

NATIONAL RECOGNITION REPORT

Preparation of School Psychologists

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

COVER PAGE

Name of Institution

Arkansas State University

Date of Review

MM DD YYYY

08 / 01 / 2010

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

School Psychology

Program Type

Other School Personnel

Award or Degree Level(s)

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

PART A - RECOGNITION DECISION

A1. SPA Decision on NCATE recognition of the program:

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **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

Comment:

A3. Summary of Strengths:

Response to the previous review is commendable. Curriculum revisions appear to be appropriate and addressed key NASP domains. Revisions made in assessments were noteworthy. Administrative support for additional program faculty in school psychology should help assure quality resources for current and future candidates.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. PROGRAM CONTEXT/STRUCTURE

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

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

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

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

Met Not Met

Comment:

The program should be commended for making changes that address concerns expressed previously about meeting this standard. For example, it is now clear that candidates are not to complete coursework during the internship.

However, a major concern previously was that no transcripts of candidates were consistent with the curriculum sequence they were to complete. In the absence of transcripts with the current submission, it

is not possible to determine if this standard is being met.

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

Met Not Met

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Comment:

The program has integrated diversity into the curriculum.

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

Met Not Met

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Comment:

This element was rated as Met in the previous review although suggestions for improvement were offered. The changes made in the submission now make it clear that part-time study is acceptable, if not encouraged.

A sequence of study for part-time students now appears in the Handbook but it is unclear how these candidates complete “alternative planned experiences.” The program needs to clarify how it addresses this issue.

As stated under Standard I.1, in the absence of transcripts it is also unknown if candidates actually complete the recommended sequence of coursework.

1.4. Faculty requirements/credentials

Met Not Met

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Comment:

Two faculty have school psychology backgrounds and the director is a school psychologist

1.5. Continuing professional development opportunities

Met Not Met

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Comment:

REQUIREMENTS FOR SPECIALIST LEVEL PROGRAMS ONLY

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

Met Not Met

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Comment:

Met in previous review.

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

Met

Not Met

jñ

jñ

Comment:

Met in previous review.

REQUIREMENTS FOR DOCTORAL LEVEL PROGRAMS ONLY

1.8. Greater depth of study in multiple domains

Met

Not Met

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Comment:

Not Applicable

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

Met

Not Met

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Comment:

Not Applicable

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

Met

Not Met

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Comment:

Not Applicable

Standard 2. Domains of School Psychology Training and Practice.

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

NOTE: For each domain below, provide specific comments labeled as ADDRESSED, ASSESSED, and ATTAINED to explain the basis for any standards judged to be Not Met.

GENERAL COMMENTS

In the previous report, the program was commended for providing a variety of assessment data

aggregated for three cohorts of candidates. However, assessment methods were found to be very limited, typically consisting of very general items (e.g., one item for each of the 11 NASP domains). Because of the limited assessment measures, and resulting data, it was difficult to determine if the candidates possessed skills in specific areas within each domain and domains were rated Not Met for this reason (and for other given reasons).

Since the previous review, the program has made significant improvements in their assessments.

Assessment #1: The PRAXIS is required. In the previous report, it was reported that all 12 candidates over the previous 3 years obtained a passing score of 620, which is the passing score for the state. However, 5 of the 12 scores were below 650 (the NASP minimum at that time). In the current submission, scores are reported for 2 of 4 candidates in the 2009-2010 graduating cohort. Of those two students, both scored above the Arkansas standard (159) and one scored above the NASP minimum standard (165). Data for spring 2010 graduates also showed that all candidates passed the Praxis at the Arkansas State level of 159. Only one candidate of four did not pass at the NASP minimum (score of 162).

The program also provided data on PRAXIS test categories, which is commendable. Candidate data was also reported for subscales. The percent correct was reported rather than the percentage of candidates scoring in, above, or below the average performance.

Assessment #2. A combination of course grades, with courses aligned with domains, and a comprehensive exam is used to assess content knowledge (Assessment 2). The exam is new, and appears to be thorough and comprehensive. A scoring rubric is now presented for the essay portion of the exam. Data show that of the three candidates graduating in spring 2010 all passed Part 1 - Multiple Choice exam with at least 70%, the minimum level required by the program. Two candidates passed the essay component of the comprehensive exam. The candidate that did not pass the essay was required to take an oral examination, which was passed.

Assessment #3: In the previous review, concerns were expressed about this assessment being very limited in scope. In response, the program made major revisions in the rating form completed by practicum supervisors, producing an impressive form that is now being used. The program should be commended for creating this new form. Data are presented for practicum students in the spring and fall of 2009, with ratings across domains reflecting emerging or pre-internship levels of competence. The program does not explain how it used the revised evaluation form to collect spring 2009 data. Means by NASP domain were provided for the spring 2010 semester. Averages of 3.83 to 4.0 were reported, suggesting strong pass rates for practicum students. However, the data were not disaggregated by item or candidate.

Assessment #4. In the previous review, the same concerns about the evaluation form completed by field supervisors in practica were also expressed about the form used in internship. In response, significant revisions were made in this form (including the use of 122 specific items). Data are presented for 5 interns in the fall of 2009, with data reflecting entry-level competence across domains. Data for spring 2010 candidates showed means ranging from 4.64 to 4.94. Future submissions, the program is recommended to provide frequency data that show the number of candidates performing at each level rather than just providing mean scores.

Assessment #5. In response to similar concerns expressed above about Assessments 3 and 4 being limited in scope, the program made significant revisions and additions to this assessment, resulting in a very thorough portfolio. The portfolio must be completed by the end of the internship year. It includes a comprehensive assessment case, a behavioral consultation case study, practicum and internship logs, an

academic intervention case, an in-service presentation, and demonstration of competencies in use of technology. The portfolio components are aligned with NASP domains and faculty evaluated the portfolios, using new scoring rubrics. Data on three candidates showed mean ratings ranging from 2.0 to 2.33. These scores suggest Acceptable levels.

Assessment #6. As part of the portfolio in Assessment 5, candidates must complete a behavioral consultation case study and an academic intervention case study during internship (candidates can no longer complete a case study for this assessment during practicum, as allowed previously). Case studies are scored using the NASP NCSP Case Study Evaluation Rubric and another impressive rubric created by the program. Documentation of change in behavior is thorough (including effect size, treatment integrity, goal attainment scaling). Data are presented for 4 interns in the fall of 2009, with data showing a positive impact on students. Data for the spring 2010 semester showed similar findings.

Assessment #7: This assessment consists of an annual review of each candidate by a faculty committee in school psychology. The rating form was recently revised, and will be used this spring.

Assessment #8: This consists of a School Psychology Constituent Survey, consisting of 31 items aligned with NASP domains and an open-ended question, which was completed in 2009 by 10 field supervisors and special education coordinators. Ratings were favorable in all areas, averaging 3.8 on a 5-point scale. Similar findings were shown for data collected in spring 2010. Means were average to above average.

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

Met

Not Met

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Comment:

Addressed: This domain was addressed in the previous review.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 2.2. Consultation and Collaboration. School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Met

Not Met

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Comment:

Addressed: This domain was addressed in the previous review.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 2.3. Effective Instruction and Development of Cognitive/Academic Skills. School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Met Not Met

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Comment:

Addressed: This domain was addressed in the previous review.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 2.4. Socialization and Development of Life Skills. School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.

Met Not Met

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Comment:

Addressed: This domain was addressed in the previous review.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 2.5. Student Diversity in Development and Learning. School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Met Not Met

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Comment:

Addressed: The program has added diversity to the curriculum and these changes demonstrate that the domain is now addressed.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 2.6. School and Systems Organization, Policy Development, and Climate. School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Met Not Met

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Comment:

Addressed: This domain was addressed in the previous review.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 2.7. Prevention, Crisis Intervention, and Mental Health. School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Met Not Met

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Comment:

Addressed: This domain was addressed in the previous review.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 2.8. Home/School Community Collaboration. School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Met Not Met

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Comment:

Addressed: This domain was addressed in the previous review.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 2.9. Research and Program Evaluation. School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Met Not Met

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Comment:

Addressed: The program has made changes to the curriculum and now requires a course (PSY 7223) that includes both research and program evaluation.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 2.10. School Psychology Practice and Development. School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Met Not Met

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Comment:

Addressed: This domain was addressed in the previous review.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 2.11. Information Technology. School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Met Not Met

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Comment:

Addressed: This domain is adequately addressed.

Assessed and Attained: Assessment and attainment demonstrate that this domain was met. See comments above for information on assessments.

Standard 3. Field Experiences/Internship. School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

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

Met	Not Met
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Comment:

In response to the previous program evaluation, the program has added a 150-hour practicum. They revised the Internship Agreement/Contract, adding greater specificity.

They also made substantial improvements in the assessments used in practica and internship, which now reflect an integration/application of a full range of competencies/domains.

It is the lack of documentation of practice (i.e. transcripts) that resulted in the rating of “Not Met.”

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

Met	Not Met
j ⁿ	j ⁿ

Comment:

Met in previous review.

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

Met	Not Met
j ⁿ	j ⁿ

Comment:

Met in previous review.

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

Met	Not Met
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Comment:

Met in previous review.

3.5. Provision of appropriate support for the internship experience

Met	Not Met
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Comment:

Met in previous review.

Standard 4. Performance-based Program Assessment and Accountability. School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.

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

Met	Not Met
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Comment:

Met in previous review.

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

Met	Not Met
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Comment:

Met in previous review.

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

Met	Not Met
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Comment:

As part of the internship portfolio now required in Assessment 5, candidates complete a behavioral consultation case study and an academic intervention case study.

As designed, the assessment appears good. Each candidate was required to complete behavioral and academic case studies (social skills, inattention, reading). Data provided for three candidates consisted

of total NASP/NCSP scores, inter-observer agreement, treatment integrity, effect size, percent non-overlapping data, and goal attainment scaling and social validity scores. These scores show that candidates are demonstrating positive impact on students.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The PRAXIS is required. In the previous report, it was reported that all 12 candidates over the previous 3 years obtained a state passing score of 620. However, 5 of the 12 scores were below 650 (the NASP minimum at that time). In the current submission, scores are reported for 2 of 4 candidates in the 2009-2010 graduating cohort. Additional data on three candidates were reported, including subscale scores. Of those two students, one scored above the NASP minimum (but met the Arkansas minimum). The program does provide aggregated test category scores, although improvements in how scores are reported are recommended (see comments above). In addition to the PRAXIS, a combination of course grades, with courses aligned with domains, and a comprehensive exam is used to assess content knowledge (Assessment 2). The exam is new, and appears to be thorough and comprehensive. A scoring rubric is now presented for the essay portion of the exam. Data show that candidates are passing both multiple choice and essay components. One candidate who did not pass the essay later passed an oral comprehensive exam.

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

Practica and internship evaluation forms have been greatly improved.

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

As part of the internship portfolio now required in Assessment 5, candidates complete a behavioral consultation case study and an academic intervention case study. As designed, the assessment appears good. The data provided was comprehensive and demonstrate positive impact on children.

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)

This standard was met in the previous evaluation, and the program has continued to demonstrate impressive evidence of program improvements.

PART E - AREAS FOR CONSIDERATION

LEAVE BLANK

PART F - ADDITIONAL COMMENTS

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

The program is clearly moving in the right direction. The changes made are consistent with NASP standards and guidelines.

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

PART G - DECISIONS

Please select final decision:

- Program is nationally recognized. 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 before that review. 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 a revised report addressing any unmet standards or other concerns.*

Please click "Next"

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