Clinical Child/ School Psychology Program
Assessment Plan
Revised 5/19/04

The Clinical Child/ School Psychology program has developed a sequence of structured assessment measures in order to ensure that program quality and student progress are regularly monitored, and that appropriate interventions and modifications are implemented. Student progress is evaluated in a variety of contexts, using a variety of performance measures, at various times throughout the training experience.

I. Candidate Assessment Process

Admissions to the Program: During the admission process, candidates are evaluated on their performance in previous academic course work, admission exams, and prerequisite courses. Applicants are also evaluated for their skills in writing and using English (e.g., Writing Skills Test and Test of English as a Foreign Language). Selection criteria further require evidence of interpersonal effectiveness, cultural competence, clinical aptitudes, personal authenticity, and commitment to the profession. In order to assess for these qualities, a team of faculty conducts a personal interview with each applicant being considered. Letters of recommendation, as well as a written “Personal Statement” submitted by each applicant, provide additional information.

Formative Assessments: After being admitted to the program, students are assessed at frequent intervals, both formally and informally. Assessment of academic progress is closely monitored on the basis of faculty evaluations and grades in program coursework. Because performance-based learning activities are emphasized in virtually every course, students are encouraged to design projects that link theory to practice. In addition, weekly meetings of program faculty are conducted to monitor student progress in acquiring knowledge and developing clinical aptitudes and professional disposition. On-site fieldwork supervisors provide quarterly ratings of student progress, as observed in context of the school setting. At the end of the first and the second years of the program, an Individual Advisory Interview is conducted by a team of faculty. The purpose of this interview is two-fold: (1) to verify the student’s satisfactory progress toward completion of program requirements, and (2) to support the student in self-evaluation and determination of personal goals. At the end of the first year, students who qualify are advanced to candidacy and advanced fieldwork status.

Two examples of entry-level courses provide opportunities for initial assessment of student learning. EPSY 6770 allows faculty to assess clinical aptitudes and EPSY 6720 gives early evidence of students’ ability to apply psychometric techniques to the assessment of psychological functioning. The CCSP Professional Dispositions and Clinical Aptitudes (see attached list) provide significant content for ongoing candidate evaluation. For example, EPSY 6770, 6671, and 6672; EPSY 6770; and EPSY 6880 support first-, second, and third-year students, respectively, in learning the importance of Professional Dispositions (integrity, empathy, commitment to social justice, flexibility, and tolerance for ambiguity) and Clinical Aaptitudes (acceptance of constructive feedback, awareness of impact upon others, appropriate regulation of ego needs, support and leadership, risk taking, and cultural insight). In preparation for annual review interviews, students are asked to rate themselves in each area and to select specific areas in which growth is needed. University faculty assists in this process by providing opportunities for practice and constructive feedback.
Admissions to the Internship: A formal evaluation by faculty is again required prior to entrance into the internship in school psychology. This evaluation, conducted upon completion of the second year of study, is conducted in order to determine the candidate’s “readiness, professional maturity, and personal commitment,” as required for entrance into an internship in school psychology.

Formative Assessments: Students admitted to the internship in school psychology are assessed at regular intervals, using a variety of methods. Supervisor evaluations and faculty monitoring continue to provide important information regarding student success in the internship. The intern’s portfolio and professional development plan provide additional data in assessing progress. Case presentations and documented in-service trainings by interns evidence advanced professional skills.

Exit Interviews and Culminating Experiences: Exit interviews, conducted at the end of the final quarter of study, elicit self-report information regarding candidates’ knowledge and skills, as measured by current CTC and NASP standards for the specialization in school psychology. These self-reports are compared with district supervisors’ evaluations and University supervisors’ assessment of dispositions and aptitudes. Again, prior to the granting of a clear Credential in School Psychology, the candidate must demonstrate the requisite “readiness, professional maturity, and personal commitment” for entrance into the field of school psychology.

Students are required to pass the National Certification in School Psychology Examination, the Praxis II, as a culminating experience, before program recommendation for the Credential. A score of 660 on this comprehensive examination evidences national standards of excellence in training and content knowledge. Students prepare for this examination in EPSY6205, Advance Pupil Services.

Students’ impact within their school-based field placements is assessed in three ways. First, University supervisors review final field supervisor evaluation areas (e.g., assessment, consultation, intervention, and communication effectiveness). Second, the School Psychology portfolio provides documentation of interns’ specific contributions. Interns are responsible for selecting a range of assessment reports, pre-referral intervention, team membership documents, consultation summaries, and samples of creative activities. Third, interns prepare professional development plans early in their third year. Interns review their plans throughout the internship and, during the exit interview, discuss how progress toward goals has influenced their work in schools.

II. Program Assessment Process

Admissions: CCSP faculty meet weekly during the admissions period to discuss application forms, applicant interview strategies (e.g., adding a scenario and professional questions this year), and applicant standards, and applicant standards (e.g., course prerequisites, standardized test results, and letters of recommendation). Upon completion of the admissions process, applicants’ grade point averages, standardized testing scores, and interview ratings are compared for candidate selection. Profiles of related strengths and weaknesses are noted at the point of program entry and are reviewed each year (e.g., the annual student review interview).
**Course Evaluations & Student Feedback:** In addition to regularly scheduled course evaluations, in which students provide feedback to faculty regarding teaching approaches, course organization, etc., students in the program are given many opportunities to offer ideas regarding program development and revision. Elected class representatives meet regularly with faculty to discuss program issues, air concerns, and collaborate in problem-solving. At the end of each year, students are interviewed individually and asked for suggestions to improve the program. On the basis of recent student recommendations, for example, our course in Consultation (EPSY 6669) is now being offered earlier in the program.

**Follow-up Assessments:** College of Education and Allied Studies Alumni Surveys of program graduates and local employers provide important data on graduates’ evaluations of their training and employers’ ratings of the professional appropriateness of graduates’ training for the field. After two years in the field, graduates are eligible to become school psychology supervisors for our candidates in training. Telephone communication and feedback from these graduates provide overview of professional progress and supervisory readiness two years after completion of the program. *Best Practices in School Psychology* (Volume IV) provides content validity necessary to interpret survey and feedback data (e.g., topics for professional growth and areas for psychoeducational intervention). This collection of research-based reviews assists the program in comparing course objectives, assignments, and content with nationally-recognized standards of practice in school psychology.

Our most reliable source of performance assessment and feedback information has been the program’s network of fieldwork supervisors, our Program Advisory Board, and our Internship Coordinating Committee. These supervisors and coordinators of psychological services are employers of graduates and our second- and third-year candidates. The Advisory Board and the Coordinating Committee review alumni survey data, feedback from graduate supervisors, and candidate exit interview summaries during our Advisory and Coordinating meetings. Further, these groups help to connect the data to the changing needs of local school districts.

The CCSP program utilizes state (CCTC) and national (NCATE and NASP) guidelines to evaluate the program’s curriculum, training practices, and supervision. These three, separate review processes have rigorous professional and academic standards. After submitting program documents to each review committee, the CCSP program relies on detailed committee evaluation to improve all aspects of training, develop CEAS strategic plans for continued improvement, and identify necessary resources to document in CAPR reviews. The CCSP program evaluates our assessment plan, program philosophies, and student outcomes throughout the state and national review processes. We ask program and EPSY Department faculty members for their suggestions in improving course content, training practices, and program assessment. One ongoing source of support for proactive change is our EPSY Department Curriculum Committee, which collaborates in developing proposals for program and course changes.

The assessment plan is modified periodically as local, regional, and national requirements and demands change. The CCSP Coordinator records programmatic decisions as well as modifications to the program assessment plan and summarize records for Advisory Board and Coordinating Committee members.
III. Program Learning Outcomes and Course Objectives

The CCSP Program training model is based on National Association of School Psychology professional standards (NASP). NASP emphasizes comprehensive outcomes for candidate skill, knowledge, aptitude, and performance. Thus, the CCSP Program has developed the I CARE model of learning outcomes (I- Intervention, C- Consultation, A- Assessment, R- Research, and E- Education).

**Intervention and Research- Learning Outcomes and Course Objectives:**

**Learning Outcomes-** 1. Candidates will demonstrate effective, professional approaches to intervene in student problems at an individual and group level. 2. Candidates will apply empirically based research to the selection, development, implementation, and evaluation of interventions that create access and opportunity for all students.

**Course Objectives-** 1. Courses in Program Evaluation and Crisis Intervention will present skills and knowledge necessary for students’ critical thinking about effective interventions that are culturally appropriate and ecologically sound. 2. Therapy and Clinical Supervision courses will introduce theories of counseling and provide opportunities for practice of basic and advanced counseling skills.

**Consultation and Education- Learning Outcomes and Course Objectives:**

**Learning Outcomes-** 1. Candidates will establish one quarter of mental health consultation with one teacher (consultee) by facilitating a professional, collaborative relationship, as evidenced in consultation logs. 2. Candidates will integrate strategies to foster consultee knowledge, skill, confidence, and objectivity. 3. Candidates will demonstrate commitment to Social Justice and Democracy by planning and delivering educational in-services on critical topics to parents, teachers, or community members.

**Course Objectives-** 1. The course in Mental Health Consultation will introduce conceptual bases for school-based consultation and various definitions of consultation. 2. Advanced objectives include presentation of multicultural factors that impact consultation, and ethical and legal issues that impact professional, indirect service in schools, and, evaluation of the effectiveness of consultation. 3. Candidates will prepare a psychoeducational in-service during the School Psychology Internship Supervision course and present the in-service at their school sites.

**Assessment- Learning Outcomes and Course Objectives:**

**Learning Outcomes-** 1. Candidates will gather data from many sources and design an assessment plan to evaluate students’ strengths and well as areas of need. 2. Candidates will analyze assessment results and link these results to planned interventions that employ areas of strength and remediate areas of related weakness.

**Course Objectives-** 1. Assessment courses in the first year will introduce theories of intelligence, provide opportunities to practice administration of tests, and integrate assessment measures with student learning in the classroom. 2. Assessment courses in the second and third years will integrate social, emotional and behavioral development with academic and intellectual assessment.