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Nebraska Department of Education Rule 24 Report

SCHOOL PSYCHOLOGIST

(Content Area)

Educator Preparation Content Program Review

Name of institution University of Nebraska at Kearney
Date Submitted 8/22/2016
Contact Person Dr. Sherry Crow
Phone/Fax (308) 865-8540
Email crowsr@unk.edu

Folio type: ☐ Regular ☐ Mini ☒ Advanced Program

Program(s) Covered by this Folio

Press tab in last column to add rows

Endorsement(s)	Type	Grade Level	Program Level
School Psychologist	Field	PK - 21	Master's

Is the endorsement offered at more than one site? ☐ Yes ☒ No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: ☒ National ☒ State

Is this a Nationally Accredited Program? ☒ Yes ☐ No

If Yes, list Accrediting Organization: NCATE/CAEP - NASP

Attach National Letter to
Cover Sheet

NATIONAL RECOGNITION REPORT

National Association of School Psychologists (2010 Standards)

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

COVER PAGE

Name of Institution

University of Nebraska at Kearney College of Education

Date of Review

MM DD YYYY
02 / 01 / 2015

This report is in response to a(n):

- ☒ Initial Review
- ☐ Revised Report
- ☐ Response to Conditions Report

Program Covered by this Review

School Psychology

Grade Level⁽¹⁾

P-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

Other School Professional

Award or Degree Level(s)

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

PART A - RECOGNITION DECISION

A1. SPA Decision on NCATE recognition of the program:



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

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

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

- ☒ Yes
- ☐ No
- ☐ Not applicable
- ☐ Not able to determine

Comments, if necessary, concerning Test Results:

University of Nebraska-Kearney (UNK) school psychology candidates take the Praxis II in School Psychology since no state licensure exam exists in Nebraska. For the data reported for 2013 and 2014 graduates, the pass rates are 93% and 83%, respectively, thus exceeding the 80% pass rate required.

A3. Summary of Strengths:

The UNK program has many noteworthy strengths evidenced in this review: a) commitment to diversity; b) forming of school partnerships to increase level of applied research opportunities; and c) the addition of increased coursework in intervention practices.

PART B - STATUS OF MEETING SPA STANDARDS

Please upload the rubric and aggregated rating here.

Standard One: SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates' strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, families, schools, and other consumers. In addition to specialist- and/or doctoral-level programs of study, a school psychology program that offers opportunities for respecialization, retraining, and other alternative approaches to credentialing as a school psychologist ensures that program requirements are consistent with NASP graduate preparation standards.

Met

☐

Not Met

☐

This standard is not aligned to any particular assessment.

Comment:

C.1. Mission, goals, objectives; integrated and sequential program of study, supervised practice, affiliation with colleagues and faculty and program improvement

Met

☒

Not Met

☐

Comment:

C.2. Faculty requirements/credentials

Met

☒

Not Met

☐

Comment:

Element C.2 is judged as Acceptable.

The program employs 3 FTE faculty who have terminal degrees in school psychology (one faculty member has a Ph.D. in educational psychology and a specialization in school psychology). All three are active within their professional field at the state and national levels within organizations that support school psychology. Two of the faculty have held leadership positions within these organizations (NASP and Nebraska Chapter). Faculty also show evidence of active scholarship and presentations related to school psychology as evidenced within their vitae.

REQUIREMENTS FOR SPECIALIST LEVEL PROGRAMS ONLY

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

Met

☒

Not Met

☐

Comment:

Element C.3 is judged as Acceptable.

The program describes a 3-year sequenced program with a total of 72 hours of required graduate coursework. Sixty hours are completed prior to internship as described in the program handbook in policy and evidenced in practice via sample candidate transcripts.

REQUIREMENTS FOR DOCTORAL LEVEL PROGRAMS ONLY

C.4. Greater depth of study in multiple domains; minimum years of study/credit hour requirement (4 years/90 hours with 78 hours exclusive of internship and dissertation); institutional documentation of program completion

Met

☐

Not Met

☐

Comment:

Not Applicable

REQUIREMENTS FOR ALL PROGRAMS

C.5. Respecialization, retraining, or other candidate preparation approaches are consistent with NASP graduate standards; systematic evaluation procedures, and allows for prior courses/field experiences

Met



Not Met



Comment:

Element C.5 is judged as Marginal.

The program handbook describes clear procedures to allow for up to 9 graduate hours of transfer credit upon candidate acceptance and matriculation into the program. If the graduate credits are earned at the University of Nebraska, it is possible additional transfer credits will be accepted subject to faculty review on a case-by-case basis. Clarity is needed to determine whether a true respecialization option is offered and evidence (i.e., transcript of candidate completing respecialization) is needed to demonstrate practice.

STANDARDS II THROUGH VIII: SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE

General Comments: Insert general comments that may be relevant for a number of standards.

NOTE: For each standard, evaluate the extent to which EACH standard/element is ASSESSED, and ATTAINED and provide specific comments labeled as ASSESSED and ATTAINED to explain the basis for any standards judged as Not Met.

Assessment 1 (Praxis or state exam): Program faculty provided evidence of at least an 80% pass rate on the National Praxis II exam for the cohort years of 2012-2013 and 2013-2014 (i.e., 93% and 83% pass rate, respectively), indicating both meet the NASP requirement of a minimal pass rate.

Assessment 2 (course embedded assessments): The program faculty members provide a sequence of similar rubric ratings that are used across various assignments. The rubrics are uniquely written in recognition of the assignment and attainment information. Each assessment rubric identifies objectives consistent with NASP standards and rubrics are thereby considered parallel in terms of rating detail. What is less clear is how much weight each rubric piece plays in the final course grade. The program faculty provided an easy-to-read chart that details course alignment to NASP standards. Table 2.2 provides an adequate summary of candidate attainment in the form of grades for two years of application. There are three courses assigned to each standard. The program provides evidence in policy as noted in the program handbook and elsewhere that candidates who obtain below a C+ in any area would be required to repeat the course. Within the two applications, this occurred only within one course on one occasion. Demonstrated attainment data in all other standards and content areas revealed candidate attainment to be at a B or better rating.

Assessment 3 (practica evaluation): The practicum evaluation is well-aligned to NASP standards. The areas assessed by the dispositional assessment provide a sampling of relevant characteristics. There was a lack of variance among scores from the first to second semester of practicum, but this may be a scaling issue, given that developmental improvements would be expected from the fall to the spring.

Assessment 4 (intern evaluation): The program uses a Likert scale of 1-3 (1 showing no competence). The tool is organized into categories and questions that align with NASP standards. Mean ratings for two applications were in the high 2s, with no ratings of 1 evident throughout both applications.

Assessment 5 (comprehensive performance based assessment by faculty during internship): The program uses the Evaluation of Efficacy of Intern and a portfolio, which includes performance and non-performance-based assessments completed during internship. Internship logs, Praxis results, and logs of

continuing professional development are included as are a crisis intervention plan evaluation, professional development presentation, two work samples (FBA report, comprehensive psychoeducational evaluation report) and three case studies (academic, behavioral, and systems cases). Combined, all artifacts link to all NASP standards. Although items are rated using a three-point Likert, the data provided do not show the full range of competencies candidates attained. For example, for dispositions and the portfolio only the "N" and mean are provided. Although means are in the high 2s (close to exceeds current level expectations), it would have been beneficial if data were disaggregated by candidate. Only the data for intern efficacy were disaggregated by candidate, but these were in the form of broad means linked to each NASP standard/element. Although it appears that candidates are attaining competencies, it is difficult to discern whether any strengths and weaknesses were noted.

Assessment 6 (measurable positive impact on student learning): Candidates are required to identify three problem-solving intervention cases (cognitive/academic, social/emotional/behavioral, and systems-level cases) that are followed throughout the internship. Three faculty members evaluate the case studies by using a well-constructed rubric to determine whether candidates meet or exceed expectations. Candidates collect and report baseline, progress monitoring, and outcome data for each case and compute effect sizes for each case. The program provides a table with the aggregated "N"s, means, and ranges. There is no mention on the specific type of cases candidates complete. It would have been beneficial to see disaggregated effect sizes for each candidate.

Assessment 7 (optional): The program's Assessment 7 is a candidacy for internship evaluation that three faculty initiate and score separately. The program uses this assessment as another form of content knowledge. Candidates are rated on a Likert scale, but content portions of this assessment are rated for satisfactory performance in specific courses. Attainment data of 83% and 100% attainment were noted, although in one year two candidates were rated at the "need to be remediated level".

Standard Two: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: DATA BASED DECISION MAKING AND ACCOUNTABILITY

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Met



Not Met



Comment:

Assessed and Attained: The program describes embedded data-based decision making throughout the course material. Based on the scientific method, the program has developed a delivery service model that is ecological in nature and describes assessment occurring in a bi-directional fashion taking into account a child's environment within the environment. Problem solving within the context of assessment is emphasized throughout the coursework in all semesters. Four courses are designated by title depicting problem-solving within cognitive, academic, behavioral, and preschool assessment areas. Rubrics provide evidence of training in various assessment procedures; i.e., normed reference, progress monitoring methods, intervention evaluation, and collaborative teaming.

Candidates' results on all assessments are strong indicators of attainment of this standard.

DELIVERY: CONSULTATION AND COLLABORATION

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Met



Not Met



Comment:

Assessed and Attained: The program addresses this standard primarily through counseling coursework and a stand-alone consultation course. Evidence indicates this standard is both assessed and attained by aggregated data presented in the form of grades and case study rubrics.

Standard Four: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES

School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions.

Met



Not Met



Comment:

Given multiple elements related to Direct and Indirect Services: Student-Level Services were rated as acceptable, the overall standard is rated as Met.

Element 4.1: Interventions and Instructional Support to Develop Academic Skills- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Met



Not Met



Comment:

Element 4.1 is judged as Acceptable.

Assessed and Attained: Course content is evident that addresses this standard through multicultural counseling, intervention practicum, and collaborative teaming with preschool assessment. Candidates are required to present a case study to program faculty in which they demonstrate their involvement with intervention work and positive student outcomes. This rubric was provided in support of this review. Evidence suggests improvements were made to these rating systems by adding additional case studies (moving from a requirement of 1 case study to a requirement of 3).

Candidates' results on all assessments are strong indicators of attainment of this element.

psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Met



Not Met



Comment:

Standard Five: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES-SCHOOLS

School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

Met



Not Met



Comment:

Although there is inconsistency in the adequacy of meeting the elements related to Direct and Indirect Services: Systems-Level Services – Schools, the overall standard is rated as Met.

Element 5.1: School-Wide Practices to Promote Learning - School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Met



Not Met



Comment:

Element 5.1 is judged as Acceptable.

Assessed and Attained: The program addresses this standard through three courses that allow a candidate to become familiar with a school from a systems perspective. For example, the professional issues seminar identifies objectives that are related to this element and provides evidence of the use of an assignment that involves reading and critiquing schoolwide practices and services. In addition, the systems-level case study provides evidence of skills cited in this element.

Candidates' results on all assessments are strong indicators of attainment of this element.

Element 5.2: Preventive and Responsive Services - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective

crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Met



Not Met



Comment:

Element 5.2 is judged as Marginal.

Assessed and Attained: Candidates participate and successfully complete the PREPaRE Crisis training, indicating a link to this element. However, other assignments and course listed provide less reassurance that this area is met in practice.

Candidates' results on all assessments demonstrate attainment of this element.

Standard Six: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – FAMILY-SCHOOL COLLABORATION

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Met



Not Met



Comment:

Assessed and Attained: The program addresses and assesses this standard in a variety of coursework opportunities. Program improvements made to emphasize preschool populations and the collaboration that occurs among providers are commendable.

Candidates' results on all assessments are strong indicators of attainment of this element.

Standard Seven: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: DIVERSITY IN DEVELOPMENT AND LEARNING

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

Met



Not Met



Assessed and Attained: Since the last NASP review in 2009, the program has received accreditation through ISPA and now promotes a globalization collaborative in school psychology abroad. Candidates also take a multicultural counseling course and are systematically rated in skill attainment. Collaborative efforts are noted through preschool population instruction in which candidates are asked to respond to working with diverse families through a collaborative approach. Attainment data are provided.

Standard Eight: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

Met



Not Met



Comment:

The program is commended for efforts to promote this Standard both in policy and practice. Candidates are engaged and supported in research collaborations and follow through with presentations at state and national conferences. Much of this research is funded by grant support, which averages approximately \$3,000 per candidate; last year a total of \$8,400 was awarded. Candidates are trained both in individual case design research and in small- and large-group program evaluation. Program faculty have provided engagement with area school districts through a research collaborative as well.

Element 8.1: Research and Program Evaluation - School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Met



Not Met



Comment:

Element 8.1 is judged as Acceptable.

Assessed and Attained: Candidates engage in coursework preparation as evidenced by candidate transcripts and course sequence in the Student Handbook. Opportunities for applied research activities occur during field experiences (in both practicum and internship) as evidenced by submitted attainment data from case studies, internship contracts, and portfolio assessment.

Element 8.2: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Met



Not Met



Comment:

Element 8.2 is judged as Acceptable.

Assessed and Attained: The program addresses and assesses this element directly in courses, e.g., orientation to school psychology, professional issues, and preinternship seminar. The program provides evidence that both the objectives related to these courses and the measurement tools used to assess student learning are met in policy and practice.

Candidates' results on all assessments are strong indicators of attainment of this element.

Standard Nine: PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY

During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program's practica and internship develop and enhance candidates' skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the standards of professional preparation and practice; and direct, measurable, positive impact on children, families, schools, and other consumers.

Met



Not Met



This standard is not aligned to any particular assessment.

Comment:

The program has designed a course sequence to include observational field learning during the first semester of the program, a full year of practicum that totals 400 hours during the second full-time year of study, and a 1200-hour internship during the third year of study. During the third year most candidate attainment data are reported in areas of professional dispositions, content knowledge, impact on student learning and behavior, and the ability to work in collaborative situations. They have made improvements in practicum opportunities to allow for increased involvement with intervention work and now require supervision by a school psychologist rather than by a school counselor for this intervention work. This is a positive change for the program.

9.1. Practica are completed for academic credit, practica include the development/evaluation of specific skills; practica are distinct from and precede culminating internship; practica emphasize human diversity; practica require direct oversight by the program and collaboration with placement sites and practicum supervisors; and close supervision by program faculty and practicum supervisors

Met



Not Met



Comment:

Element 9.1 is judged as Acceptable.

As stated above, practica experiences are evidenced during year two of the program and are associated

with a seminar class and sponsoring faculty member.

The program appears to have a well-established network of partner districts, consisting of at least 14 different districts over the last three years. Problem solving is explicitly highlighted throughout the curriculum, and practica provide candidates with opportunities to obtain hands-on learning experiences. Supervision is provided on-site by an appropriately credentialed school psychologist or mental health professional and via university-based group supervision.

9.2. Internship is a comprehensive, culminating experience, supervised, and carefully evaluated; completed for academic credit; provides breadth and quality of experiences, attainment of comprehensive school psychology competencies, integration and application of the full range of school psychology; emphasizes human diversity, and provision of services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers; includes formative and summative performance-based intern evaluations, ensures interns demonstrate professional work characteristics and attain competencies for practice

Met



Not Met



Comment:

Element 9.2 is judged as Acceptable.

Candidate responsibilities are described in detail on the sample candidate contracts. Roles required of the intern are clearly noted and supported by site supervisors, as well as a designated program faculty member. Program assessments are used to assess candidate attainment of skills and competencies described through the objectives and goals of the program.

9.3. Internship is completed on a full-time basis over one year or half-time over two consecutive years; a minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns; a minimum of 600 hours completed in a school setting

Met



Not Met



Comment:

Element 9.3 is judged as Acceptable.

A 1200-hour internship requirement is noted in policy within the program handbook and met in practice as noted by candidate transcripts and internship logs. The sample candidate logs provided indicate that all candidates were able to show practice hours well above the requirement of 1200 hours.

9.4 Interns receive an average of two hours of field-based face-to-face supervision, or the equivalent for part-time placements, per week from credentialed school psychologists or, non-school settings, credentialed psychologist

Met



Not Met



Comment:

Element 9.4 is judged as Acceptable.

Sample internship logs provide evidence of attainment and internship contracts clearly note this as a requirement of the internship agreement.

9.5 Internship is a collaboration between the institution and field site; includes activities consistent with program goals, has a written plan specifying responsibilities; includes formative and summative performance-based evaluations; systematic, clearly articulated methods to address concerns about intern performance and attainment of competencies; and provision of appropriate support for the internship experience

Met



Not Met



Comment:

Element 9.5 is judged as Acceptable.

Responsibilities of the site supervisor, the intern, and the university supervisor are detailed within the contract. All parties are made aware of this collaboration and are required to sign off in the form of a contract. A sample contract is provided to show that this is met in practice.

9.6 The program employs a systematic, valid process to ensure that interns demonstrate competencies to begin effective practice as school psychologists; includes the integration of elements of knowledge and application of professional skills for delivering a comprehensive range of services; and effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers

Met



Not Met



Comment:

Element 9.6 is judged as Acceptable.

This element is described in policy. The program describes a systematic process to measure attainment in this area, involving a multiple case study review during internship year that requires multiple faculty rating. Candidates collect baseline, progress monitoring, and outcome data for each case, including effect sizes. The program provides a table with the aggregated "N"s, means, and ranges. There is no mention of the specific type of cases candidates complete. It would have been beneficial to see disaggregated effect sizes for each candidate. Although variable, candidates demonstrate some measurable positive impact.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Program faculty provided evidence of at least an 80% pass rate on the National Praxis II exam for the cohort years of 2012-2013 and 2013-2014 (i.e., 93% and 83% pass rate, respectively), indicating both meet the NASP requirement of a minimal pass rate. Further, content rubric tools are used for candidate rating within each of the Standards II-VII and are based on a Likert scale of scores that range from 1 to 3. Table 2.2 provides an adequate summary of candidate attainment in the form of grades for two years of application. There are three courses assigned to each standard. The program provides evidence in policy as noted in the program handbook and elsewhere that candidates who obtain below a C+ in any area would be required to repeat the course. Within the two applications, this occurred only within one

course on one occasion. Demonstrated attainment data in all other standards and content areas revealed candidate attainment to be at a B or better rating. Assessment 7 also shows evidence of candidate attainment in content knowledge. This is a candidacy for internship evaluation that is initiated and scored separately by three faculty members. Candidates are rated on a Likert scale, but content portions of this assessment are rated for satisfactory performance in specific courses. Again, attainment data are reported for two applications where 83% and 100% attainment was noted. In one year, two candidates were rated at the "need to be remediated level."

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

Aggregated candidate data are provided for Assessments 3, 4, and 5 (practicum supervisor evaluations, internship evaluations, and portfolio ratings), which use a Likert scale and show two applications for the cohort years of 2012-2013 and 2013-2014. The assessment tool used is organized into categories and questions that align with the NASP standards and again rate candidates in competence 1 to 3 (1 showing no competence). Mean ratings for both applications were in the high 2s. There were no ratings of 1 throughout both applications of practicum and internship during both years of administrations. Criteria supervisors were asked to rate appeared well aligned to the individual standards, and their application was clearly indicated on the assessment tool.

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

The documentation provided for Assessment 6 describes adequate outcome measures indicating various ways that the impact on student learning is measured. For instance, program faculty describe they have moved from a one-case study assessment requirement to a three-case study requirement. Case studies are then rated by each of the three faculty members. Effect sizes are reported as means for each cohort across the three case studies, with all candidates demonstrating at least some positive impact. The program provides a table with the aggregated "N"s, means, and ranges. There is no mention of the specific type of cases candidates complete. It would have been beneficial to see disaggregated effect sizes for each candidate.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

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

The program cites several improvements made to the program through using multiple feedback sources, such as external reviewer, field supervisors, assessment data, and NASP previous review. The program should be commended on this feedback process and the time they devote to looking at assessment data through a standing school psychology committee that meets twice monthly throughout the year and once through the summer, with one of these meetings devoted solely to reviewing and analyzing program data. The program faculty has made an effort to align course structure to the 2010 NASP Standards. Some of the most noteworthy changes to strengthen the program are as follows: practicum case supervision by a school psychologist, not school counselor; adding more financial support for candidate research; increasing the number of orientation experiences; forming partnerships with school districts; increasing the number of case studies required during internship; and adding the school psychology globalization course to the program in light of ISPA Accreditation earned in 2012.

PART E - AREAS FOR CONSIDERATION

LEAVE BLANK

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

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

PART G - DECISIONS

Please select final decision:

- ☒ **National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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