Cluster Improvement: Summary of Achievement: Year 3

Cluster/Program: School Psychology

Date: June 23, 2016

1. **Objective Identified in Improvement Plan:**

Changes implemented in response to Improvement Plan (copy from Implementation Plan)

School Psychology Credential Objective 1.1

Revise two Case Studies for the School Psychology Professional Portfolio with emphasis on pupil outcomes. These revisions will include a key assignment in which Intern School Psychologist demonstrate skill to evaluate effect size of interventions in school settings.

Goal: Improve skill in, and candidate documentation of, critical evaluation of the impact of school-based services.

**CTC Program Standard:** School Psychology Specialization Standard 21, Wellness Promotion, Crisis Intervention and Counseling

Changes implemented:

The Problem Solving Model was integrated into all direct and foundational service competence domain areas (i.e., Data-Based Decision Making, Consultation, Academic Intervention, and Social-Emotional Intervention). This means that Interns now demonstrated the way they understood the essential challenges of cases, collected data to understand the problem situation, determined Best Practiced approaches, and evaluated the impact of services.

**Data Source** (how were results of changes measured?):


**Summary of Achievement** (were objectives met?)

The objective was met. School Psychology faculty successfully revised the School Psychology Professional Practice Portfolio by increasing clarity of instruction, providing sample examples, and increasing the application of the Problem Solving Model through reflective case study questions. The 3rd-year Intern performance data indicated that mean scores (1-4 rating, 1=lowest and 4=highest) for each of the 10 NASP Skill Domains were 3.0 and above, indicating competency met. The overall mean across all 10 skill domains was 3.18.
Explanation/discussion

The above changes resulted in a deeper Intern leadership experience for this year’s cohort. Specifically, Interns initiated school-wide reviews of existing mental health programs, collected data based on archival information and surveys, introduced mental health/social-emotional curriculum or school-wide practices, evaluated impact of interventions and services, and presented findings to school stakeholders (e.g., teachers, parent, and administrators).

Implications for future (next steps in cluster/program improvement):

The next step is to begin the 2016-2017 fall quarter with new 3rd-year Interns reviewing blind, sample Portfolios and corresponding rubric ratings from spring 2016 so that they can more immediately understand how skill and knowledge competency is demonstrated. We can improve our beginning Interns’ transition to the Portfolio work, and to the next level of professional service, by giving them more student models earlier.

2. Objective Identified in Improvement Plan:

Changes implemented in response to Improvement Plan (copy from Implementation Plan)

School Psychology Credential Objective 1.2

Improve communication of training goals and evaluation procedures to candidates and improve documentation of student development. Document how Professional Portfolio Case Studies meet CTC and NASP requirements. The initial plan was to develop a CTC-NASP Crosswalk. However, the emphasis for NASP national accreditation has changed from a singular databased focus on candidate competence/performance to a more detailed explanation of the 10 NASP Training Standards. Therefore, we emphasized communication of how NASP skill standards were related to field-based experiences of Interns. The following CTC standards are most relevant in these efforts.

CTC Program Standard: School Psychology Specialization Standards 20-22
20 Collaborative Consultation; 21 Wellness Promotion, Crisis Intervention and Counseling; 22 Individual Evaluation and Assessment

Data Source (how were results of changes measured?):

Results were measured through the Spring 2016 Field-based Internship Supervisor Evaluation. The focus was on how the following impacted Interns’ field-based performance: 1. communication of expectations with Interns and supervisors and 2. increased clarity in how Portfolio CASE Studies are related to service in schools.
Summary of Achievement (were objectives met?)

Objectives were met to improve communication and demonstrate Intern performance in the field. Spring EPSY 6880 Internship Supervisor Evaluation data indicated the following levels of Intern performance (1-4 ratings, with 4 as above expectations).

- Consults effectively with teachers in challenging cases: 3.63 CTC- 20
- Applies evidence-based direct intervention including individual and group counseling, applied behavior analysis, and social skills training: 3.81 CTC- 21
- Understanding of the Problem Solving Model: 3.63 CTC 22
- Overall Performance in S.P Internship: 3.82
- Readiness as a beginning School Psychologist: 3.72

Explanation/discussion

Results, above, indicate that Internship Field Supervisors rated Interns very high in the relevant areas of performance: consultation, counseling-intervention, problem solving, and overall performance and professional readiness. This was the first time we measured the area “Understanding of the Problem Solving Model.” We were pleased that faculty and supervisors discussed the importance of the model/process in training and the data evidenced that Interns demonstrated ability to identify problems, consider why they are occurring, develop goals/interventions, and evaluate how interventions are working.

Implications for future (next steps in cluster/program improvement):

During the fall and winter quarters, 2016/2017, faculty plan to ask Intern supervisors how Interns are using the Problem Solving Model in their work with school personnel (e.g., SST meetings, IEP meetings, and other collaborative work). We need feedback to continue to improve the University-District communication and support for student skill development in the above skill areas.