) and in course syllabus for BDE 634 Colloquium in School Psychology (internship), all interns are required to develop a EdS portfolio. The following documents are included:

- a) Psychological Report Linked to Intervention. Interns are required to submit a psychoeducational report linked to intervention. Additional reports being added to the Internship beginning during the 2006-07 academic year are an academic response-to- intervention/problem solving case study, and a behavioral response-to-intervention/problem solving case study. No data are yet available on these case study reports completed during the Internship, although students conducted and wrote a problem solving case study report during BDE 629 Individual Psychodiagnostics III. The more traditional psychoeducational report has been a long-standing requirement, and beginning in September 2006, response-to- intervention/problem-solving case studies are being added. See Internship Guide, Appendix B pp. 22 -26 for Academic or Social/Behavioral Assessment for Intervention Evaluation Rubric.
- b) Classwide, School Wide or Systems Level Intervention. Interns are required to conduct a classwide, school wide or systems level intervention after identifying an area of need. This project addresses a universal level intervention or prevention programs in social, emotional, behavioral, or academic development. The project follows the steps outlined in the attached rubric used for scoring the project.
- c) Counseling Competencies. Interns must submit a videotape and accompanying write up of the counseling case during internship that demonstrates competencies in counseling.
- d) Consultation Competencies. Interns are required to submit a videotape and accompanying write up of a consultation case that depicts their competencies in problem-solving consultation.
- e) Inservice Presentation. Interns are required to develop an inservice program that addresses a school system-wide issue or need.

f) Comprehensive Case Study. Interns are required to complete a comprehensive case study that demonstrates their ability to integrate domains of knowledge and apply professional skills in developing a range of services that positively impact children, youth, families and other consumers.

2) How portfolio documents align with NASP Domains is depicted in the table below:

Internship Assignments Related to NASP's Eleven Domains of Professional Practice												
	Assignments	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
a	Psych. Eval Rubric	X	X	X	X	X						X
b	Class, School or System Wide Intervention	X	X	X	X		X	X	X			X
c	Counseling Case				X							
d	Consultation Case	X	X	X	X							
e	Inservice Presentation						X	X	X	X		X
f	Comprehensive Case Study	X	X	X	X							X

Specifically, each of the above listed portfolio items (a-f) will be discussed in terms of how it aligns with NASP Domains.

a) The psychoeducational report linked to intervention with Domains 2.1, 2.2, 2.3, 2.4, 2.5 and 2.11. Interns collect and interpret data from students, teachers, and parents, and translate assessment results into evidenced-based interventions in academic, cognitive, and behavioral areas. This data describes the individual abilities and disabilities of the student.

b) Classwide, School Wide or System Level Intervention is aligned with Domains 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, and 2.11. The scoring rubric (Attachment IV 5 Class, School or System Level Intervention) outlines the steps interns follow in completing this project. It requires interns to collect and interpret data, collaborate with others during the needs assessment and evaluation process, address either academic, cognitive and/or behavioral areas at a systems level from a prevention perspective and follows a problem-solving model design. Technology is required to graph results.

c) Counseling competencies are demonstrated through a video tape of counseling session(s) and addresses domain 2.4 by demonstrating competencies in an area of behavioral, affective, adaptive or social skills.

d) Consultation competencies are demonstrated through a video tape of a consultation session(s) and address Domains 2.1, 2.2, 2.3, and 2.4. The consultation is a problem solving process requiring the intern to collect and interpret data during consultation session(s) with the consultee in order to problem solve a client's academic or behavioral problem.

e) Inservice presentation addresses Domains 2.6, 2.7, 2.8, 2.9 and 2.11. The presentation is designed to address a school or system level need for professional development from a prevention perspective and requires the collaboration with home, school and/or community depending upon the topic. An evaluation is completed and technology is used to present the inservice using Power Point.

f) The comprehensive case study minimally aligns with Domains 2.1, 2.2, 2.3, 2.4 and 2.11. Interns collect and interpret data, collaborate with teachers and parents, identify and analyze problem(s), develop and test hypotheses, develop and implement intervention(s) and evaluate outcomes. The

case study can deal with academic and/or behavioral issues. Technology is used to graph information.

3 & 4) Analysis and Interpretation

On the basis of the data presented in the six IV 5 Attachments, each of the portfolio entries has demonstrated the interns' skills in the various areas using aggregated data via scoring rubrics. The mean scores for each portfolio project is high (above 1.0) and indicates Effective to Very Effective ratings. Refer to Attachments BELOW for specific results.

**Section IV Assessment 5.1 – Performance Based –
Psychoeducational Report Linked to Intervention
University
School Psychology Program**

- 5. a) Assessment tool is included on pages 2-3 of this attachment.
- b) Scoring guide: Beginning = 0, Adequate = 1, Advanced = 2
- c) Aggregated candidate data below

**Aggregated Data from Psychoeducational Problem Solving Report
Linked to Intervention**

Corresponds to item on Psychoed Rpt Rubric (pp. 2-3)	Class of 2004 n = 12	Class of 2005 n = 13	Class of 2006 n = 16
1.	2.0	2.0	2.0
2.	2.0	1.92	1.94
3.	1.83	2.0	1.94
4.	2.0	2.0	2.0
5.	2.0	2.0	2.0
6.	1.92	1.92	1.94
7.	2.0	2.0	2.0
8.	2.0	2.0	2.0
9.	2.0	1.92	1.94
10.	1.92	1.92	2.0
11.	1.92	2.0	2.0
12.	2.0	2.0	2.0
13.	1.92	2.0	2.0
14.	2.0	2.0	2.0
15.	1.92	2.0	1.94
16.	1.92	2.0	2.0
Overall	2.0	2.0	2.0

**Attachment Section IV 5.2-Performance Based:
Aggregated Data of Classwide, School Wide or System Level Intervention**

**University
School Psychology Program**

Evaluation of Classwide, School Wide or System Level Intervention

a) Description of assignment: Interns were required to develop a classwide, school wide or system level intervention after identifying an area of need. The intervention steps are specified below.

b & c) Scoring guide and aggregated data specific to domain intended to assess.

NASP Domains	Intervention Steps	Class of 2004 scores n = 12	Class of 2005 scores n = 13	Class of 2006 scores n = 16
2.1 2.2	Conducts needs assessment	2.0	2.0	1.88
2.3 2.4 2.7 (Universal level intervention)	Selects evidence-based intervention	1.92	1.92	1.88
2.3 2.4	Designs intervention plan	1.83	1.92	1.81
2.3 2.4	Implements plan	2.0	2.0	1.75
2.11	Monitors intervention progress (graphs results)	1.83	1.77	1.81
2.1	Evaluates plan	1.83	1.85	1.88

Key:

2 = Very Effective

1 = Effective

0 = Needs Improvement

Written Internship Assignments Related to NASP's Eleven Domains of Professional Practice												
	Assignments	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
C	Classwide, School Wide or System Level Intervention	X	X	X	X			X				X

Section IV Assessment 5.3: Performance Based - Counseling Case

School Psychology

Evaluation of Counseling Case

a) Description of assignment: Interns are required to provide a video tape of a counseling session with an accompanying write up of the counseling case. The tape and write up will be evaluated by the following criteria.

b) and c) Scoring guide and aggregated data are below.

NASP Domain 2.4	Class of 2004 scores n = 12	Class of 2005 scores n = 13	Class of 2206 scores n = 16
Obtain permission for counseling	2.0	2.0	2.0
Build rapport	1.92	1.85	1.56
Explore problem	1.83	1.77	1.69
Establish baseline	1.83	1.69	1.69
Explore possible solutions	2.0	1.85	1.81
Evaluate strengths and weaknesses of alternatives	1.83	1.85	1.63
Select plausible solution	1.75	1.77	1.69
Collaboratively design solution plan	1.75	1.85	1.81
Obtain pupil commitment to plan	1.75	1.69	1.56
Monitor plan	1.67	1.62	1.56
Evaluate plan effectiveness	1.75	1.38	1.50

Key:

2 = Very Effective

NASP Domain: 2.4

1 = Effective

0 = Needs Improvement

Section IV Assessment 5.4-Performance Based: Consultation Case

University Colloquium in School Psychology Evaluation of Consultation Case

a) Description of assignment: Interns were required to conduct a consultation whereby the consultant (intern) consults with the consultee(s) (teacher and/or parent) regarding an issue concerning the client (student). Two products are generated: a video tape of session(s) and a written case study.

Ratings are provided for the stages below. The written description of the consultation will be evaluated by the section: Consultation Components. The taped of the consultation will be evaluated by the second section: Communication Skills.

b & c) Scoring guide and aggregated data specific to domain intended to assess.

		Class of	Class of	Class of
--	--	----------	----------	----------

NASP Domain	Stages of Consultation	2004 scores n = 12	2005 scores n = 13	2006 scores n = 16
2.2 2.6	Introduction -School and classroom setting are described. -The consultee introduced and described the problem.	1.67	1.69	1.75
2.1 2.2	Problem Identification -Objectives established -Performance measures selected -Data collected and reported. -Discrepancy between current and desired performance is determined.	1.58	1.77.	1.69
2.2 2.3 2.4	Intervention -Intervention plan developed -Intervention implemented -Procedures to monitor and evaluate intervention success is described	1.75	1.69	1.63
2.3 2.4	Implication for Teaching Implications discussed	1.67	1.69	1.56
2.1	Evaluation of Consultation Process -Objective measures of consultation process used -Evaluation of process is discussed	1.83	1.77	1.69
2.2	Overall Rating of Consultation	1.83	1.85	1.81
2.2	Communication Skills Consultant listened more than talked.	1.83	1.85	1.75
2.2	Questioning was effective	1.58	1.54	1.69
2.2	Consultant kept track of comments made by consultee and efficiently integrated, paraphrased, and summarized consultee's thoughts and concerns.	1.75	1.62	1.63
2.2	Appropriate affect was displayed by the consultant through empathy and validation	1.67	1.54	1.56
2.2	Overall Rating of Communication Skills	1.67	1.77	1.75

Key:

2 = Very Effective
 1 = Effective
 0 = Needs Improvement

Written Internship Assignments Related to NASP's Eleven Domains of Professional Practice												
	Assignments	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
C	Consultation Case	X	X	X	X		X					

Section IV Assessment 5.5: Performance Based – Inservice Presentation

School Psychology Evaluation of Inservice Presentation

5. a) Description of assignment: Interns are required to develop an inservice presentation that addresses a school or system wide issue or need.
 b) and c) Scoring guide and aggregated data are included in table below.

NASP Domains	Inservice Components	Class of 2004 Scores n = 12	Class of 2005 Scores n = 13	Class of 2006 Scores n = 16
2.8	Collaborates with others to determine need for training	1.75	1.69	1.56
2.9	Designs needs assessment	1.83	1.77	1.69
2.6	Conducts needs assessment	1.83	1.85	1.81
	Prepares inservice	1.67	1.77	1.69
2.6 , 2.7 2.11	Delivers inservice using Power Point (technology).	1.83	1.85	1.81
2.9	Conducts evaluation of inservice	1.75	1.62	1.69

Scoring Guide:

2 = Very Effective
 1 = Effective
 0 = Needs Improvement

Written Internship Assignments Related to NASP's Eleven Domains of Professional Practice												
	Assignments	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
I	Inservice Presentation						X	X	X	X		X

Section IV Assessment 5.6. Effects on Student Learning Environments and/or Learning.

a) Assignment: Complete a case study that demonstrates the professional skills necessary to deliver effective services that result in positive, measurable outcomes for the student. Below is the scoring rubric (b) to be used to evaluate the case study.

Section 1: Problem Identification

	Needs Improvement = 0	Effective = 1	Very Effective = 2
1.1	<input type="checkbox"/> The student's behavior is identified but not operationally defined	<input type="checkbox"/> The student's behavior is operationally defined	<input type="checkbox"/> The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms
1.2	<input type="checkbox"/> The problem is not collaboratively defined	<input type="checkbox"/> The problem is collaboratively defined	
1.3	<input type="checkbox"/> The behavior is not operationally defined in terms of both current and desired levels of performance	<input type="checkbox"/> The behavior is operationally defined or quantified in terms of both current and desired levels of performance	<input type="checkbox"/> The discrepancy between current and desired level of performance is explained
1.4	<input type="checkbox"/> A baseline for the student behavior is not established or has insufficient data	<input type="checkbox"/> A baseline for the student behavior is established using sufficient data	<input type="checkbox"/> Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines
1.5	<input type="checkbox"/> The student behavior is not identified as a skill and/or performance deficit	<input type="checkbox"/> The student behavior is identified as a skill and/or performance deficit	
1.6	<input type="checkbox"/> Parents/guardians and teachers are not involved in the problem-identification process	<input type="checkbox"/> Parents/guardians and teachers are involved in the problem-identification process	

Rating for 1.0: Problem Identification

Comments

- Very Effective
- Effective
- Needs Improvement
- Insufficient Information

Section 2: Problem Analysis

	Needs Improvement = 0	Effective = 1	Very Effective = 2
2.1	<input type="checkbox"/> Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable	<input type="checkbox"/> One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is	<input type="checkbox"/> Hypotheses are generated through collaboration with teacher and/or parent

		occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	
2.2	<input type="checkbox"/> Appropriate data are not collected to confirm or reject the hypotheses	<input type="checkbox"/> There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	<input type="checkbox"/> There are multiple sources of data that converge on each proposed hypothesis
2.3	<input type="checkbox"/> Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)	<input type="checkbox"/> Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	

Rating for 2.0: Problem Analysis

Comments

- Very Effective
- Effective
- Needs Improvement
- Insufficient Information

Section 3: Intervention

	Needs Improvement = 0	Effective = 1	
3.1	<input type="checkbox"/> Intervention is not linked to observable, measurable goal statement(s)	<input type="checkbox"/> Intervention is linked to observable, measurable goal statement(s)	
3.2	<input type="checkbox"/> Intervention(s) selection is not based on data from problem analysis and hypothesis testing	<input type="checkbox"/> Intervention(s) selection is based on data from problem analysis and hypothesis testing	
3.3	<input type="checkbox"/> Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)	<input type="checkbox"/> Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)	
3.4	<input type="checkbox"/> Intervention(s) is not developed collaboratively	<input type="checkbox"/> Intervention(s) is developed collaboratively	
3.5	<input type="checkbox"/> Intervention(s) does not reflect sensitivity to individual differences, resources, classroom	<input type="checkbox"/> Intervention(s) reflects sensitivity to individual differences, resources, classroom practices,	

	practices, and other system issues. Acceptability of intervention is not verified	and other system issues. Acceptability of intervention is verified	
3.6	<input type="checkbox"/> Logistics of setting, time, resources and personnel are not included in the intervention plan	<input type="checkbox"/> Logistics of setting, time, resources and personnel are included in the intervention plan	
3.7	<input type="checkbox"/> Treatment integrity is not monitored	<input type="checkbox"/> Intervention is monitored and data are provided to ensure that it is implemented as designed	

Rating for 3.0: Intervention

Comments

- Very Effective
- Effective
- Needs Improvement
- Insufficient Information

Section 4: Evaluation

	Needs Improvement = 0	Effective = 1	Very Effective = 2
4.1	<input type="checkbox"/> Progress monitoring data are not demonstrated on a chart	<input type="checkbox"/> Progress monitoring data are demonstrated on a chart	<input type="checkbox"/> Charting includes student performance trend lines, and/or goal lines
4.2	<input type="checkbox"/> Intervention is not demonstrated to be effective through data comparison	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to baseline data	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings
4.3	<input type="checkbox"/> Data are not used to inform further problem solving and decision making	<input type="checkbox"/> Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	<input type="checkbox"/> Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)
4.4	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are not addressed	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are addressed	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are documented as effective
4.5	<input type="checkbox"/> Effectiveness of intervention is not shared or communicated	<input type="checkbox"/> Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	<input type="checkbox"/> Modifications for future interventions are considered based upon collaborative examination of effectiveness data

4. Provide specific description of the intervention (individual, group or organizational) and steps for implementation.
5. Discuss collaboration efforts with family, school and/or community-based individuals.
6. Provide outcome data and a discussion of the results of the intervention.
- 7.

	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Mean
Domains	2.1	2.1	2.1 2.3 2.4	2.3 2.4	2.2 2.8	2.1 2.3 2.4	
04-05 Program Completers <i>n</i> = 13	2.0	2.0	2.0	2.0	2.0	2.0	2.0

	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Mean
Domains	2.1	2.1	2.1 2.3 2.4	2.3 2.4	2.2 2.8	2.1 2.3 2.4	
03-04 Program Completers <i>n</i> = 12	2.0	2.0	2.0	2.0	2.0	2.0	2.0

SAMPLE SECTION IV, #6 (Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING

Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a "perfect" sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program's NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program's submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. In the description of each assessment below, the SPA identifies assessments that would be appropriate. Assessments are organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge¹⁴
- Pedagogical and professional knowledge, skills, and dispositions
- Comprehensive range of services that positively impact children, youth, families, and others.

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

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

In narrative form:

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

4. An interpretation of how that data provides evidence for meeting each domain it is cited for in Section III; and

In attachments:

5. Documentation for each assessment (Attachments IV, Assessments 1-8), including¹⁵:
- (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) aggregated candidate data derived from the assessment, with aggregated data specific to each NASP domain that it is intended to assess.

#6 (Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR

LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. (NASP Standard 4.3).

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

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

Case Study Evaluations

1. Description of the Assignment and Assessment

The case study assessment is used for determining whether candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services that yield a positive, measurable impact on the individuals served. The case study rubric has been adapted and adopted by the National Association of School Psychologists as the instrument for determining the quality of case studies submitted by applicants from Non-NASP–approved programs who want to obtain the NCSP. The case study rubric has been used for more than 5 years at XX to evaluate students' skill in conducting case studies using the Response to Intervention methodology.

The case study rubric is used in 2 practicum courses and internship.

Syllabi: WSF 514/515: Academic Assessment for Intervention; WSF 610/611: Social & Behavioral Assessment for Intervention; WSF 710/711/712: Internship

Program Handbook: pp. 32-38: The case study rubric is included in the handbook AND below.

2. Case Study Alignment with NASP Domains: Well-done case studies can address 10 of the 11 NASP domains in Standard 2. The only domain that is not included is 2.10: School Psychology Practice and Development. The relationship is demonstrated in the matrix below:

Case Study Rubric Sections	Domains Addressed										
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
Local Norms	X	X	X	X		X	X		X		X
Problem Identification & Analysis	X	X	X	X	X		X	X			
Hypothesis Testing	X	X	X	X	X		X	X			
Intervention	X	X	X	X	X		X	X			X
Evaluation	X	X	X	X	X		X	X	X		X

3. Data Analysis and Interpretation

We continually work to improve the case study evaluation to determine the impact of services delivered by our students through the case study method. A brief summary of changes in the last 3 years is provided below along with the resulting data.

Case Study Evaluation Rubric WSF 515 & 611

Section 1.0 **Local Norms:** Local norms and outcome goals were established for class.

	Outstanding	Competent	Needs Development
1.1	<input type="checkbox"/> Teacher consultation provided both classwide behavioral and/or academic goals and a target date to accomplish the classwide goals	<input type="checkbox"/> Teacher consultation provided only classwide behavioral and/or academic goals or a target date to accomplish the classwide goals	<input type="checkbox"/> Teacher consultation did not provide classwide behavioral and/or academic goals and a target date to accomplish the classwide goals
1.2	<input type="checkbox"/> The class goal statement(s) was written in observable, measurable terms and was based on the all of the following: <input type="checkbox"/> Review of curriculum for academic goals AND <input type="checkbox"/> Task analysis for academic and/or behavioral target goals AND <input type="checkbox"/> Description of class-wide instructional methods to	<input type="checkbox"/> The class goal statement(s) was written in observable, measurable terms	<input type="checkbox"/> The class goal statement(s) was NOT written in observable, measurable terms

	address the academic and/or behavioral target goals		
1.3	<input type="checkbox"/> Local norms were established through direct observation, criteria-based instrument(s), or curriculum-based measurement (Classes that do not have established local norms will need to have at least 3 administrations of each measure conducted over a several-week period to determine average rate of change per week or stability for class.)	<input type="checkbox"/> Local norms were established through direct observation, criteria-based instrument(s), or curriculum-based measurement	<input type="checkbox"/> Local norms and/or goals were underdeveloped
1.4		<input type="checkbox"/> Technology was used in the gathering and synthesis of data	<input type="checkbox"/> Technology was not used in the gathering and synthesis of data

Rating for 1.0				
<input type="checkbox"/> Outstanding: All components in the Competent and Outstanding categories are checked	<input type="checkbox"/> Substantially Developed: All components in the Competent category plus some components in the Outstanding category are checked	<input type="checkbox"/> Competent: All components in the competent category are checked	<input type="checkbox"/> Threshold Development: Some components in the competent category are checked	<input type="checkbox"/> Needs Development: Only components in the Needs Development category are checked

Section 2. **Problem Identification & Analysis:** The at-risk student and academic/behavioral concern(s) are identified and clarified.

	Outstanding	Competent	Needs Development
2.1		<input type="checkbox"/> One at-risk student is identified	<input type="checkbox"/> One at-risk student was not clearly identified
2.2		<input type="checkbox"/> The at-risk student's academic and/or behavioral concern(s) is identified and operationally defined using class goals and local norms	<input type="checkbox"/> The at-risk student's academic and/or behavioral concern(s) is identified but NOT operationally defined using class goals and local norms
2.3		<input type="checkbox"/> The problem was identified and defined collaboratively	<input type="checkbox"/> The problem was NOT identified and defined collaboratively
2.4		<input type="checkbox"/> A baseline for the at-risk student is established for the concern(s)	<input type="checkbox"/> A baseline for the at-risk student is NOT established or is inappropriate
2.5	<input type="checkbox"/> Skill analysis was conducted and	<input type="checkbox"/> Skill analysis was conducted and	<input type="checkbox"/> No skill analysis was

	included all of the following: <input type="checkbox"/> Error analysis, <input type="checkbox"/> Direct observation of skill, <input type="checkbox"/> Criteria-based assessment, OR curriculum-based assessment	included one or more of the following: <input type="checkbox"/> Error analysis, <input type="checkbox"/> Direct observation of skill, <input type="checkbox"/> Criteria-based assessment, OR curriculum-based assessment	conducted, or analysis was inappropriate for the identified concern(s)
2.6	<input type="checkbox"/> Performance analysis was conducted and included all of the following: <input type="checkbox"/> Record review for historical documentation of pertinent information, <input type="checkbox"/> Student interview, <input type="checkbox"/> Ecological or situational analysis of concern (e.g., routines, expectation-skill match, relationships, classroom environment, adult/teacher support, cultural issues) <input type="checkbox"/> Direct observation (e.g., on-task) <input type="checkbox"/> Parent interview	<input type="checkbox"/> Performance analysis was conducted and included one or more of the following: <input type="checkbox"/> Record review for historical documentation of pertinent information, <input type="checkbox"/> Student interview, <input type="checkbox"/> Ecological or situational analysis of concern (e.g., routines, expectation-skill match, relationships, classroom environment, adult/teacher support, cultural issues) <input type="checkbox"/> Direct observation (e.g., on-task) <input type="checkbox"/> Parent interview	<input type="checkbox"/> No performance analysis was conducted, or analysis was inappropriate for the identified concern(s)

Rating for 2.0				
<input type="checkbox"/> Outstanding: All components in the Competent and Outstanding categories are checked	<input type="checkbox"/> Substantially Developed: All components in the Competent category plus some components in the Outstanding category are checked	<input type="checkbox"/> Competent: All components in the competent category are checked	<input type="checkbox"/> Threshold Development: Some components in the competent category are checked	<input type="checkbox"/> Needs Development: Only components in the Needs Development category are checked

Section 3.0 **Hypothesis Testing:** Hypotheses were developed and tested

	Outstanding	Competent	Needs Development
3.1		<input type="checkbox"/> Hypotheses were generated through collaboration with teacher and/or parent	<input type="checkbox"/> Hypotheses were generated without collaboration with teacher and/or parent
3.2	<input type="checkbox"/> Multiple hypotheses were developed to identify the cause or source of each problem	<input type="checkbox"/> A hypothesis was developed to identify the cause or source of each problem	<input type="checkbox"/> No hypotheses were developed
3.3	<input type="checkbox"/> Each of the multiple hypotheses was tested to confirm the cause or source of the problem using one or more of the following methods: <input type="checkbox"/> Direct observation, <input type="checkbox"/> Analogue assessment, <input type="checkbox"/> Functional assessment, <input type="checkbox"/> Self-monitoring assessment, <input type="checkbox"/> Other	<input type="checkbox"/> One hypothesis was tested to confirm the cause or source of the problem using one or more of the following methods: <input type="checkbox"/> Direct observation, <input type="checkbox"/> Analogue assessment, <input type="checkbox"/> Functional assessment, <input type="checkbox"/> Self-monitoring assessment, <input type="checkbox"/> Other	<input type="checkbox"/> Hypothesis testing did not occur
3.4		<input type="checkbox"/> The hypothesis reflected awareness of	<input type="checkbox"/> The hypothesis did NOT

		individual differences (e.g., biological, social, linguistic, cultural)	reflect awareness of individual differences (e.g., biological, social, linguistic, cultural)
3.5		<input type="checkbox"/> Hypothesis testing linked the academic and/or behavioral problem(s) with the intervention	<input type="checkbox"/> Hypothesis testing did NOT link the academic and/or behavioral problem(s) with the intervention

Rating for 3.0				
<input type="checkbox"/> Outstanding: All components in the Competent and Outstanding categories are checked	<input type="checkbox"/> Substantially Developed: All components in the Competent category plus some components in the Outstanding category are checked	<input type="checkbox"/> Competent: All components in the Competent category are checked	<input type="checkbox"/> Threshold Development: Some components in the Competent category are checked	<input type="checkbox"/> Needs Development: Only components in the Needs Development category are checked

Section 4. Intervention: Intervention was implemented and monitored

	Outstanding	Competent	Needs Development
4.1		<input type="checkbox"/> Goal statement(s) was written in observable, measurable terms	<input type="checkbox"/> Goal statement was NOT written in observable, measurable terms
4.2		<input type="checkbox"/> Goal statement(s) emerged from the problem analyses and hypothesis testing	<input type="checkbox"/> Goal statement(s) did NOT emerge from the problem analyses and hypothesis testing
4.3		<input type="checkbox"/> Intervention(s) was developed collaboratively	<input type="checkbox"/> Intervention(s) was NOT developed collaboratively
4.4		<input type="checkbox"/> Intervention(s) logically linked to the referral question	<input type="checkbox"/> Intervention was NOT linked to referral question
4.5		<input type="checkbox"/> Intervention(s) logically linked to the hypothesis	<input type="checkbox"/> Intervention(s) did NOT logically link to the hypothesis
4.6		<input type="checkbox"/> Intervention(s) logically linked to the goal statement	<input type="checkbox"/> Intervention(s) did NOT logically link to the goal statement
4.7	<input type="checkbox"/> Logistics of setting, time, resources, and personnel required for intervention and data gathering were defined and implemented	<input type="checkbox"/> Intervention(s) was described including procedures for one or more of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Promoting new or replacement behaviors/skills <input type="checkbox"/> Increasing existing behaviors/skills <input type="checkbox"/> Reducing interfering problem behaviors <input type="checkbox"/> Facilitating generalization 	<input type="checkbox"/> Intervention(s) was NOT described in enough detail to ensure appropriate implementation
4.8	<input type="checkbox"/> Support was provided to justify the use of	<input type="checkbox"/> Intervention(s) was implemented	<input type="checkbox"/> Intervention(s) was limited to

	the intervention as evidence-based practice (e.g., research literature, functional analysis)		determination of eligibility for special education services or referral for services external to the school and/or the home
4.9	<input type="checkbox"/> Acceptability of intervention by teacher, parent, and child was verified	<input type="checkbox"/> Intervention reflected sensitivity to individual differences, resources, classroom practices, and other system issues	<input type="checkbox"/> Intervention did NOT reflect sensitivity to individual differences, resources, classroom practices, and other system issues
4.10	<input type="checkbox"/> Treatment/intervention integrity was monitored to ensure appropriate implementation	<input type="checkbox"/> Intervention(s) was monitored	<input type="checkbox"/> Intervention(s) was NOT monitored

Rating for 4.0				
<input type="checkbox"/> Outstanding: All components in the Competent and Outstanding categories are checked	<input type="checkbox"/> Substantially Developed: All components in the Competent category plus some components in the Outstanding category are checked	<input type="checkbox"/> Competent: All components in the Competent category are checked	<input type="checkbox"/> Threshold Development: Some components in the Competent category are checked	<input type="checkbox"/> Needs Development: Only components in the Needs Development category are checked

Section 5.0 **Evaluation and Recommendations:** Data were gathered and documented to demonstrate efficacy of intervention.

	Outstanding	Competent	Needs Development
5.1	<input type="checkbox"/> Goal attainment was plotted at the end point and compared to baseline	<input type="checkbox"/> Progress monitoring data were plotted on a graph or chart	<input type="checkbox"/> Progress monitoring data were NOT plotted on a graph or chart
5.2	<input type="checkbox"/> Goal attainment was plotted at the end point and compared to the desired goal	<input type="checkbox"/> Data were provided as evidence of measurable, positive impact toward stated goal	<input type="checkbox"/> Data were NOT provided to document student progress
5.3		<input type="checkbox"/> Single-case design was specified (e.g., changing criterion, withdrawal, multiple baseline, alternating treatments) to prove efficacy of intervention	<input type="checkbox"/> Single-case design was not specified (e.g., changing criterion, withdrawal, multiple baseline, alternating treatments) to prove efficacy of intervention
5.4		<input type="checkbox"/> Current technologies were used to present data	<input type="checkbox"/> Current technologies were not used to present data
5.5	<input type="checkbox"/> Data were obtained through multiple methods and were presented in support of student's progress from two or more of the following: <input type="checkbox"/> Direct observation <input type="checkbox"/> Rating scale <input type="checkbox"/> Peer comparison <input type="checkbox"/> Self-monitoring <input type="checkbox"/> CBM <input type="checkbox"/> Other	<input type="checkbox"/> Evidence in support of student's progress from one of the following: <input type="checkbox"/> Direct observation <input type="checkbox"/> Rating scale <input type="checkbox"/> Peer comparison <input type="checkbox"/> Self-monitoring <input type="checkbox"/> CBM <input type="checkbox"/> Other	<input type="checkbox"/> No evidence was provided in support of student's progress
5.6	<input type="checkbox"/> Intervention quality and integrity were monitored with a formal measure	<input type="checkbox"/> Intervention quality and integrity were monitored but the formal measure	<input type="checkbox"/> Intervention quality and integrity were not monitored

		was not clearly specified	
5.7	<input type="checkbox"/> Effectiveness of intervention was examined collaboratively	<input type="checkbox"/> Effectiveness of intervention was examined, but evidence of collaboration in the examination was not included	<input type="checkbox"/> Effectiveness of intervention was not examined
5.8	<input type="checkbox"/> Intervention limitations and side effects were described	<input type="checkbox"/> Intervention limitations or side effects were described	<input type="checkbox"/> Intervention limitations and side effects were not described
5.9	<input type="checkbox"/> Strategies for follow-up were developed collaboratively	<input type="checkbox"/> Suggestions for follow-up were provided	<input type="checkbox"/> Suggestions for follow-up were NOT provided
5.10	<input type="checkbox"/> Goal Attainment Follow-up Guide was developed prior to initiation of intervention. <input type="checkbox"/> Level of goal attainment was determined <input type="checkbox"/> Changes in intervention and/or follow-up recommendations were made, as indicated by Follow-up Guide.	<input type="checkbox"/> Level of goal attainment was determined <input type="checkbox"/> Changes in intervention and/or follow-up recommendations were made.	<input type="checkbox"/> Level of goal attainment was not determined.
5.11	<input type="checkbox"/> Effect size was calculated and demonstrated a positive, measurable outcome.	<input type="checkbox"/> Effect size was calculated.	<input type="checkbox"/> Effect size was not calculated.
5.12	<input type="checkbox"/> Percent of non-overlapping data points was calculated and demonstrated a positive, measurable outcome.	<input type="checkbox"/> Percent of non-overlapping data points was calculated	<input type="checkbox"/> Percent of non-overlapping data points was not calculated

Rating for 5.0				
<input type="checkbox"/> Outstanding: All components in the Competent and Outstanding categories are checked	<input type="checkbox"/> Substantially Developed: All components in the Competent category plus some components in the Outstanding category are checked	<input type="checkbox"/> Competent: All components in the Competent category are checked	<input type="checkbox"/> Threshold Development: Some components in the Competent category are checked	<input type="checkbox"/> Needs Development: Only components in the Needs Development category are checked

Overall Rating for Case Study (A rating of Competent or higher is required to pass)				
<input type="checkbox"/> Outstanding: Case study is rated Outstanding in all five Sections	<input type="checkbox"/> Substantially Developed: Case study is rated Competent or higher for all Sections and Substantially Developed or higher in one or more sections	<input type="checkbox"/> Competent: All five Sections of the Case Study are rated competent	<input type="checkbox"/> Threshold Development: Some but not all Sections are rated Competent	<input type="checkbox"/> Needs Development: Sections are only rated Needs Development

Case study submitted by: _____ Date: _____

Case study reviewed by: _____ Date: _____

Case Study Evaluation Data

2003-2004

Prior to and including 2003-04, evaluations were limited to an assessment of case study implementation integrity. The impact of the process on K-12 students was monitored informally through visual observation of graphed data.

Case Study Integrity Rating: Evaluations conducted by faculty using the Case Study Rubric (See Program Handbook pp. 32-38) were used to determine how well the school psychology graduate students followed the case study evaluation procedure.

Case studies completed during the practica courses were evaluated. All students followed the case study problem solving procedure with integrity. See the 2003-04 Practicum Case Study Data Chart below.

2004-2005

A problem with the 2003-04 data was that the outcome of the procedure was not formally evaluated to determine the impact of the intervention on the target behavior. The case study rubric was therefore revised to require students to include a formal measure to indicate the impact of this method on the K-12 students served. The revision continued to include the case study integrity rating, while adding requirements for calculating effect sizes and for documenting the percent of non-overlapping data points.

Effect Size: Effect sizes were calculated for each case study to determine the impact of the intervention on the target behavior as follows:

Mean Intervention Score – Mean Baseline Score / Standard Deviation of All Scores

Percent of Non-Overlapping Data Points: This is a measure to determine the impact of the intervention by comparing data points during baseline with data points after intervention implementation. For example, 100% of non-overlapping data points indicates that the intervention made a difference, while 0 non-overlapping data points indicates that there was no difference across phases or that the data points were very unstable.

The data were evaluated, and the results indicated that case studies were completed with integrity by all students in the practicum. In addition, the impact of the case studies on the students served was positive and data revealed that the mean effect size scores was high (mean=2.51). See the 2004-05 Practicum Case Study Data Chart below.

However, there continued to be some issues with our data-gathering methodology. First, there was some inconsistency in student reporting, which resulted in a lack of data from some students. This was particularly evident in the intern case study reporting. As a result,

-1 than expected		day by the end of 8 weeks	times per week	per week
Expected level 0 of outcome	PSF score of 6 or more	Increase number of completed assignments to 2 or more per day by the end of 8 weeks	Decrease in negative behaviors to no more than 200 per week	Reduction of aggressive incidents to no more than 3 per week
Somewhat more +1 than expected	PSF score of 17 or more	Increase number of completed assignments to 4 or more per day by the end of 8 weeks	Decrease in negative behaviors to no more than 100 per week	Reduction of aggressive incidents to no more than 2 per week
Much more +2 than expected	PSF score of 35 or more	Increase number of completed assignments to 6 or more per day by the end of 8 weeks	Decrease in negative behaviors to no more than 500 per week	Reduction of aggressive incidents to no more than 1 per week

Bold font indicates actual goal attainment in case studies.

The data from the 2005-06 chart below indicate that our students are following the case study protocol with integrity. A large mean effect size (1.29) suggests that the case studies were generally yielding a strong positive effect on the students served.

Goal Attainment scaling from the practicum case studies indicated that usually the impact of the intervention was greater than expected. However, the GAS scores from the intern data are positive overall, but with a lesser magnitude of success. We are still evaluating these results to determine whether the data from the practicum case studies are having a stronger effect than those gathered from intern case studies, and/or are the result of goal setting that is too conservative. Further analysis of case study integrity during internship is ongoing.

During the 2005-05 year, the program continued to participate in the research initiative to determine the impact of problem-solving case studies conducted by interns across the school psychology programs in the state.

3. Aggregated Data:

2003-04

Practicum Case Study Data

Student	Case Study Integrity Rating
MM	5/5
JJ	5/5
SS	5/5
TT	4/5
BB	5/5
HH	5/5
DD	5/5
NN	5/5
SS	5/5

2004-05

Practicum Case Study Data

Student	Case Study Integrity Rating	Effect Size	% of Non-Overlapping Data Points
DD	5/5	1.47	21%
FF	5/5	6.67	100%
VV	5/5		
YY	5/5	.70	75%
ZZ	4/5		
LL	5/5	3.30	100%
RR	5/5	3.90	100%
BB	5/5	1.47	100%
CC	5/5	.11	100%
OO	4/5		100%
XX	5/5		50%

2005-06

Practicum Case Study Data

Student	Case Study Integrity	Effect Size	% of Non-Overlapping	Goal Attainment
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	Rating		Data Points	Scaling
SS	5/5	1.85	100%	+2
AA	5/5	.79	50%	+2
LL	4/5	1.36	71.4%	+2
II	5/5	1.04	57%	-2
NN	5/5	.7	14%	+2
DD	5/5	1.51	100%	+2
CC	5/5	.89	33.33%	+1
RR	5/5	1.6	57%	+2
TT	5/5	.4	37.5%	+2
WW	5/5	1.74	100%	+1
OO	5/5	1.69	100%	+2
YY	5/5	2.54	100%	+2
BB	5/5	.4	30%	0
GG	5/5	1.58	100%	+2

2005-06 Intern Data Goal Attainment Chart

Intern Initials	Academic Case Study	Behavioral Case Study	Classwide Intervention	Individual Counseling
QQ	2	1	2	0
MM	0	0	1	0
TT	1	1	1	2
ZZ	0	0	1	0
AA	-1	1	1	1
DD	-1.7	0.7	-1	1
RR	-1	1	1	1
LL	1	2	1	1
FF	2	2	0	0
GG	2	1	2	2
SS	0.43	1.07	0.9	0.6

SAMPLE SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE (NASP Standard 4.1)

DISCLAIMER: The following is a sample of how a NASP-approved program successfully responded to a NASP program review. However, the sample is not provided as a “perfect” sample or as the only way in which programs can successfully respond. The sample below provides only general guidance and is not a substitute for a full review of a program’s NASP submission by our NASP program reviewers and Program Approval Board. A NASP program review consists of the program’s submission of many documents to support that the program meets NASP standards, followed by a comprehensive review by trained reviewers and our board.

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principle findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of the program.

(response limited to 3 pages)

The assessment results compiled for this report have been analyzed by the School Psychology faculty on an ongoing basis. In general, we are pleased by the success of our candidates in achieving the goals and objectives of the program as evidenced by the results of all indicators. However, based upon these results, several areas have been identified as needs. The assessment results examined for Section IV of this report consistently indicate efforts should be made to augment the current program by adding increased training and experience with IEP development, adaptive technology for students with disabilities, and strategies and interventions for academic problems and needs. The school psychology faculty will begin to address these recommendations early in Fall 2006 during discussion at our faculty meetings.

Recently (August 2006), an on-line alumni survey was sent to program completers from 2005 and 2006. Survey results from 19 former students rated the overall effectiveness of the program in preparing them for their roles as school psychologists as extremely high (mean = 1.94 on scale of 0 to 2). While the majority of areas organized by NASP Domains were rated highly, two areas were rated lower: knowledge and skills in developing effective instructional strategies/interventions (mean = 1.24) and knowledge of adaptive technology for students with disabilities (mean = 1.00). Refer to Section IV #8 Alumni Survey (last paragraph) of description of open-ended responses.

A recent focus group session held in August 2006 included program completers from 2005 and 2006. Strengths of the program discussed by focus group members were the early experiences during the shadowing practicum which focus group members felt helped to reinforce positively their decision to become a school psychologist, cognitive and behavioral

assessment courses, and training in CBM and ethical issues. The focus group helped to flesh out the recommendations emanating from the alumni survey.

In addition to obtaining the assessment results above, school psychology faculty have previously completed investigations and focus groups to evaluate the effectiveness of our program in preparing qualified practitioners to deliver school psychological services according to professional standards set forth by NASP. To accomplish this, feedback from students, graduates, and their supervisors was sought. These are summarized below:

1. The revisions to the curriculum described in Section IV, Attachment 2 (and included in the Program Handbook, pp. 20-22) were initiated by feedback from data collected previously.

2. During Spring semester 2004, intern self-evaluation forms based upon the 11 NASP Domains were completed by each of the school psychology students in the Colloquium in School Psychology, and an identical intern evaluation form was given to each of their supervisors to rate the performance of the school psychology interns. Descriptive statistics were used to analyze the data from the evaluation forms. Pearson product-moment correlation coefficients were conducted between the self-ratings and supervisors' ratings of professional performance. The results indicated a significant correlation between supervisor ratings and intern's ratings of job performance ($r = .04822$, $p < .05$). Results indicated a positive correlation between the job performance ratings of supervisors and interns. These results suggested the supervisors were satisfied with their intern's professional performance. Thus, the interns appeared to be functioning as competent professionals across all areas of NASP training standards.

3. On July 28, 2004, two focus group meetings were held with randomly selected school psychology students and recent graduates to engage in an open discussion to provide feedback regarding the effectiveness of the school psychology training program. The common themes emanating from the focus groups are summarized below:

1. Strength of the program: Relationships developed within the program
 - Both in and out of coursework; mentoring; student/faculty; student/student
 - Students felt supported and mentored while being challenged with course material
 - Collegial atmosphere among school psychology students and faculty
2. Suggestion: Emphasize Practice vs. Theory in Training
 - How coursework varies; contrast between theory (MA) and practice (EdS)
 - More emphasis on NJAC/IDEA, e.g., IEPs

Analysis of the information garnered through the focus groups: The two focus groups held in 2004 with then students and recent graduates of the School Psychology program provided valuable feedback. First, after careful consideration and discussion, several of the suggestions were incorporated into practice. For example, in May 2005, an orientation was held for students recently accepted into the MA program in School Psychology. School

psychology faculty and students from the EdS program attended the orientation to provide factual and anecdotal information regarding the MA program. Various advising duties were also addressed at the orientation.

Second, information from the focus group was shared with faculty members who taught the courses within the school psychology program. For example, the theme of attempting to incorporate practitioner or school-based issues as early in the course work as possible was shared with faculty. Specifically, addressing the pragmatics of the Individual Educational Program (IEP) process and the school psychologist's role in that process were suggestions to be incorporated into the Educational Psychology of the Exceptional Learner course.

Third, maximizing opportunities for school-based experiences at all levels of the school psychology program was an important theme emanating from the focus groups. In recent years, a school-based field experience was added to the Seminar I & II in School Psychology courses. Student feedback on this "shadowing practicum" was consistently positive and rated as a valued experience within the MA program.

Fourth, students clearly stated the importance of the positive relationships between the students and faculty and among the students. Focus group members offered examples of the positive impact for students who felt supported, mentored, and taught by the school psychology faculty. Interpersonal connections and friendships that developed among the graduate students were important social supports that students agreed helped them to cope more effectively with the stressful life of graduate school.

4. In August 2006, feedback was again sought from recent graduates of the School Psychology Program through a) an on-line alumni survey and b) a focus group meeting designed to follow a similar format as the 2004 focus group. The alumni survey results are summarized in Section IV – Evidence of Meeting Standards, #8. The results of the August 2006 focus group meeting are summarized as follows:

- a. Strength of the program
 - Shadowing practicum experience early in the program
 - Assessment courses helping students feel well prepared in all areas of assessment
 - Knowledge and skills in consultation and intervention
 - Ethical problem-solving opportunities within coursework, practicum, and internship
- b. Suggested improvements to the program
 - For undergraduate psychology majors who enter the MA program, an opportunity early in the program to be exposed to information and P-12 classroom visitations in schools.

- Increased emphasis on current issues specific to state public schools (e.g., Core Curriculum Standards) and more global practice issues (e.g., IEP writing and familiarity with IEP software).

The most recent feedback obtained via the alumni survey and the focus group will be looked at carefully as plans are made to improve the quality of the program. We will continue to examine curriculum modifications within existing courses and field experiences to optimize opportunities for candidates specifically in the areas suggested.