Program Report for the Preparation of School Psychologists
National Association of School Psychologists(NASP)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Arkansas State University

2. State

Arkansas

3. Date submitted

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4. Report Preparer's Information:

Name of Preparer:

John D. Hall, Ph.D.

Phone: Ext.

(870) 972 - 3041

E-mail:

jhall@astate.edu

5. NCATE Coordinator's Information:

Name:

Don Maness, Ed.D.

Phone: Ext.

(870) 972 - 3057

E-mail:

dmaness@astate.edu

6. Name of institution's program

Ed.S. Degree Program in Psychology & Counseling: School Psychology

7. Levels for which candidates are being prepared [1]:

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

8. Degree or award levels[1]:

Educational Specialist (Ed.S.)

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

Educational Specialist (Ed.S.): Major: Psychology & Counseling: Concentration: School Psychology

10. Is this program offered at more than one site? 1 [2]

Yes   No

€   b

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

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

School Psychology Specialist

13. Program report status:

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

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

- ⊙ Yes
- ⊙ No

SECTION I - CONTEXT

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

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

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.

Arkansas State University (ASU) is a comprehensive state-supported university established in 1909. It is located in northeast Arkansas approximately 130 miles from Little Rock and 70 miles from Memphis, TN. It is one of two school psychology programs in Arkansas. The program of studies is a track within the ED. S. Program in Psychology and Counseling. The program is housed in the Department of Psychology and Counseling in the College of Education. The College of Education Professional Education Unit is accredited by NCATE. The mission of the College is to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. Graduate programs develop professionals who are effective educational leaders and who support the teaching/learning process.

ASU provides financial support through graduate assistantships and teaching assistantships. Graduate assistantships are available on a competitive basis through the Graduate School and require 20 hours of work per week. Teaching assistantships are assigned by the chair of the department, and require a 3-6 hour course load per semester. Occasionally, limited funds have been provided through the Department of Psychology and Counseling to support student travel to professional meetings (e.g., NASP annual convention).

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

The School Psychology Handbook describes the conceptual framework for the program which includes

mission (p. 5), philosophy (p. 5), goals (pp. 5-6), and objectives (pp. 6-8). It also describes the curriculum (pp. 20-21) and the sequential program of studies is detailed in the Application for Admission to Candidacy (Appendix C; pp. 41-42). See attachment: Program Handbook.

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

School psychology students have practicum and internship experiences for academic credit (i.e., PSY 7613, Practicum in School Psychology, and PSY 7823, Supervised Internship). Eligibility to enroll in these courses requires approval of the student's adviser and/or the School Psychology Program Committee based upon an application submitted by the student. To obtain this approval, a student must have successfully completed all prerequisites and be deemed to have shown evidence of readiness for the level of practice required in the particular course. The application process is described in the School Psychology Handbook Appendix D, pp. 43-44, and Appendix E, pp. 45-46). See attachment: Program Handbook.

PSY 7613, Practicum in School Psychology is 100 hour experience performed under the supervision of a field supervisor who is a licensed school psychology specialist or a licensed psychologist, and a university supervisor. The student performs many of the duties of a school psychology specialist. The student is required to provide a log of experiences using the Practicum in School Psychology Log (School Psychology Handbook, Appendix I, p. 59-61). See Attachment: Program Handbook. Specific information regarding Practicum in School Psychology can be found in the course syllabus. See attachment PSY 7613 Practicum in School Psychology. Practicum students are evaluated by the field supervisor using the Practicum Evaluation Form (School Psychology Handbook, Appendix J, p. 62-65. The student's logs and evaluation forms are used to assist in determining the final grade in the course. See attachment: Program Handbook.

PSY 7823, Supervised Internship is the culminating training experience for the school psychology graduate student, and consists of one academic year or its equivalent (as prorated on a part-time basis not to exceed two years) with a minimum of 1200 clock hours of supervised experience (of which a minimum of 600 hours must be within a school setting). Supervised internship is generally the equivalent of a full-time responsibility as a school psychology specialist. Three semester hours of credit earned are earned for each 600 hours of internship experience. The field supervisor is a licensed school psychology specialist with a minimum of 2 years of experience, or a licensed psychologist as appropriate to the placement setting. The intern is responsible for submitting a log of experiences using the Supervised Internship Log (School Psychology Handbook, Appendix L, p. 69-71). All supervised internship experiences are consistent with state and/or national requirements/standards. More specific information regarding Supervised Internship can be found in the course syllabi see Attachment PSY 7823 Supervised Internship. An Internship Agreement Form must be completed and approved in advance of each experience (see attachment Sample Internship Agreement). Students are evaluated by their field supervisor at the final examination period of each semester using the Supervised Internship Evaluation Form (School Psychology Handbook, Appendix M, pp. 72-76) Students are also supervised by a faculty member who conducts a site visit to assess the intern's performance and the overall quality of the supervised internship unless distance precludes such a visit. The student's logs and evaluation forms are used to assist in determining the final grade in the course. See attachment: Program Handbook.

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 criteria are described in the School Psychology Handbook (p. 9) along with a transfer credit policy (p. 18). See attachment: Program Handbook.

Retention and exit from the program are governed by several policies and student progress evaluated using a number of checkpoints described in the School Psychology Handbook. Continuation in the program and final awarding of the degree may be denied for unsatisfactory scholarship, or on the grounds of unsatisfactory mental, moral, or emotional attributes. Checkpoints include the following:

1. Annual Review (p. 10).
2. Admission to Candidacy (p. 10).
3. Approval to Register for PSY 7613, Practicum in School Psychology, and PSY 7823, Supervised Internship Courses (pp. 10-11).
4. Eligibility for Comprehensive Examination (p. 11).
5. Submission of portfolio (pp 11-12).
6. Application for degree (p. 12) See attachment: Program Handbook.

Academic progress is evaluated continuously by course instructors. Students must also receive passing grades on both the Comprehensive Examination (pp. 16-17) and the required portfolio (pp. 10-11). Student professional work characteristics/dispositions are evaluated at the time of the annual review, and are also rated by field supervisors during PSY 7613, Practicum in School Psychology, and PSY 7823, Supervised Internship Courses. Forms used in these evaluations are provided in the School Psychology Handbook (Appendix B, pp. 31-40; Appendix J, pp. 62-65; Appendix M, pp. 72-76). See attachment: Program Handbook.

In addition to specific academic criteria mentioned in relation to the checkpoints above, students are expected to adhere to a code of conduct described in the School Psychology Handbook (p. 17-18). Students are evaluated for adherence to these policies at the time of the annual reviews but any faculty member or field supervisor can bring specific instances of questionable conduct to the attention of the program coordinator or academic advisor at any time. Serious concerns will then be addressed by the entire Degree Program Committee. See attachment: Program Handbook.

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

The conceptual frameworks for advanced programs were developed by the faculty in these individual programs. The conceptual frameworks for the Ed.S. Degree in Psychology and Counseling, Supporting the Teaching/Learning Process, has three major components: Professionalism, Advanced Knowledge and Skills, and Scientific Practice. Professionalism is reflected in the conceptual framework for the school psychology program through an emphasis on comprehensive services, professional accountability, and consistency with applicable laws and professional ethics in the program's statement of philosophy. Advanced Knowledge and Skills are reflected in the program being structured in accordance with NASP standards for training and field placement (2000), and in accordance with the licensure standards set by the ADE and the Arkansas Psychology Board, as specified in the program's mission statement. Scientific Practice is reflected in the program being rooted in the scientist practitioner and ecological-behavioral models, with students being taught to be both producers and consumers of research, and program graduates are well educated in the problem solving model and are well equipped to draw upon scientific foundations in psychology and education when providing either direct or indirect

services. (School Psychology Handbook, Philosophy, p. 5). See attachment: Program Handbook.

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

The Teacher Education Unit at ASU requires students in preparation to become school professionals to demonstrate relevant knowledge, skills, and dispositions as defined by the student's professional specialty. Students who meet NASP Standards for Training and Field Placement (2000) by definition meet the standards for the Teacher Education Unit. No unique sets of program assessments are, therefore, required. All relevant assessments are listed in Section II of this report. See Section II-List of Assessments.

8. Attach the following for Section I. (Most attachments consist of forms or charts at the end of this document, all of which must be completed. Several attachments require additional program documents as noted below.):
Attachment I A. Chart of Candidate Information
Attachment I B. Chart of Faculty Information
Attachment I C. Program Handbook or other official document that includes the required program of study and other relevant policies and procedures of the program. The program of study should outline the courses and experiences required for candidates to complete the program. The program of study must include course numbers AND titles.
Attachment I D. Response to NASP Standard I (an additional attachment includes transcripts of three recent program completers---within the last academic year).
Attachment I E. Response to NASP Standard II (additional attachments include course syllabi and other documentation)
Attachment I F. Response to NASP Standard III (additional attachments include program documents related to internship and a sample internship agreement)
Attachment I G. Internship Summary

Candidate - Completers Chart	Faculty Chart
Program Handbook	NASP Standard I
NASP Standard II	NASP Standard III
Internship Summary Form	Student Transcripts
Sample Internship Agreement	COUN 6033 Social and Cultural Foundations of Counseling
ELFN 6763 Philosophies of Education	ELSE 5633 Diagnostic and Corrective Reading Instruction for Individuals with Mild Disabilities
PSY 6113 Theories and Techniques in Helping Relationships	PSY 6213 Statistics and Research Design in Psychology and Counseling
PSY 6523 Behavior Assessment & Intervention	PSY 6543 Psychosocial Aspects of Development
PSY 6573 Psychological Testing	PSY 6583 Individual Intelligence Testing
PSY 6603 Professional School Psychology	PSY 6613 Professional Consultation
PSY 7213 Research Design and Multivariate	PSY 7513 Psychoeducational Assessment of Persons with

Analysis	Disabilities
PSY 7523 Psychoeducational Interventions	PSY 7533 Psychopathology
PSY 7543 Theories of Personality	PSY 7563 Theories of Learning
PSY 7583 Developmental and Differential Psychology	PSY 7613 Practicum in School Psychology
PSY 7633 Physiological Psychology and Psychopharmacology	PSY 7823 Supervised Internship
Program and Affiliate Faculty	ASU School Psychology Curriculum-NASP Domain Matrix

See **Attachments** panel below.

SECTION II - LIST OF ASSESSMENTS

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

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

Name of Assessment [4]	Type or Form of Assessment [5]	When the Assessment Is Administered [6]
Assessment #1: (Required)-CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test: _____	Praxis II National Examination in School Psychology	End of Spring Semester of Internship Year
Assessment #2: (Required)-CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1-2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.	1. Course Grades 2. Comprehensive Examinations	Each Semester During Spring Semester of Internship Year
Assessment #3:(Required)-PROFESSIONAL KNOWLEDGE,		

SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.	Practicum Ratings by Field Supervisors	End of Spring Semester of Second Year
Assessment #4: (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.	Intern Evaluations by Field Supervisors	End of Fall Semester and End of Spring Semester of Internship Year
Assessment #5: (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.	Student Portfolio	End Of Spring Semester Of The Internship Year
Assessment #6: (Required)- EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment)	Case Study In The Student Portfolio	End Of Spring Semester Of The Internship Year
Assessment #7: (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-	Annual Reviews	End of Spring Semester of Every Year

ups, theses, case studies, simulations, or similar measures.		
Assessment #8:(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.	1. Constituent Survey 2 Student Exit Survey	1. Administered 2005 [Next administration planned 2009] 2. End Of Spring Semester Of The Internship Year

(4) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(5) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(6) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course titles and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

I. PROGRAM CONTEXT/STRUCTURE

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

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

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

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

Standard								
2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓
2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowl¬edge 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.	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓

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

2. **III. FIELD EXPERIENCES/INTERNSHIP**

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

Information is provided in Section I.

IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY

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

Information is provided in Section V.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

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

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

- Content knowledge)[7]

- Pedagogical and professional knowledge, skills and dispositions
- Focus on student learning

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

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

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

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

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

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

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

2. #1 (Required)-CONTENT KNOWLEDGE: Data from state or national school psychology credentialing exam[9] . If your state does not require a school psychology credentialing exam, then data for the Praxis II in School Psychology must be submitted.

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

Assessment 1 Narrative	Assessment 1 Data

See **Attachments** panel below.

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

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

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

Assessment 2-1 Narrative	Assessment 2-1 Data
Assessment 2-2 Narrative	Assessment 2-2 Guide
Assessment 2-2 Data	

See **Attachments** panel below.

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

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

Assessment 3 Narrative	Assessment 3 Tool 1 and Guide
Assessment 3 Tool 2 and Guide	Assessment 3 Data

See **Attachments** panel below.

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

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

Assessment 4 Narrative	Assessment 4 Tool and Guide
Asseessment 4 Data	

See **Attachments** panel below.

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

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

Assessment 5 Narrative	Assessment 5 Tool and Guide
Assessment 5 Data	

See **Attachments** panel below.

8. #6 (Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidence by measurable positive impact on children, youth, families, and other consumers. (NASP Standard 4.3).
NOTE: You need not have a separate assessment of this area if it addressed by Assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment) that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

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

Assessment 6 Narrative	Case Study Guidelines
Assessment 6 Data	

See **Attachments** panel below.

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

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

Assessment 7 Narrative	Assessment 7 Tool and Guide
Assessment 7 Data	

See **Attachments** panel below.

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

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

Assessment 8-1 Narrative	Assessment 8-1 Tool and Guide
Assessment 8-1 Data	Assessment 8-2 Narrative
Assessment 8-2 Tool and Guide	Assessment 8-2 Data

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

The School Psychology Degree Program Committee has reviewed the result of multiple assessment tools collecting data from a variety of sources on an ongoing basis. Although in general these assessments have provided positive feedback on the quality of the program, specific concerns have been identified and addressed by the committee. The major changes implement or under consideration to improve the quality of the program are described below.

Low quality written responses to the case question resulted in the addition of three written assignments specific to case conceptualization and recommendation in PSY 7523, Psychoeducational Interventions.

The large number of N/A ratings assigned by field supervisors on the practicum ratings for the 2006-2007 cohort caused a change in practicum settings to allow students to have a more appropriate range of experiences with more appropriate field supervisors.

The case study in the student portfolio has been improved each year based upon evaluation of the material submitted by students. Inclusion of specific requirements to include data on interobserver agreement and treatment integrity have increased our ability to ensure that students are implementing interventions properly. Inclusion of data on effect size, percent of non-overlapping data, and goal attainment have increased our ability to ensure that our students can have a measurable positive impact on children, youth, families, and other consumers.

Comments made on both the constituent survey and the student exit survey have resulted in two changes. First, we developed and implemented a new course, PSY 7523, Psychoeducational Interventions. Second in PSY 6713, Practicum in School Psychology there is now a greater emphasis on and application of special education rules and regulations.

Comments on the constituent survey also resulted in several other changes:

(a) A component has been added to PSY 7523, Psychoeducational Interventions requiring our students to tutor a public school student.
(b) Students in PSY 7613, Practicum in School Psychology are now required to engage in more activities in a public school or a Head Start facility.
(c) We make a greater effort to strengthen home-school collaboration in PSY 7613, Practicum in School Psychology
(d) We make a greater effort to place students in the school environment earlier in the curricular sequence.

Student comments on the exit survey about the infrequent basis on which some courses were being offered gave us leverage with administrators to have these courses offered more frequently. This change allowed us to provide a more thorough, better integrated, sequential program of study on a more stable basis.

As a result of reviewing the data as part of the NASP self-study additional changes are planned or being discussed: In Spring 2009 PSY 6613, Professional Consultation crisis intervention will be added as a major unit in the course. Because overall scores on the comprehensive examination indicated that more written answers have been scored as partially inadequate since students have begun doing internships outside of northeast Arkansas, these students do not appear to be devoting sufficient time to preparing for the written examination. We are considering a required preparatory meeting prior to the examination and/or giving the examination prior to internship. Because Praxis II scores have been consistently lowest on IV. Applied Educational Foundations, we plan to analyze the curriculum to determine what program changes are necessary to strengthen the program in this area.

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

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

2. Directions: Complete the following table by providing a brief response to each standard. The

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

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