1. Institution Name
California State University, East Bay (Formerly California State University, Hayward)

2. State
California

3. Date submitted
09 / 15 / 2012

4. Report Preparer's Information:
Name of Preparer: Greg Jennings
Phone: (707) 319-9539
E-mail: greg.jennings@csueastbay.edu

5. NCATE Coordinator's Information:
Name: Jim Zarrilo
Phone: (510) 885-3942
E-mail: jim.zarillo@csueastbay.edu

6. Name of institution's program
Clinical Child/School Psychology

7. Levels for which candidates are being prepared:
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

8. 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.):
Option in School Psychology, MS in Counseling

9. Is this program offered at more than one site? \(^{(1)}\)
Yes \(\square\) No \(\checkmark\)

\(^{(1)}\)What if the program is offered at different levels or in different tracks (e.g., at the specialist and doctoral level)? If assessments are the same across the different levels/tracks, one report may be submitted. However, the assessment results must be disaggregated for each program level/track. If assessments are different
across the different levels/tracks, a separate program report must be submitted for each program level/track. In the case of specialist and doctoral level programs in school psychology, separate responses to standards and separate assessment results are needed, although some common documentation may be submitted. If you are unsure whether to submit one or multiple reports, please contact NASP.

What if the program is offered at the main campus and also through one or more off campus/satellite sites, as joint program with another institution, or through distance education? If the program, faculty, and associated assessments are the same on the main campus and the off-campus/alternative sites or methods, one report may be submitted. However, the assessment results must be disaggregated for each site. If the program, faculty, and/or associated assessments are different on campus than in the alternative sites, a separate program report must be submitted for each site. If you are unsure whether to submit one or multiple reports, please contact NASP.

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

| N/A |

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

| Pupil Personnel Specialist (PPS) in School Psychology |

12. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

13. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

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. All Section I requirements were met in the 2010 Review.

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.

N/A

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).

N/A

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).

N/A

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)

6. 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

NOTE: A single assessment cannot be larger than 2mb.

<table>
<thead>
<tr>
<th>Attachment I E_EPSY 5610 Syllabus</th>
<th>Attachment I E_EPSY 6023 Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attachment I E_EPSY 6025 Syllabus</td>
<td>Attachment I E_EPSY 6025 Syllabus</td>
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<tr>
<td>Attachment I E_EPSY 6301 Syllabus</td>
<td>Attachment I E_EPSY 6302 Syllabus</td>
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<tr>
<td>Attachment I E_EPSY 6400 Syllabus</td>
<td>Attachment I E_EPSY 6403 Syllabus</td>
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<tr>
<td>Attachment I E_EPSY 6500 Syllabus</td>
<td>Attachment I E_EPSY 6610 Syllabus</td>
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<td>Attachment I E_EPSY 6630 Syllabus</td>
<td>Attachment I E_EPSY 6669 Syllabus</td>
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<td>Attachment I E_EPSY 6758 Syllabus</td>
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<td>Attachment I E_EPSY 6764 Syllabus</td>
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<td>Attachment I E_EPSY 6770 Syllabus</td>
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<td>Attachment I E_EPSY 6785 Syllabus</td>
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<td>Attachment I E_EPSY 6911 Syllabus</td>
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<tr>
<td>Attachment I E_EPSY 6670-6672 Syllabus</td>
<td>Attachment I E_EPSY 6820 Syllabus</td>
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</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Name of Assessment (2)</th>
<th>Type or Form of Assessment (3)</th>
<th>When the Assessment Is Administered (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Exam- Met Standard in 2010 (Data are not included in this Response)</td>
<td>Spring- 100% Passed Spring 2012</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Formative Portfolio</td>
<td>Spring, Second Year</td>
</tr>
<tr>
<td>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. 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. 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. 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). Assessment #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.</td>
<td>Practicum Fieldwork Supervisor Evaluation 3a- First Year 3b- Second Year</td>
<td>Spring, First Year  Spring, Second Year</td>
</tr>
<tr>
<td>Field Internship Supervisor Evaluation</td>
<td>Spring, Third Year</td>
<td></td>
</tr>
<tr>
<td>Professional Practice Portfolio (PPP)</td>
<td>Fall-Spring, Third Year</td>
<td></td>
</tr>
<tr>
<td>6a: Case Study Impact (CSI) 6b: Academic Grades</td>
<td>Spring, Third year  Fall, Winter, Spring, Years 1-3</td>
<td></td>
</tr>
<tr>
<td>7a. Intern Exit Survey (Supplemental)</td>
<td>Spring, Third Year</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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 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.

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.

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.

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.

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.

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. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts 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. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

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 to be aligned with the elements in NCATE’s unit standard 1:
• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:
(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;

(2) Assessment Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide for the assessment; and

g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. #1 (Required)-CONTENT KNOWLEDGE: Data from state or national school psychology credentialing exam. 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 at least two applications of the assessment (or at least two semesters) including the percentage of program completers that passed the exam.

2. #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 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 for EACH method.

<table>
<thead>
<tr>
<th>Assessment 2A: Formative Portfolio</th>
<th>Assessment 2B: Academic Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attachment 2Ac: Formative Portfolio Data</td>
<td></td>
</tr>
</tbody>
</table>

See Attachments panel below.

3. #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 as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 3A 3B: Field Supervisor Evaluation-1st &amp; 2nd Years</th>
<th>Attachment 3Aa: 1stYr Field Evaluation Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attachment 3Ba: 2ndYr Field Evaluation Tool</td>
<td>Attachment 3Ac 3Bc: Field Supervisor Eval Data- Year 1 &amp; 2- 2 Excel Sheets</td>
</tr>
</tbody>
</table>

See Attachments panel below.

4. #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 as outlined in the directions for Section IV
(Include complete assessment instrument.)

| Assessment 4: Intern Field Supervisor Evaluation | Attachment 4c: Intern Field Supervisor Evaluation Data |
5. #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 as outlined in the directions for Section IV

| Assessment 5: Professional Practice Portfolio | Attachment 5c: Professional Practice Portfolio Data |

See Attachments panel below.

6. #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 as outlined in the directions for Section IV

| Assessment 6A:Case Study Impact Assessment 6B:Intern Activity Log Summary | Attachment 6Ac & 6Bc: Case Study Impact Data & Intern Activity Data |

See Attachments panel below.

7. #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 as outlined in the directions for Section IV

| Assessment 7: Supplimental Exit Survey | Attachment 7c: Exit Survey Data |

See Attachments panel below.

8. #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 as outlined in the directions for Section IV

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)

Section VI incorporates Use of Assessment Results for Program Improvement

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx
The School Psychology Program at Cal State University East Bay (CSUEB), formerly Cal State Hayward, has been NASP accredited since 1994. The 2010 NASP re-accreditation review was a wake up call for the Program. The faculty recognized that there was a significant gap between the strong professional and clinical training and the assessment of candidate skill competence and service impact. During the 2011-2012 academic year we narrowed this assessment gap and addressed the Review Committee feedback. There is more work to do as the Program continues to improve to strengthen training. We believe that the Program made positive steps toward improvement in assessment and documentation of trainees’ skill competence and service delivery impact.

What have we done since our last NASP review?
The School Psychology Program at CSUEB has transitioned from qualitative descriptions of curriculum and teaching (inputs) to quantitative measure of student learning and service performance (outputs). Based on NASP reviewers’ feedback, faculty revised student learning outcome assessment, field-based supervisor evaluation, and Professional and Formative Portfolio evaluation. In our last report, we did not evidence how our trainees demonstrated skill competence. During the 2011-2012 year, we carefully applied NASP Training Skills and sub-skills directly to training instruction, competence assessment, and service impact evaluation.

What is different about our assessment?
Faculty divided each Training Skill Domain into measurable sub-skills and applied the domains to developmental expectations for years 1-3. We developed clearer targets for what trainees’ and Interns’ skill performance and knowledge application should look like in field-based supervisor evaluations, skill-based assignments, and Formative and Professional Portfolios.

The Program continues to maintain a balance between professional and clinical training. However, the faculty worked to better integrate curriculum, assessment, and program review with NASP Training Standard Domains.

What were the specific changes the assessment process?
There were six significant areas of evaluation and program development during the 2011-2012 year.

1. Reviewing competency-based evaluation literature in psychology in preparation for redeveloping candidate and program evaluation.

2. Aligning assessment assignments with the 11 NASP standards and sub-skills. For the folio (2nd years) and professional portfolio (3rd years) requirement, samples and artifacts directly supported and demonstrated development of each NASP skill area.

3. Revising NASP training skill evaluation rubrics for portfolios and providing specific reflection questions for candidates’ skill self-evaluation and competency rationale writing (e.g., portfolios and key assignments).

4. Developing a support process to remediate candidate’s weaknesses in training skill development. The Program developed a three-part plan for candidates who do not demonstrate “competency-met” levels in fieldwork supervisor evaluation, assignment performance, or portfolio performance. Each level is additive. (1) Communicate Concern & Provide Direction: Directly communicate that there is a problem with competence performance, identify specific standards of concern, and focus on building skill competence (Elman & Forrest, 2007). Assign targeted Best Practice literature to increase understanding and additional cases for skill-based practice. (2) University and Field Goal Development: Initiate University supervisor, field supervisor, and candidate goal development discussions to remediate concerns. Goals are reviewed and the University supervisor meets with each student at least twice a quarter for goal attainment monitoring. Model assignments and portfolios are provided for candidate review. (3) Remediation Planning: If “competency-met” levels are not evident after two quarters of level-2 monitoring, the Program Coordinator and another professor meet with the candidate to develop a more intensive remediation plan (e.g., changes in placement if supervision or case opportunities are issues, additional Formative Folio/Professional Portfolio cases, or an additional quarter of training).

5. Developing and piloting case-based presentation assignments focusing on key elements of service delivery outcomes. The newly developed case-based service delivery outcomes (see Case Study Impact-CSI-evaluation form) provide guidelines in evaluating the impact of candidate’s work in schools.

6. Revising 1st- (Fieldworkers), 2nd- (Advanced Fieldworkers), and 3rd- (Interns) year field evaluations to align with NASP training standards and initiating online evaluation for Exit Interviews and field supervisor evaluation of all trainees. The online format provides a more efficient means of comparing candidate performance across evaluations and of safeguarding data.

How did the Program revise each assessment?
Assessment 1: PRAXIS II met the Review Committee’s evaluation standard. No new data included here.

Assessment 2: Formative Folio
The assessment now measures 2nd-year trainees’ content knowledge and emerging skill competency in all NASP-related measures. Results provide individual scores, aggregate means, standard deviations, and number evidencing targeted levels of knowledge and performance. This formative assessment helped trainees to prepare for the Internship this year.
Assessment 4: Intern Field Evaluation
The Program linked all NASP sub-skills to Intern Field Supervisors’ evaluation of competency and readiness for professional school psychology work. The revised evaluation and report provide clearer discussion on the number of Interns meeting/not meeting skill competency.

Assessment 5: Professional Practice Portfolio, 3rd year
The Professional Practice Portfolio assessment is a distinct, summative assessment from internship year of Interns’ skill competence and content knowledge in the 11 NASP Domains. In contrast to the early professional identity development focus of the 2nd-year Formative Portfolio, the 3rd-year Professional Practice Portfolio provides Interns an opportunity to demonstrate skill competence necessary for credentialing and entry into School Psychology practice. The revised Portfolio better assessed specific NASP skill development and offered a more standardized process to compare students.

Assessment 6: Impact on Student Learning

Interns’ central task in Case Study Impact (CSI), Assessment 6A, was to demonstrate measurable, positive change in student learning, functioning, or development. Reported results provided important information about Interns’ impact (strengths and weaknesses) in individual elements and overall impact.

Assessment 6B, Annual Intern Activity Summary, provided a range of Interns’ services in diverse schools.

Results from assessment 6A and 6B lead faculty to develop a more directive Internship assignment to support NASP Training Skills. In particular, the variance in Internship Activity Log data, Assessment 6B, emphasized the need to standardize a Home-School-Community Collaboration (H-S-C) assignment. Faculty will improve impact evaluation in 2012-2013 with parent and educator ratings of Interns’ H-S-C collaborative activities.

Assessment 7: Intern Exit Survey (Supplemental Assessment)The Program directly lined Intern Exit Survey items to NASP Domain sub-skills. Interns provided evaluation on the Program’s training in coursework, supervision, and NASP sub-skills. The data obtained provides feedback for continued Program improvement of professional training standards and content.

How were assessment results presented differently in this report?
All assessment result summaries provide individual scores, aggregate means, standard deviations, and the number and percentage of trainees and Interns demonstrating target/competence levels of content knowledge and skill for each Domain area.

How have the assessment changes impacted trainees?
Overall, the process of revising our evaluation system has strengthened our trainees’ focus on evidence-based practice. They expect to have discussions about how their intervention data show student change. Specifically, in supervision, Intern and 2nd-year trainees talk about how they will measure goal attainment and document that their service helps students to learn. The Program has had a Best Practice approach for over 20 years; however, our students are now much more focused on self-evaluation of professional competency.

Interns are more aware of the process of problem solving, as evident in their ratings in Case Study Impact (CSI), Assessment 6. Their strengths included Problem Identification, Data-Based Problem Analysis, Intervention/Recommendation, and Professional Relationship. However, to address weaknesses in Hypothesis Testing and Evaluation of Change, faculty will improve instructions, with models, for generating hypotheses and analyzing change data.

How has the Program improved documentation of assessment and attainment for each NASP Training Skill Domain?
2.1 Data-Based Decision Making
Assessment: This year, demonstrated greater focus on intervention data. Assessments 4, 5, 6A and 6B provided data on trainees methods of assessment, knowledge of factors impacting decision making, and application of systematic assessment processes. Assessment 6A, Case Study Impact (CSI), measured Interns’ effectiveness in Problem Identification and Data Based Problem Analysis, key elements of Data-Based Decision Making.

Attainment: Assessments 5- Professional Portfolio and Assessment and 4- Intern Field Supervisor Evaluation, results indicated aggregate and individual scores consistently within the “Competency Met” mean level for all 2.1 sub-skills. Assessment 6B’s Annual Internship Activity Logs indicated a strong range of assessment categories. Last, Assessment 6A (CSI) data indicated that Interns collected and utilized data to clarify and operationalize presenting problems in presented cases. Individual and aggregate scores were in the “Competency Met” level.

2.2 Consultation and Collaboration
Assessment: The Program built NASP Training sub-skills for Domain 2.2 into the course assignments for EPSY 6669, Mental Health Consultation. The course case summary, along with its rubric, now serves as the model for the Professional Portfolio 2.2 section. Assessments 4, 5 and 6A provide relevant data.
Attainment: Assessment 5- Professional Portfolio and Assessment 4- Intern Field Supervisor Evaluation data indicate aggregate scores in the “Competency Met” mean level for all 2.2 sub-skills. Interns demonstrated that Professional Relationship had “Competency” level impact on students, as indicated by aggregate data in Assessment 6A, Case Study Impact (CSI).

2.3 Interventions and Instructional Support to Develop Academic Skills
The Review Committee noted: “Although the program lists numerous course offerings that purportedly address this element, a review of syllabi did not reveal sufficient coverage of academic interventions.” The Program reviewed two most salient courses- EPSY 6783, Curriculum Based Assessment and RtI, EPSY 6810, and Advanced Learning Disabilities -SLD II increasing the emphasis on academic intervention. Please see syllabi.

Assessment: The Program integrated Goal Attainment Scale (GAS) and Outcome Evaluation tools to help trainees document progress and outcomes for instructional services. The summary tools are documented in 2nd-year, EPSY 6770, and Internship, EPSY 6880, supervision syllabi. Assessment 2B grades in courses relevant to Domain 2.3 assess content knowledge and skill application in sub-skills 2.3a, 2.3b, and 2.3c.

Assessment 4- Internship Supervisor Evaluation additionally documents application of academic interventions in schools. Assessment 5 measured Interns’ demonstration of academic intervention support and plan development.

Attainment: Assessment 5- Professional Portfolio data indicate aggregate scores in the “Competency Met” mean level for all 2.3 sub-skills. Assessment 2B- Course Grades indicate consistent academic performance in Domain 2.3. As an example, high grade performance evidence strong academic intervention content knowledge and intervention skill foundation for Curriculum Based Assessment and RtI (EPSY 6783) and Advanced Learning Disabilities (EPSY 6810).

2.4 Socialization and Development of Life Skills
Assessment: Field Supervisor Evaluations, Case Study Impact (CSI), and grade performance data document content knowledge and skills in social, emotional, behavioral, and life-skill intervention- Assessments 3B, 4, 5, and 6A.

Attainment: Assessment 6A- Case Study Impact (CSI) data indicated “Competency Met” aggregate levels of Intervention/Recommendation. Interns showed solid connections between data, planning, and goal setting. Field Supervisor Evaluations, Assessments 3b (year 2) and 4 (Internship), evidence target levels in all Domain 2.4 sub-skills.

2.5 Student Diversity in Development and Learning
Assessment: Cross Cultural Counseling, Assessment of English Language Learners, and Individual Development courses areas challenge trainees to apply content knowledge to school-based cases. Field supervisors’ evaluations emphasize trainee’s skill in working with multicultural families in diverse California Bay Area communities.

Attainment: Data from Assessments 2B-Grade data, 3A and 3B- Practicum Supervisor Evaluation, 4- Intern Supervisor Evaluation, and 5- Professional Portfolio Evaluation indicate very strong content knowledge and applied skill in Student Diversity in Development and Learning, consistently within the target levels/ “Competency Met” range for all three cohort years.

2.6 School and Systems Organization, Policy Development, and Climate
The Committee recommended more specific course development addressing school organization for this Domain. In the winter of 2012, the Program revised EPSY 6764, Intervention Strategies: Systems & Organizations to increase content in school organization and structure.

Additionally, the course connected school-wide climate assessment with a data collection project using the California Healthy Kids Survey (School Climate and Asset Assessment). Several trainees reported the challenge of communicating gaps between existing programs/resources and climate needs (e.g., limitations in “school connectedness,” “caring relationships,” “meaningful participation,” “high expectations”).

Assessment: Assessment 2B: Grade Performance documents trainees content knowledge attainment, particularly in EPSY 6765, Psychological Counseling Services, and EPSY 6764, described above. Professional Portfolio Evaluation, Assessment 5, evaluated all sub-skill areas of trainees’ system-level work in supporting positive learning environments.

Attainment: Consistent grades of B and better in Assessment 2.6B evidenced content knowledge attained in Domain 2.6. Data for Assessment 5 indicated that Interns consistently showed “Competency Met” levels of performance in 2.6a, 2.6b, and 2.6c

2.7 Prevention, Crisis Intervention, and Mental Health
The Committee identified this Domain as a strength within the Program. EPSY 6820, Crisis Intervention, emphasizes preventing, preparing for, responding to, and recovering from crises using the PREPaRE model. The course challenges trainees in prevention, crisis intervention, and mental health support. Trainees evaluate school/district crisis plan, present on a crisis topic and provide prevention, intervention, and response resources, and role play crisis responses using elements of a psychological triage. Additionally, related courses address content knowledge in primary prevention (i.e., EPSY 6669, Mental Health Consultation); secondary intervention (i.e., EPSY 6403, Child Therapy); and tertiary prevention (i.e., EPSY 6205, Child Psychopathology).

Assessed: Assessment 2B: Grade Performance documents trainees’ content knowledge attainment, particularly in EPSY 6820, described above. Assessments 4- Intern Field Evaluation and 5- Professional Practice Portfolio evaluated Interns’ skill area in prevention, crisis intervention, and mental health.

Attained: Assessment 2B grades indicated strong academic performance in all Domain courses listed above. Data for Assessments 4 and 5 indicated that Interns demonstrated high competency of all 2.7 NASP sub-skills, a-d. All interns (100%) obtained either the target level (3) or above target level (4), suggesting strong development of sub-skills-2.7a, 2.7b, 2.7c., and 2.7d.
2.8 Home/School/Community Collaboration
The 2010 Review Committee noted that the Program “Cited courses appeared to provide knowledge of family systems, but coverage of home-school collaborative relationships was less clear, particularly related to partnering with parents for educational program planning and school involvement.” The Program piloted a Home-School-Community (H-S-C) collaboration curriculum in EPSY 6764 entitled “Partnerships by Design.” This curriculum will be an essential component of training throughout the second year and will be the basis of a fall 2012 Internship H-S-C project in EPSY 6880, Internship Supervision.

Assessment: Students continue to receive intensive course content in EPSY 6400, Family Therapy and clinical experience in family therapy training through our Community Counseling Clinic, EPSY 6672. Assessment 2B: Grades assess content knowledge and Assessment 4: Intern Field Supervisor Evaluation assessed application of that knowledge in schools. Assessment 5: Professional Portfolio evaluated Interns’ direct work with parents from diverse cultural and social-economic backgrounds (e.g., demonstration of respect and social justice).

Attainment: Second-year trainees demonstrated consistently strong academic performance in foundational coursework related to H-S-C collaboration, particularly in Family Therapy, as indicated in Assessment 2B- Course Grade data. Intern Field Supervisors evaluated related sub-skills at the “Competency Met” level for 2.8a, 2.8b, and 2.8c.

Assessment 5, Professional Portfolio, data indicated that two H-S-C Domain sub-skills were the only areas with aggregate means below the “Competency Met” target levels overall. Therefore, domains 2.8 b- Skill to work effectively with families, educators, and others in the community… and 2.8c- Knowledge of methods to involve families in education and service delivery, … will be the focus of the H-S-C training in the fall 2012 1st- and 2nd-year supervision courses.

The faculty has developed significant improvements in assessment of this Domain for 2012-2013. Before the fall 2012 quarter begins, Interns read Christenson’s (2004) article, “The Family–School Partnership: An Opportunity to Promote the Learning Competence of All Students.” During the fall quarter 2012, they will complete a new H-S-C project.

2.9 Research and Program Evaluation
The 2010 Review Committee noted: “The listed courses did not provide sufficient evidence that candidates gain knowledge and skills related to statistics, educational testing, and measurement, psychometrics, and research design.” The Program did not previously document that these background areas are admissions pre-requisites. The University Catalogue lists Psychological Testing and Measurement, Statistics, and Theories of Learning as Program pre-requisites. During the Program, trainees expand and apply their research content knowledge as noted below.

Assessment: The Program provides opportunities for program evaluation, action research, and “flashlight” review (e.g., reviewing a specific service or activity). Research, EPSY 6023, and Intervention Strategies, EPSY6764, courses evaluate content knowledge and skill in applying research to schools. Professional Portfolio evaluation, Assessment 5, was a particularly rigorous application of all sub-skills to school-wide data collection or program evaluation.

Attainment: Assessment 2B- Course Grade data indicate strong academic performance in all Domain 2.9-related courses, with all grades “B” or better. Aggregate and individual scores in Portfolio evaluations, Assessment 5, indicate “Competency Met” skills and content knowledge.

Although overall research content knowledge and skill application meet target levels, Exit Survey data, Assessment 7, feedback indicate that graduating Interns want more support in their application of research in schools. The Program will continue to increase integration of applied research instruction and assignments Domain-relevant courses.

2.10 School Psychology Practice and Development
The 2010 Review Committee recommended: “The Program would benefit from a course that is focused more precisely on the history, principles, professional practices, and ethics of school psychology practice.” The Program responded by revising EPSY 6205, Advanced PPS, with Domain 2.10 as the central focus for content, guest speakers, ethics and professional identity development reflection, and goal development. The course built upon the historic overview provided in EPSY 6765, Psychological Counseling Services. Please see course syllabi. Subsequently, these two courses address all sub-skill areas and include evaluation of professional self-awareness.

Assessment: Assessments 6A and 6B assessed the range and impact of Interns’ professional roles. In Assessment 2B, grades for 2.10-related courses, especially Advanced PPS and Psychological Counseling Services, assessed content knowledge in ethics, history of school psychology, and applications of services within school systems. Assessment 4- assesses Interns knowledge, practice, and ethical/professional standards in schools.

Attainment: The range, and number, of challenging cases, Assessment 6B as well as the impact of cases presented formally in EPSY 6800, Assessment 6A, evidence Interns’ content knowledge and skill in applying professional roles, standards, and ethics to their work in schools. Trainees demonstrated strong content knowledge in Domain 2.10 through academic performance in year 1- EPSY 6765, Counseling Psychological Services and EPSY 6785, Ethics and Law. Further, in year 2, Formative Portfolio evaluation, Assessment 2A, indicated mean scores within the “Competency Met” level. In Assessment 4- Intern Field Evaluation, all Interns evidenced strong development of all 2.10 Domain sub-skills at the “competency met” level.

2.11 Information Technology
Assessment: Assessment 6A- Case Study Impact (CSI) evaluations for Data-Based Problem Analysis emphasized pre-post data collection, progress monitoring, and district/state-wide testing data to demonstrate competency. Additionally, 1st-, 2nd- and 3rd- year Field supervisors evaluated Information Technology sub-skills in Domain 2.11, Assessments 3A, 3B, and 4.
Attainment: Individual and aggregate scores in Assessment 6A’s Data-Based Problem Analysis indicated that Interns utilize information technology ethically to increase the effectiveness of their work. Assessments 3A, 3B, and 4 indicated that, across all three years, trainees demonstrated target-level sub-skills.

This is the end of the report. Please click "Next" to proceed.
Section IV: Assessment 5, Professional Practice Portfolio Evaluation, Year 3

1. Assessment Descriptive and Program Use

The Professional Practice Portfolio (PPP), Assessment 5, was completely revised for the 2011-2012 academic year to assess 3rd year-Interns’ NASP competency in Training Standard skills. In 2010, the NASP Review Committee noted significant changes necessary to align the PPP with NASP Training Domains. The NASP Review Committee noted that the assessment was: 1) unclear on minimum standards in skill areas assessed; 2) unclear on the distinction between Assessment 2 (Formative Folio) and how it overlaps with the PPP; 3) unclear alignment of PPP Domains with NASP skill areas; and 4) unclear how samples demonstrate NASP skill development. The revised Evaluation addressed the Committee’s concerns by: 1) developing clear rating evaluations to indicate whether a skill met competency level; 2) providing a clear discussion on how PPP overlaps with Formative Folio and how it leads to the PPP; 3) reconstructing the measure to assess skill development in all 11 NASP skill and sub-skill areas; and 4) directing Interns to develop artifacts and rationales specific to NASP sub-skills.

The purpose of the PPP is to evaluate Interns’ understanding and application of content knowledge and performance-based skills in school practice. Target level is a 3, indicating competence met and readiness as a new school psychologist. See below for a rating responses and Section 5b for response details.

1 = Below Expectations (Competence Skill Not Met)
2 = Developing Competence (Competence Skill Not Met)
3 = Competence Met
4 = Exceeding Expectation (Competence Demonstrated)

In contrast to the early professional identity development focus of the 2nd-year Formative Portfolio, Assessment 2A, the 3rd-year Professional Portfolio provides Interns an opportunity to demonstrate skill competence necessary for credentialing and entry into School Psychology practice. Interns submit case studies, Goal Attainment Scaling, Outcome Evaluation Forms, and other data-based documentation of service delivery at week 5 and week 9 of fall, winter and spring quarters. The syllabus for EPSY 6880, Internship Supervision, details specific NASP Training Skill sections due by quarter and week.

How is the Portfolio organized?

The Portfolio is organized into 11 NASP (2000) skill sections. Each section includes two samples and two rationales that (I) demonstrate a range of skills, knowledge, experiences, and competency required for credentialing and NCSP Certification and (II) evidence professional development and training completion.
<table>
<thead>
<tr>
<th>Folio Domain</th>
<th>Reflection Questions for Sections’ Rationales</th>
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</thead>
<tbody>
<tr>
<td>Permeating Practices</td>
<td>* NASP Skill Area</td>
</tr>
<tr>
<td>- Assessment Reports</td>
<td>1. <strong>Data-Based Decision Making</strong> How did multiple methods of data collection assist in student need</td>
</tr>
<tr>
<td>- Consultation Summaries, Case</td>
<td>identification, problem solving, decision making, and service development, implementation, and evaluation?</td>
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<tr>
<td>Summaries, Meeting Minutes,</td>
<td>2. <strong>Consultation/ Collaboration</strong> How did collaboration/ consultation models increase planning, designing,</td>
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<tr>
<td>Case Summaries, Correspondence</td>
<td>and decision-making effectiveness of teacher, parent, and student functioning? What data indicate</td>
</tr>
<tr>
<td>Goal Attainment Scaling</td>
<td>effectiveness?</td>
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<tr>
<td>- Outcome Evaluation Forms</td>
<td>How did you demonstrate these NASP Training Skills?</td>
</tr>
<tr>
<td>Direct &amp; Indirect Services</td>
<td>How did you demonstrate Program Disposition(s)?</td>
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<tr>
<td>Children, Families, Schools</td>
<td></td>
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<tr>
<td>- Case Summaries, Treatment</td>
<td>3. <strong>Interventions/Instructional Support to Develop Academic Skills</strong> How did you apply knowledge of</td>
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<tr>
<td>Plans, Positive Beh. Sup.</td>
<td>learning, developmental and cognitive processes, and, the biological, cultural, and social influences on</td>
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<tr>
<td>Plans, 504 Plans, Progress</td>
<td>academic skills in the application of evidenced-based interventions?</td>
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<tr>
<td>Monitoring Data, Goal</td>
<td>4. <strong>Socialization and Development of Life Skills</strong> How did you identify needs and develop appropriate</td>
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<tr>
<td>Attainment Scaling,</td>
<td>behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities,</td>
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<tr>
<td>Outcome Evaluation Forms</td>
<td>strengths, and needs? How did you measure progress toward goals?</td>
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<tr>
<td>- Team Meeting Notes IEP’s &amp; SST’s</td>
<td></td>
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<tr>
<td>- RTI Planning/ Implementation</td>
<td>5. <strong>Student Diversity in Development and Learning</strong> How did you apply knowledge of individual differences,</td>
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<td>(academic or soc. emotional)</td>
<td>abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic,</td>
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<tr>
<td>- Need Assessments, Program</td>
<td>experiential, socioeconomic, gender-related, and linguistic factors in development and learning?</td>
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<tr>
<td>Proposals, SPARC’s,</td>
<td></td>
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<tr>
<td>- Training &amp; Presentation</td>
<td>* See 2000 NASP Skill Standard Descriptions for sub-skill evaluation criteria.</td>
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<tr>
<td>Summaries (your role)</td>
<td></td>
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<tr>
<td>- Team Planning Summaries</td>
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<td>- Cross-agency Communication</td>
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<tr>
<td>Summaries</td>
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<tr>
<td>- Parent-School Outreach</td>
<td><strong>System-Level</strong></td>
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<td></td>
<td>6. <strong>School &amp; Systems Organization, Policy Development, &amp; Climate</strong> How did you facilitate policies and</td>
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<td></td>
<td>practices that create and maintain safe, supportive, and effective learning environments for children?</td>
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<td></td>
<td>How did you demonstrate leadership in promoting the mental health and physical well-being of students?</td>
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<td></td>
<td>7. <strong>Prevention, Crisis Intervention, and Mental Health</strong> How did you support prevention and intervention</td>
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<td></td>
<td>programs that promote the mental health and physical well-being of students? How have you applied</td>
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<td></td>
<td>knowledge of crisis intervention?</td>
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<td></td>
<td><strong>8. Home/School/Community Collaboration</strong> How did you apply knowledge of family systems, collaboration</td>
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<td>across systems, and, coordinate efforts with families, teachers, education specialists, and community</td>
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<td>professionals?</td>
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<td></td>
<td>How did you measure the impact of your intervention?</td>
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<td></td>
<td>How did you demonstrate these NASP Training Skills?</td>
</tr>
<tr>
<td></td>
<td>How did you demonstrate Program Disposition(s)?</td>
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</tbody>
</table>
Foundations of Service Delivery

- Case Summaries (emphasizing support for challenges in language, race, sexual orientation, or disability)
- Program Evaluations and Development
- Research Proposals, Training Summaries
- In-service Evaluations
- Goal Attainment Scaling
- Outcome Evaluation Forms
- Summaries of Best Practice Applications (e.g., using articles or trainings) and Application of Ethical/Legal Decision Making

9. Research & Program Evaluation
How did you demonstrate knowledge & skill in research design, statistics, measurement, collection & analysis techniques, and program evaluation methods to understand research and interpret data? How did you measure impact of services?

10. School Psychology Practice and Development
What were ethical, legal, or professional challenges? How did you identify professional options and demonstrate professional practice consistent with professional, ethical, & legal standards?

11. Information Technology
How did you access, evaluate, and utilize information sources and technology to safeguard & enhance services? How did you use technology to enhance service effectiveness & efficiency?

How did you demonstrate these NASP Training Skills?
How did you demonstrate Program Disposition(s)?

The Professional Portfolio may contain signature assignments that are key evidence of NASP skill development and may consist of the following:

1. Artifacts: materials normally produced or developed in courses or training as part of course assignment (observations, interventions, group/individual session plans, presentation outlines, papers, etc.). Artifacts also include lists of activities, meeting minutes, time logs, and other documentation.

2. Action Research or Projects: materials are similar to artifacts that weigh or focus upon measurable outcomes. Action research and projects attempt to investigate or develop what works in specific contexts. Projects, action research, and work samples demonstrate what you have actually done as a trainee in a school. Case studies, specific comprehensive counseling and program development/evaluation projects, and web site development are also appropriate.

3. Reproductions: materials that demonstrate actual practice, skills, or interventions such as audio/videotaped sessions or class presentations (with client permission, of course). Having videotape is not required in the Portfolio. A transcription of a verbatim exchange with a client as part of a case study will fit into the notebook as well as certificates for clients, letters to clients, etc.

4. Reflections: materials that demonstrate thoughts about professional perspective, self-assessment, professional development, work plans, structured narratives, journals, critiques, etc. What do you think? What works? What ideas or theories guide your practice?

5. Attestations: evaluations from practicum and internship supervisors, letters or notes regarding special services rendered, presentations, certificates received, publications, etc.

Rationale Section
1. As an introduction to each NASP skill sample, describe what you have included with discussion of student needs and why you included the sample. (3-4 sentences)
2. Identify challenges, lessons learned, data outcomes, and values of the case in learning experiences. (3-4 sentences)

3. Describe **how and what you did** to demonstrate NASP Training Sub-Skills and Program Dispositions. (1 page). Each NASP skill has specific questions to reflect skill area competency.

Portfolio materials should be compiled cumulatively, and should be shared regularly with the field site and university supervisors in order for the intern to receive guidance and feedback about each activity. The final, Professional Portfolio is submitted Week 9 of spring quarter of the internship year. CCSP maintains submitted portfolios as samples for future interns. An electronic iGoogle copy of the Professional Portfolio is submitted week 9 of spring quarter. This electronic version is available for review by the Intern Supervisor and peers.

2. Assessment Alignment with Each Domain (Section III)

During the 2011-2012 academic year, faculty carefully reviewed each NASP Training Skill, developed descriptions of candidate competence, and specified course assignments, activities, and summary forms as context for skill demonstration. This Professional Practice Portfolio assessment for 2011-2012 differed from the previous (2010-2011) version specifically as it guided 3rd-year Interns in demonstrating knowledge, skill, and practice at the NASP sub-skill detail level. Previously, the focus was on broader categories of services and skills. The following is the Professional Practice Portfolio Evaluation, the directives, questions, and considerations for portfolio rationale and the criteria for faculty evaluation. It shows how Assessment 5 is aligned with each of the 2000 NASP Training Skills.

Professional Practice Portfolio for Interns – 11 sections to include samples and rationale demonstrating the specific NASP skill areas.

### 2.1 Data-Based Decision Making

<table>
<thead>
<tr>
<th>a. Knowledge of multimethod assessments to identify strengths and needs</th>
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<tbody>
<tr>
<td>Specify assessment methods and measures (i.e., listing relevant cognitive, processing, academic, and social/emotional instruments/procedures) and connecting them to important profile findings. How did the measures, across settings and methods, help to address the concerns or referral reasons?</td>
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<tr>
<th>b. Knowledge to develop effective services and programs, and measuring progress and outcomes</th>
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<tbody>
<tr>
<td>What goals or recommendations (program participation, services, or changes) emerged directly from the data? What interventions did you develop, given the profile? How did you measure program or service appropriateness?</td>
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</table>

<table>
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<tr>
<th>c. Application of psychological and educational assessment principles to design, implement and evaluate response to services and programs</th>
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<tbody>
<tr>
<td>What methods did you use to measure how well the student responds to service? Consider psychometric/assessment models you’ve mastered.</td>
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<tr>
<th>d. Use of a systematic, skill-level process to collect data and translate to an empirically based model</th>
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<tbody>
<tr>
<td>How did you take initial data collection and expand the process to a problem solving model? How clear is the model’s application to the case? What evidence-based approach did you take?</td>
</tr>
</tbody>
</table>
### 2.2 Consultation and Collaboration

a. Knowledge of behavioral, mental health, collaborative, and other consultation models and methods and of their application to particular situations
   - What direct or indirect problem-solving theories, models, or perspectives did you apply to a case (MHC- types and stages, CBT, solution-focused, etc.)? How did you use them in specific, challenging problem situations?

b. Effective collaboration with others in planning, designing, and decision-making at the individual, group, and system levels
   - What collaboration skills did you demonstrate in the case? (Note specific actions.) How did you support, facilitate, or encourage planning in the problem-solving process? What were specific decisions that the consultee made? How did you plan at each level?

c. Knowledge and skills in consultation and collaboration to promote change at the individual student, classroom, building, district, and agency levels
   - Specify individual- to agency-level goals that reflect positive change. How did you apply strategies at each of the levels for student support?

### 2.3 Interventions and Instructional Support to Develop Academic Skills

a. Knowledge of biological, cultural, and social influences on academic skills, as well as learning, developmental and cognitive processes
   - Specify skill targeted. Document your application of variables, theories, and perspectives, relevant to the above, that influenced learning. How did your knowledge of the influences shape academic intervention?

b. Use of evidence based curriculum and instructional strategies
   - Describe interventions, curriculum, or strategy in detail. What parts were evidence-based or best practice approaches? How did you validate the strategies for this specific use? How well did the strategies/curriculum match for the student and teacher?

c. Use of assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills
   - How did you get and apply data from start to outcome? How did data inform the skill intervention? What were evidenced outcomes?

### 2.4 Socialization and Development of Life Skills

a. Developmental knowledge to assess and provide direct/indirect services (e.g., consultation, assessment/intervention, and counseling) for the development of behavioral, affective, adaptive, and social skills
   - Specify behavioral, affective, adaptive, and social skills challenges. How did you assess strengths & needs? Specify how you supported the process of life skill service provision. How did you show competence in your direct or indirect roles?

b. Skill to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs
   - Specify target goals and how they were developed. Link goals to needs, services, and collaboration efforts. Apply to the Goal Attainment Scale (GAS). Were goals positive, measurable, attainable and meaningful?

c. Implementation and application of data collection to evaluate service effectiveness to achieve goals
   - Document how goals were met and when services/ interventions worked (GAS, BSP, or other data)? Specify the impact of the services on student adjustment or development.
## 2.5 Student Diversity in Development and Learning

a. 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

*Note specific examples of how individual, group, or situational differences impacted the students learning or developing. What variables, theories, or perspectives did you apply to understand student experiences? (Recall your classes.)*

b. Sensitivity and skills to work with individuals of diverse characteristics and to implement strategies selected and adapted based on individual characteristics, strengths, and needs

*What did you do to demonstrate sensitivity and skill? How did you apply your approach to develop, implement, change, or evaluate services? How did you demonstrate cultural competence (note course-based indicators)?*

c. Promotion of practices that help children and families of all backgrounds experience equity, inclusion, respect, and acceptance

*What were barriers to these values? What did you do to communicate understanding, promote equity, or engage others in supporting children and families (social justice)? How did you promote related practices?*

## 2.6 School and Systems Organization, Policy Development, and Climate

a. Knowledge of general education, special education, and other educational and related services and understanding of schools and other settings as systems

*What are examples of school services, policies, & practices relevant to specific issues, challenges, or school climate concerns? How did you demonstrate your relevant awareness and application to a school-wide data collection project?*

b. Skill to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children

*What are specific gaps between the current climate and a safe, supportive, and effective school environment? What are specific goals for learning environments? How did/could you work with others to understand needs and goals?*

c. Knowledge and skills to assume leadership roles in the development of systems change plans and/or public policies

*Given climate needs and goals, what did you do to initiate, facilitate, or support efforts toward planning classroom, program, or school-wide climate change? (Consider small steps- looking at archival data, reviewing school-wide positive behavior support, and volunteering to learn more about resources.) How did you lead?*

## 2.7 Prevention, Crisis Intervention, and Mental Health

a. Knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior

*What were the influences of specific factors in the case? (Note the context- counseling case, crisis case, case presentation, review of a crisis plan, etc.) How did you apply and communicate these influences in the process?*

b. Skill to provide or to contribute to prevention and intervention programs that promote the mental health and physical well-being of students

*What was your specific role in supporting prevention of future outcomes, current wellness, or recovery from past experiences? What prevention or support programs did you directly or indirectly promote? Note specific steps and skills.*

c. Knowledge and skill in the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties

*What were specific risk factors and risk outcomes relevant to the case or project? How did you apply this information to your work?*
d. Knowledge of crisis intervention and collaboration with school personnel, parents, and the community in the aftermath of crises
   *How did you apply specific crisis intervention training, literature, or perspectives to a case, supportive project, or crisis plan evaluation? How did you work with others in schools on crisis intervention or post-vention support? (Consider the PREPARE model for skill area d.)*

### 2.8 Home/School/Community Collaboration

<table>
<thead>
<tr>
<th>a. Knowledge of family systems, including family strengths and influences on student development, learning, and behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How did you demonstrate your understanding of family systems and the dynamic influences on students? List factors.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Skill to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Describe examples of how you worked to connect educators, family members, and others in the community to coordinate communication and support. Note the level of family-school-community integration and your role in increasing the quality of services to families?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Knowledge of methods to involve families in education and service delivery, and methods to promote collaboration and partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How did you facilitate parent involvement in school? What are some best practices for partnerships? What methods, models, or strategies did you use to improve the way families and schools problem solve together?</em></td>
</tr>
</tbody>
</table>

### 2.9 Research and Program Evaluation

<table>
<thead>
<tr>
<th>a. Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods to understand research and interpret data</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Describe how you have demonstrated these points of psychometrics in a specific project or case (e.g., program evaluation or system-wide data collection).</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Skills evaluate research, translate research into practice, and understand research design to plan and conduct investigations and program evaluations for program improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Give examples of research you have applied to a school-based project or case. Describe skills you have demonstrated to collaborate, plan, review, and evaluate action research or evidence-based inquiry.</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Use of data collection, measurement, analysis, and program evaluation in school settings</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Specify the how you selected, gathered, interpreted, and applied data to address a problem or need. What were outcomes of your data presentation? What are recommendations?</em></td>
</tr>
</tbody>
</table>

### 2.10 School Psychology Practice and Development

<table>
<thead>
<tr>
<th>Consider a case here that ties professional development to your professional goals or to an area of challenge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Knowledge of the history and foundations of school psychology; multiple service models and methods</td>
</tr>
<tr>
<td><em>What specific points of professional history, values, or delivery models are relevant to a case. How did you demonstrate knowledge?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Knowledge of, and practices consistent with, ethical, legal, and professional standards as they apply to the protection of the rights of students, families, and others</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(See questions stems for 2.10a as applied to ethical, legal, and professional standards.) What were specific rights of students, families, and others you protected in a case? How did you support these rights?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Self-evaluation of knowledge, professional competencies, and outcomes of trainees’ services as an application of ethical, legal, and professional standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What ethical, legal, or professional challenges or dilemmas apply to a case? How did you apply your relevant knowledge? Evaluate how well you followed an ethical decision making model in the case.</em></td>
</tr>
</tbody>
</table>
d. Knowledge and skills needed to acquire career-long professional development

Apply course self-evaluation questions (e.g., NASP website questionnaire) and Program self-evaluations (e.g., Dispositions) to identify two overall professional strengths and weaknesses. Describe how will you increase professional skills & knowledge to be more effective in future challenges similar to the one described in this case?

2.11 Information Technology

Consider a case or project in which you utilized technology to make services better.

a. Knowledge of information sources and technology relevant to their work

What electronic information sources have you used in a case (e.g., websites, search engines, literature search/full-text resources)? What other forms of technology did you utilize?

b. Skills to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services

How did you determine the efficacy of the information or technology? (How do you know valid applications?) How did you demonstrate ethical, confidential, and professional use of the information or technology? What are applicable professional standards?

c. Knowledge and skills in using word processing, spreadsheets, test scoring software, and other computer resources to function more effectively and efficiently

Specify how the technology enhanced the outcomes/services.

3. Analysis of Data Findings

The analysis for Assessment 5 consisted of calculating means and standard deviations and number/percentage of trainees demonstrating Competency of individual NASP skills and sub-skills. Data are provided for end of the year evaluation of the PPP.

Students obtaining scores of 1-2 indicate skill competency not met; scores of 3 indicate skill competency met; scores of 4 indicate exceeding skill competency.

4. Data Interpretation: Evidence for Meeting Each Domain (Section III)

As a cohort, Interns’ mean scores across majority of NASP Training Skill domains and sub-skill areas were within the competency range (Level 3 or above). (Note that one Intern did not complete the Internship and the PPP due to family emergencies; thus, the total number of Professional Portfolios is 12.) Of the total 36 NASP sub-skills, there were two skill areas that showed slightly below competency level, 2.8b- Skill to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families (M = 2.92, SD = .28) and 2.8c- Knowledge of methods to involve families in education and service delivery, and methods to promote collaboration and partnerships were below competency (M = 2.92, SD = .28). For the entire cohort mean, 34 of 36 (94%) of the sub-skill areas were at the targeted level 3 for demonstrating NASP skill competency. The overall cohort data suggests that Interns’
PPP showed proficient skills, knowledge, dispositions, aptitudes, and readiness as a school psychologist. Interns’ samples evident clear skill development.

At the individual intern level, 9 of the 12 (75%) interns met competency in all NASP skills and sub-skills. There were several NASP sub-skill areas in which interns demonstrated “Exceeding Competency.” For example, skill 2.5 (Student Development and Diversity), sub-skill 2.5b Sensitivity and skills to work with individuals of diverse characteristics and to implement strategies selected and adapted based on individual characteristics, strengths, and needs was an area of strength for some of the interns, with ratings in level 4.

Although the majority of students clearly prepared strong Professional Practice Portfolios, results also indicated that three students had some difficulty demonstrating competency in sub-skill areas. Intern MP demonstrated below competency in three sub-skills (2.2b- Effective collaboration with others in planning, designing, and decision making, at the individual, group, and system level, 2.6c- Knowledge to assume leadership role in the development of systems change plans and/or public policies, 2.8c- Knowledge of methods to involve families in education and service delivery, and methods to promote collaboration and partnerships). Intern KK demonstrated below competency in one sub-skill (2.9c- Use of data collection, measurement, analysis, and program evaluation in school settings). Intern EM demonstrated below competency in one sub-skill (2.8b- Skill to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families). The scoring suggested that these interns overall did well and demonstrated proficiency in many skill areas, but needed some additional support from Districts and mentors during their first year as school psychologists. To help these candidates remediate these areas of weaknesses, faculty communicated concern and provided direction. Faculty assigned targeted best practices literature and required revisions of rationale samples to further support development in NASP sub-skill areas and readiness for the field.

5. Assessment Documentation

a. Assessment Tool (see below)

Please Evaluate the Intern's Portfolio based on the 2000 Nasp Training Standards.

Remember that levels 1-2 are "competency not demonstrated"; level 3 is "competency demonstrated"; and level 4 is "Exceeds Expectations, competency demonstrated."

1. Please enter your Intern's name

2. Please enter your name

3. Please enter the Date of this evaluation

MM/DD/YYYY

Portfolio Rating Scale: Please each of your Portfolio's "a-d" skill sections using the following 4-point scale

Level 1 Below Expectations: The Rationale section has not demonstrated skill competency.

Level 2 Emerging Competence: There are some strengths. The Rationale section has not demonstrated skill competency.

Level 3 Competence: The Rationale section has demonstrated clear skill competency.

Level 4 Exceeds Expectations: The Rationale section has exceeded expectations for my internship and has demonstrated high skill competency.

RESERVED FOR HIGHEST PERFORMANCE AT THE END OF THE YEAR, IF APPROPRIATE.
4. Skill 2.1 Data-Based Decision-Making and Accountability: ability to define current problem areas, strengths, and needs (at the individual, group, or systems level) through assessment and measure the effects of the decisions that result from the problem-solving process.

<table>
<thead>
<tr>
<th>1. Below Expectations (Competence not Demonstrated)</th>
<th>2. Developing (Competence not Demonstrated)</th>
<th>3. Proficient (Competence Demonstrated)</th>
<th>4. Exceeds Expectations (Competency Demonstrated)</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>a. Knowledge of multi-method assessments to identify strengths and needs</td>
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<tr>
<td>b. Knowledge of developmental and educational information important in decision making regarding student support</td>
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<tr>
<td>c. Application of psychological and educational assessment principles to design, implement and evaluate response to services and programs</td>
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<tr>
<td>d. Use of a systematic, skill-level process to collect data and translate to an empirically based model (Connecting results to a theory or model)</td>
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5. Please evaluate the Advanced Fieldworker's skill in collecting data for the following areas

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<th>1. Below Expectations (Competence not Demonstrated)</th>
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<th>3. Proficient (Competence Demonstrated)</th>
<th>4. Exceeds Expectations (Competency Demonstrated)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Data collection and application for Intellectual Assessment</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>ii.</td>
<td>Data collection and application for Social Emotional Assessment</td>
<td>☐</td>
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<tr>
<td>iii.</td>
<td>Data collection and application for Behavioral Assessment</td>
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<tr>
<td>iv.</td>
<td>Data collection and application for Academic/Curriculum-Based Assessment</td>
<td>☐</td>
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<tr>
<td>v.</td>
<td>Data collection and application for Background/Developmental History</td>
<td>☐</td>
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<tr>
<td>vi.</td>
<td>Understanding and Use of Research in Service Provision</td>
<td>☐</td>
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</table>
**6. Skill 2.2- Consultation and Collaboration: skills in collaborating and consulting with others at the individual, group, or systems level.**

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<tbody>
<tr>
<td>a. Knowledge of behavioral, mental health, collaborative, and other consultation models and methods and of their application to particular situations</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b. Effective collaboration with others in planning, designing, and decision-making at the individual, group, and system levels</td>
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<tr>
<td>c. Knowledge and skills in consultation and collaboration to promote change at the individual student, classroom, building, district, and agency levels</td>
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**7. Skill 2.3- Interventions and Instructional Support to Develop Academic Skills**

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<tbody>
<tr>
<td>a. Knowledge of biological, cultural, and social influences on academic skills, as well as learning, developmental and cognitive processes</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b. Use of evidence-based curriculum and instructional strategies</td>
<td>☐</td>
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<tr>
<td>c. Use of assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills</td>
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**8. Skill 2.4- Socialization and Development of Life Skills**

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<tbody>
<tr>
<td>a. Knowledge to assess and provide direct/indirect services (e.g., consultation, assessment/intervention, and counselling) for the development of behavioral, affective, adaptive, and social skills</td>
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<tr>
<td>b. Skill to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs</td>
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<td></td>
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<tr>
<td>c. Implementation and application of data collection to evaluate service effectiveness to achieve goals</td>
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</tbody>
</table>
**9. Skill 2.5- Student Diversity in Development and Learning**

<table>
<thead>
<tr>
<th></th>
<th>1. Below Expectations (Competence not Demonstrated)</th>
<th>2. Emerging Competence (Competence not Demonstrated)</th>
<th>3. Competence Demonstrated</th>
<th>4. Exceeds Expectations (Competency Demonstrated)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 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</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b. Sensitivity and skills to work with individuals of diverse characteristics and to implement strategies selected and adapted based on individual characteristics, strengths, and needs</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>c. Promotion of practices that help children and families of all backgrounds experience equity, inclusion, respect, and acceptance</td>
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**10. Skill 2.6- School and Systems Organization, Policy Development, and Climate**

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<tr>
<th></th>
<th>1. Below Expectations (Competence not Demonstrated)</th>
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<th>4. Exceeds Expectations (Competency Demonstrated)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Knowledge of general education, special education, and other educational and related services and understanding of schools and other settings as systems</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b. Skill to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children</td>
<td>☐</td>
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<tr>
<td>c. Knowledge and skills to assume leadership roles in the development of systems change plans and/or public policies</td>
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</table>
**11. Skill 2.7- Prevention, Crisis Intervention, and Mental Health**

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<tr>
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<tr>
<td>a. Knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior</td>
<td>○</td>
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<td>b. Skill to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children</td>
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<tr>
<td>c. Knowledge and skill in the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties</td>
<td>○</td>
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<tr>
<td>d. Knowledge of crisis intervention and collaborate with school personnel, parents, and the community in the aftermath of crises</td>
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</table>
**12. Skill 2.8- Home/School/Community Collaboration**

<table>
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<tr>
<th>irrelevant</th>
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<th>4. Exceeds Expectations (Competency Demonstrated)</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>a. Knowledge of family systems, including family strengths and influences on student development, learning, and behavior</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b. Skill to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families</td>
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<tr>
<td>c. Knowledge of methods to involve families in education and service delivery, and methods to promote collaboration and partnerships</td>
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**13. Skill 2.9- Research and Program Evaluation**

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<tr>
<th>irrelevant</th>
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<th>4. Exceeds Expectations (Competency Demonstrated)</th>
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<tbody>
<tr>
<td>a. Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods to understand research and interpret data</td>
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<tr>
<td>b. Skills evaluate research, translate research into practice, and understand research design to plan and conduct investigations and program evaluations for program improvement</td>
<td>☐</td>
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<tr>
<td>c. Use of data collection, measurement, analysis, and program evaluation in school settings</td>
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</table>
### 14. Skill 2.10 - School Psychology Practice and Development

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<th>4. Exceeds Expectations (Competency Demonstrated)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Knowledge of the history and foundations of school psychology; multiple service models and methods</td>
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<tr>
<td>b. Knowledge of, and practices consistent with, ethical, legal, and professional standards as they apply to the protection of the rights of students, families, and others</td>
<td>☐</td>
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</tr>
<tr>
<td>c. Self-evaluation of knowledge, professional competencies, and outcomes of trainees' services as an application of ethical, legal, and professional standards</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Knowledge and skills needed to acquire career-long professional development</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### 15. Skill 2.11 - Information Technology

<table>
<thead>
<tr>
<th></th>
<th>1. Below Expectations (Competence not Demonstrated)</th>
<th>2. Emerging Competence (Competence not Demonstrated)</th>
<th>3. Competence Demonstrated</th>
<th>4. Exceeds Expectations (Competency Demonstrated)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Knowledge of information sources and technology relevant to their work</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Skills to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Knowledge and skills in using word processing, spreadsheets, test scoring software, and other computer resources to function more effectively and efficiently</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Thank you for your evaluation!!
b. Scoring Guide

1 = Below Expectations (Competence Skill Not Met)- Limited or unclear documentation of knowledge, skill, and disposition. Poorly developed description of how competence was demonstrated, or, vague connections between case, service goals, and outcomes.

2 = Developing Competence (Competence Skill Not Met)- Demonstration of some knowledge and skill documented in samples and rationales. There is some evidence of expected knowledge, skill, and disposition. Case outcomes need further clarity and discussion in skill development.

3 = Competence Met- Clear documentation of professional actions, roles, and skills beyond expectations for second year. Cases link presenting challenges, service goals, and case outcomes that indicate significant, positive impact on student learning.

4 = Exceeding Expectation (Competence Demonstrated)- Exceptionally clear, detailed documentation of professional actions and skills evidence skill competence within a leadership role. Complex presenting challenges, service goals, and case outcomes demonstrate exceptional professional development.

c. Aggregate Candidate Data (see Attachment 5c_ProPortfolioDATA.xls)
Section IV: Assessment 6: Impact of Services on Student Learning

1. Assessment Description and Program Use

The NASP Review Committee noted the following weakness in the program’s 2010 Assessment 6 documentation. The assessment’s...“series of assignments is graded through rubric only and the actual impact on student learning is not provided...” Further, the data were not detailed by NASP Skill elements. Therefore, for 2011-2012, the Program used case-based presentations as part of a transition to a larger plan to assess the impact of services on students, parents, and educators planned for 2012-2013.

In response to the feedback, the program identified two assessment tasks- 1. documenting the impact of services (Assessment 6a) and 2. better understanding the current range of services Interns provide in culturally and linguistically diverse Northern Californian schools (Assessment 6b). The program therefore adapted a case-based assessment of Interns’ service impact based on the University of Missouri’s problem-solving case study sample measure, posted at the following website:


Assessment 6a: Case Study Impact (CSI)

For this first measurement time of Assessment 6a, the two University Internship Supervisors reviewed case presentations and evaluated samples, data, and presentation background according to the following areas:

1. Problem Identification
2. Data Based Problem Identification
3. Hypothesis Testing
4. Intervention
5. Evaluation/Change
6. Professional Relationships

Specifically, supervisors evaluated Intern documentation of goal setting, data collection, goal attainment, and service evaluation in case-based reports (EPSY 6880, University Internship Supervision). During the 2011-2012 year we fully implemented the Case Study Impact (CSI) form, which outlined the above areas and criteria.

In order to better understand how Interns were providing services, utilizing their time, and targeting school populations, the program compiled frequencies of categories of services and roles demonstrated (Assessment 6b).
2. Assessment Alignment with Each Domain (Section III)

Assessment 6A: Case Study Impact (CSI)

<table>
<thead>
<tr>
<th>NASP Training Skill Domain</th>
<th>Core Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Identification</strong></td>
<td>2.1, 2.2</td>
</tr>
<tr>
<td>Clear, concrete definition of concerns and problem situations</td>
<td></td>
</tr>
<tr>
<td><strong>Data-based Problem Analysis</strong></td>
<td>2.1, 2.7, 2.9, 2.11</td>
</tr>
<tr>
<td>Collection and using relevant data to understand the problems.</td>
<td></td>
</tr>
<tr>
<td><strong>Hypothesis Testing</strong></td>
<td>2.3, 2.4, 2.6</td>
</tr>
<tr>
<td>Identifying what is maintaining the problem.</td>
<td></td>
</tr>
<tr>
<td>Determining if goals and understandings of the problem are appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Change Impact of Services</strong></td>
<td>2.3, 2.4, 2.6, 2.9, 2.10</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Relationships</strong></td>
<td>2.2, 2.8, 2.3, 2.4, 2.5, 2.10</td>
</tr>
<tr>
<td>Consistent professional, supportive, and collaborative relationships during problem solving.</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Impact of Intervention Service</strong></td>
<td>2.10</td>
</tr>
</tbody>
</table>
NASP Skill Domains

2.1 Data-Based Decision Making
2.2 Consultation and Collaboration
2.3 Interventions and Instructional Support to Develop Academic Skills
2.4 Socialization and Development of Life Skills
2.5 Student Diversity in Development and Learning
2.6 School and Systems Organization, Policy Development, and Climate
2.7 Prevention, Crisis Intervention, and Mental Health
2.8 Home/School/Community Collaboration
2.9 Research and Program Evaluation
2.10 School Psychology Practice and Development
2.11 Information Technology

3. Analysis of Data Findings

Assessment 6A (Case Summary Impact)

Intern Supervisors reviewed Goal Attainment Scale forms, Outcome Evaluation Forms, case summaries, and verbal case presentations during EPSY 6880 supervision in the spring quarter. Analysis consisted of individual (frequency count) and aggregate (mean) calculations for competency ratings- Not Met, Competency Met, and Competency Exceeded.

4. Data Interpretation: Evidence for Meeting Each Domain (Section III)

Assessment 6A (CSI)

In this first application of a case-based assessment of service impact, we set a high target expectation, an average score of “2” (Competency Met) across the six areas. Four Interns had strong CSI evaluations, total scores above 12. Overall, 9 of 12 Interns (75%) met the target expectation. Although it was initially surprising that four Interns did not meet the target score, a review of their CSI evaluations suggested that each of the three, EM, MP, and KK, could have improved in clarifying how they applied their data. Faculty provided support to the three in the spring quarter with significant modeling for Intern KK, who did not meet competency in two areas.

This first application of case-based assessment was valuable in identifying Interns’ strengths and weaknesses in Intern’s service impact. Clear strengths were in Problem Identification, Data-based Problem Analysis, Intervention, and Professional Relationships. All 12 reviewed Interns demonstrated at least “Competency Met” levels of impact in each area. Aggregate data were- Problem Identification (Mean
2.41, SD= .514); Data-based Problem Analysis (Mean 2.25, SD= .45); Intervention (Mean 2.41, SD=.51); and Professional Relationships (Mean 2.33, SD=.49).

A review of documentation, presentation notes, and case samples indicated that Interns played essential roles in planning and fostering interventions- directly in counseling and intervention cases and indirectly in consultation and program-level supports. Several Interns emphasized teacher appreciation for extended collaboration on cases and monitoring of student progress. Interns’ cases consistently involved significantly challenging behavioral, social, and emotional factors that often required these professionals-in-training to integrate counseling, consultation, intervention planning, and education of teachers and parents. Overall, core impact was evident across all 11 NASP Training Skill Domains.

The two areas of service impact that were clear weakness were Hypothesis Testing, 8 of 12 demonstrated competency levels of impact- 66%, and Evaluation of Change, 10 of 12 demonstrated competency-level impact.-83%. Means were 1.33 (SD=.71) and 1.91, (SD=.514) respectively.

Faculty review of case samples and information indicated that data collection for four Interns was not directly and consistently applied to testing of theories or hypotheses in intervention cases. The University Internship Supervisors have modeled the process in case studies; however, it is evident that Interns need more practice early in the quarter in identifying and testing problem perspectives.

Faculty provided qualitative descriptions of change were provided for Interns AF and KK. Their required pre- and post- intervention data comparisons were insufficient. Although these Interns were collecting data, they were not applying them to evaluate the efficacy of their interventions.
5. Assessment Documentation

a. Assessment Tool

Assessment 6A (Case Study Impact)

<table>
<thead>
<tr>
<th></th>
<th>Not Met</th>
<th>Competency Met</th>
<th>Competency Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Identification</strong></td>
<td>Problem neither operationalized nor defined</td>
<td>Problem operationalized with data to define behavioral elements</td>
<td>Problem very well operationalized (i.e., behavior, skill, and support levels) and defined via data collection and collaboration</td>
</tr>
<tr>
<td>Clear, concrete definition of concerns and problem situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data-based Problem Analysis</strong></td>
<td>Insufficient data collected (e.g., baseline/pre-post)</td>
<td>Appropriate data collection including two of the following:</td>
<td>Exceptional data collection (at least three listed in Competent) with collaboration across settings- e.g., home and school.</td>
</tr>
<tr>
<td>Collection and using relevant data to understand the problems.</td>
<td></td>
<td>__ Baseline (Pre-Test) academic, behavioral, or social/ emot. skill data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__ Observation of target behaviors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__ District/State assessment data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__ Teacher evaluation of work sample</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Grades</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Progress Monitoring (RTI)</td>
<td></td>
</tr>
<tr>
<td>Data-based Problem Analysis</td>
<td>Insufficient data collected (e.g., baseline/pre-post)</td>
<td>Appropriate data collection including two of the following:</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Baseline (Pre-Test) academic, behavioral, or social/ emot. skill data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Observation of target behaviors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__District/State assessment data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Teacher evaluation of work sample</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Grades</td>
<td></td>
</tr>
</tbody>
</table>

Exceptional data collection (at least three listed in Competent) with collaboration across settings- e.g., home and school.
b. Scoring Guide

Case Study Impact (CSI) Scoring

<table>
<thead>
<tr>
<th></th>
<th>Competency Not Met 1</th>
<th>Competency Met 2</th>
<th>Competency Exceeded 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Development</strong></td>
<td>Absent or poorly developed goals (e.g., lack of operational focus for intervention)</td>
<td>Clear, measurable goals developed consistent with referral reason.</td>
<td>Exceptional goals indicating application of best practice, collaboration, and initiative.</td>
</tr>
<tr>
<td>Targeting positive behaviors to increase function, coping, or adaptation considering Academic and/or Life Skills</td>
<td>No evidence of links between problem definition, data collection, or measurable goals. No evidence of intervention planning or unrealistic plans.</td>
<td>Evidence of Intervention linked to a measurable goal based on problem analysis. Evidence-based Intervention with clear planning.</td>
<td>Strong application of Evidence-based Intervention and linking of data to initial concerns. Strong evidence of collaborative intervention planning, measurable &amp; realistic goals, and contextual connection to cultural, ecological, and systemic influences.</td>
</tr>
<tr>
<td><strong>Intervention/Recommendations</strong></td>
<td>No evidence of links between problem definition, data collection, or measurable goals. No evidence of intervention planning or unrealistic plans.</td>
<td>Pre-Post data evidence positive, goal-focused learning change</td>
<td>Data support significant, positive change in goal-focused outcomes with evidence of generalizing.</td>
</tr>
<tr>
<td>Planful approach to addressing the problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Change Impact of Services</strong></td>
<td>No evidence of change documented</td>
<td>Good reflection on trainee professional role in services. Application of pre-post data to a self-evaluation of service performance (i.e., “How well did I do in supporting the student’s needs</td>
<td>Evidence exceeding reflection and self-evaluation. Plan followed through with fidelity (e.g., student &amp; teacher monitoring). Clear review of goals and interventions with documentation of professional performance and professional role(s) in case.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Services</strong></td>
<td>No evidence of follow through. No evidence of self-reflection or self-evaluation</td>
<td>Good reflection on trainee professional role in services. Application of pre-post data to a self-evaluation of service performance (i.e., “How well did I do in supporting the student’s needs</td>
<td>Evidence exceeding reflection and self-evaluation. Plan followed through with fidelity (e.g., student &amp; teacher monitoring). Clear review of goals and interventions with documentation of professional performance and professional role(s) in case.</td>
</tr>
<tr>
<td>Self-reflection and rating of the quality of services provided and skills demonstrated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship</td>
<td>No evidence of empathic rapport, professional relationship building, or effective communication</td>
<td>Case evidences empathic rapport, professional relationship building, and communication</td>
<td>Strong evidence of empathy and insight applied to all stakeholders with respectful communication that increases collaborative relationships.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Impact of Service</th>
<th>Below Expectations (Below Total of 12 Points)</th>
<th>Meeting Expectations (Total of 12 Points)</th>
<th>Above Expectations (Above 12 Points)</th>
</tr>
</thead>
</table>
c. Aggregated Candidate Data- Specific to Each NASP Domain

Assessment 6A (CSI)

See Assessment 6A Data in Excel, Sheet 1 of Attachment6Ac6Bc_ImpactData.xls

Note that Assessment 6 data has two “sheets” in the file.
Assessment 6B (Internship Activity Summary)

1. Assessment Description and Program Use

Following the 2010 NASP Accreditation Review Report, one central question for program faculty was, “How can we gauge the range of cases and services that our Interns provide so that we can better know that we have challenging but attainable expectations”

2. Assessment Alignment with Each Domain (Section III)

Assessment 6B: Internship Activity Log Summary

<table>
<thead>
<tr>
<th>Intern Activity Summary Area</th>
<th>Example Activities/Categories to Demonstrate Competencies</th>
<th>Relevant NASP Skill Training Domain</th>
<th>2012-2013 (Planned Areas for Impact Evaluation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Based Decision Making</td>
<td>Assessment Cases Learning Disability Assessment Emotionally Disturbed Assessment Severely Handicapped Autism/ PDD/Asperger ID (Intellectual Disabled) Bilingual / ELL Preschool / Infant Low Incidence Educational Processes RTI- Monitoring or Support Section 504 Data Collection Manifestation Determination Behavioral Assessment Functional Behavioral Analysis</td>
<td>2.1 Data Based Decision Making 2.5 Student Diversity in Development and Learning</td>
<td>New Field Supervisor Evaluation of the impact of data collection and communication (e.g., IEP meetings) on service decision making Expanded University Supervisor Evaluation of impact of assessment and data collection on support to diverse student populations.</td>
</tr>
</tbody>
</table>

At least 5 categories are required.
<p>| Prevention, Wellness Promotion, Crisis Intervention | Positive Behavior Support Plan (2 Required) Prevention Training/Planning Individual Counseling (Include sample case notes/goals and progress notes) Group Counseling (Include sample case notes and progress notes) Crisis Support/Counseling 504 Plan | 2.7 Prevention, Crisis Intervention, and Mental Health 2.3 Interventions and Instructional Support to Develop Academic Skills 2.4 Socialization and Development of Life Skills | New Teacher Evaluation of social/emotional or behavioral change. |
| Communication, Consultation, Collaboration | Consultation Cases (Consultee: teacher, parent, or administrator) Behavioral Support Academic Support Social/Emotional Collaboration Inter-Agency School System Home-School-Community Collaboration (1 required) In-service (1 school-based psychoeducational in-service required to teachers or parents) IEP Result Presentations (6 required) | 2.2 Consultation Collaboration 2.7 Prevention, Crisis Intervention, and Mental Health 2.8 Home/School/Community Collaboration (H-S-C) 2.6 School and Systems Organization, Policy Development, and Climate 2.9 Research &amp; Program Evaluation | Apply current EPSY 6669 Consultee ratings of consultation services beyond Consultation course. New Field Supervisor Evaluation of trainee’s impact on case-based collaboration. Teacher, Parent, and Field Supervisor Evaluation of the impact of a H-S-C activity facilitated by Interns. |</p>
<table>
<thead>
<tr>
<th>Observation Experiences:</th>
<th>Settings</th>
<th>2.10 School Psychology Practice and Development</th>
<th>Connect current Field Supervisor Evaluation to impact of IEP presentation on decision making.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 3 areas are required</td>
<td>Resource Specialist Program Special Day Class Low Incidence General Education Autism Programs Infant / Preschool Programs</td>
<td>2.3 Interventions and Instructional Support to Develop Academic Skills</td>
<td>Connect current Field Supervisor evaluation to impact of observation data on understanding of student need, strengths, and concerns.</td>
</tr>
<tr>
<td>At least 1 required</td>
<td></td>
<td>2.10 School Psychology Practice and Development</td>
<td></td>
</tr>
</tbody>
</table>
3. Analysis of Data Findings

The purpose of this exploratory analysis was to discover the range of cases, services, and roles Interns experienced throughout the year and to begin setting more precise expectations for the number and type of services they provide. Therefore, the analysis for Assessment 6B was the tabulation of cases, in the above categories. Mean number of categories and services were calculated to communicate aggregate levels of services.

4. Data Interpretation: Evidence for Meeting Each Domain (Section III)

The data indicated that 100% of the Interns met the expected number of case categories for 7 of 8 professional case categories, representing all NASP Training Skill areas. We learned four key points from the Assessment. First, Interns are engaged in a very wide range of supportive activities. Second, there is remarkable variance in number of cases recorded, particularly in Consultation/Collaboration (SD= 14.23), Home-School-Community Collaboration (SD= 4.7) and Program Development/Evaluation (SD= 5.17). Third, Interns are presenting assessment findings and leading communication at an impressive number of IEP meetings. Fourth, the range in frequency of Home-School-Community (H-S-C) Collaboration cases (0 to 18 cases) suggests the need for greater direction and clarity in what is H-S-C collaboration. Regarding the frequencies of expected cases, this NASP Skill Domain was the one exception for one Intern.

In response to the Assessment 6B findings, the faculty has developed a Home-School-Community Collaboration project for Interns for the fall 2012 quarter in order to guide the process from needs assessment, resource assessment, and facilitation of a school-based activity to parent and educator feedback regarding the impact of the process on H-S-C collaboration.
5. Assessment Documentation

a. Assessment Tool

### ANNUAL INTERNSHIP ACTIVITY SUMMARY

<table>
<thead>
<tr>
<th><strong>Data-Based Decision Making:</strong></th>
<th><strong>Communication, Consultation, Collaboration:</strong> (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 5 categories are required</td>
<td>Communication</td>
</tr>
<tr>
<td>Learning Disabled</td>
<td>In-service Presentation</td>
</tr>
<tr>
<td>Emotionally Disturbed</td>
<td>IEP Assessment Results</td>
</tr>
<tr>
<td>Severely Handicapped</td>
<td>(At least 6)</td>
</tr>
<tr>
<td>Autism / FDD/Aspergers</td>
<td>Other</td>
</tr>
<tr>
<td>ID/MR</td>
<td></td>
</tr>
<tr>
<td>RTI-Monitoring or Support</td>
<td></td>
</tr>
<tr>
<td>Section 504 Data Collection</td>
<td></td>
</tr>
<tr>
<td>Bilingual / ELL</td>
<td></td>
</tr>
<tr>
<td>Preschool/Infant</td>
<td></td>
</tr>
<tr>
<td>Manifestation Determination</td>
<td></td>
</tr>
<tr>
<td>Low Incidence</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td></td>
</tr>
<tr>
<td>Functional Behavioral Analysis</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### Prevention, Wellness Promotion, Crisis Intervention:

- At least 3 areas are required
- Positive Behavior Support
  - Plan (required)
  - Individual Counseling
  - (Include sample case notes/goals and progress notes)
- Group Counseling
  - (Include sample case notes and progress notes)
- Crisis Support/Counseling
- Section 504 Plan
- Other

### Communication, Consultation, Collaboration:

- At least 3 consultation cases are required

<table>
<thead>
<tr>
<th><strong>Consultation:</strong></th>
<th><strong>Program Development/Evaluation:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitute: T-teacher, P-parent, A-Admin</td>
<td>At least 1 required</td>
</tr>
<tr>
<td>Behavioral Support</td>
<td>Needs Assessment</td>
</tr>
<tr>
<td>Academic Support</td>
<td>Training</td>
</tr>
<tr>
<td>Social/Emotional</td>
<td>Program Proposals, Grants,</td>
</tr>
<tr>
<td><strong>Collaboration:</strong></td>
<td>Support</td>
</tr>
<tr>
<td>Home-School-Community</td>
<td>Evaluation/Data Collection</td>
</tr>
<tr>
<td>Inter-Agency</td>
<td>Planning Facilitation</td>
</tr>
<tr>
<td>School System</td>
<td>Support for School Climate,</td>
</tr>
<tr>
<td>Other</td>
<td>Safety, Organization</td>
</tr>
</tbody>
</table>

### Participation/Team Membership:

- SST
- Staff Meetings
- IEP
- Crisis Team
- Planning Team
- Professional Orga.
- Other

(Note: Required totals are for year-end)

<table>
<thead>
<tr>
<th><strong>TOTAL HOURS</strong></th>
<th><strong>Total Supervision Hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Scoring Guide

See section 5a for numbers of cases and services required in the above Annual Activity Summary.

c. Aggregated Candidate Data- Specific to Each NASP Domain

See Attachment6Ac6Bc_ImpactData.xls, Sheet 2.

Note that Assessment 6 data has two “sheets” in the file.