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

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
   University of Kansas

2. State
   Kansas

3. Date submitted
   MM   DD   YYYY
   09   /12   /2009

4. Report Preparer's Information:
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6. Name of institution's program
   Ed.S. in School Psychology

7. Levels for which candidates are being prepared (1):
8. Degree or award levels\(^{(1)}\):
\begin{itemize}
\item Baccalaureate
\item Post Baccalaureate
\item Master's
\item Post Master's
\item Specialist or C.A.S.
\item Doctorate
\item Endorsement only
\end{itemize}

\(^{(1)}\)These questions might be a Q&A link rather than including them as part of the directions. They should also be included in a set of guidelines for institutions preparing program reports.

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

10. Is this program offered at more than one site? 1 \(^{(2)}\)
\begin{itemize}
\item Yes
\item No
\end{itemize}

\(^{(2)}\)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.

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

12. Title of the certificate/state license for which candidates are prepared
Professional License - School Psychologist

13. Program report status:
\begin{itemize}
\item Initial Review
\item Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
\item Response to National Recognition With Conditions
\end{itemize}
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 1-C).

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

The University of Kansas School Psychology Program is required to meet the Kansas State Department of Education Standards for School Psychologists in order for our students to be eligible for a school psychology license once their training is complete. At this time, the Kansas State Department of Education Standards for School Psychologists are aligned with the National Association of School Psychologists (NASP) Standards. In addition, our students are required to obtain their Ed.S. degree first before they go on internship. They must earn their degree in order to obtain an initial two-year license (i.e. conditional license) that allows them to practice as an intern in the State of Kansas. Therefore, the internship for our students is outside the degree. However, our interns are still considered students in our program during their supervised internship year.

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.

The School Psychology Program is located in the Department of Psychology and Research in Education (PRE). There are six graduate programs that reside within the PRE Department, including the Ed.S. and Ph.D. in School Psychology, M.S. and Ph.D. in Counseling Psychology, and the M.S. Ed. and Ph.D. in Educational Psychology and Research. The Ph.D. programs in School Psychology and Counseling Psychology are APA-accredited. The PRE Department is one of five departments - the other four departments are Curriculum & Teaching, Educational Leadership and Policy Studies, Health, Sport, and Exercise Sciences, and Special Education - housed within the School of Education. The School of Education is our NCATE unit. The U.S. News & World Report “America’s Best Graduate Schools for 2009” ranked the University of Kansas School of Education 12th among public universities. The University of Kansas is located in Lawrence, Kansas, approximately 35 miles east of Kansas City, Kansas.

The School Psychology Program receives support for faculty and students from the University, School of Education, and the PRE Department. The University provides salary and benefits for three full-time school psychology faculty members. In addition, the University fosters faculty development through regular sabbaticals and intra-university sabbaticals, internal research grants (e.g. $5,000 from the
General Research fund each year), new faculty grants (averaging approximately $3,000 to $9,000), faculty offices (which include appropriate furniture and personal computers), clerical and technical support (which includes two full time and one part time administrative assistants, and one student assistant in the department), fully mediated classrooms, and library services (Watson and Anschutz libraries on the main campus and the Learning Resource Center in the School of Education). The School of Education provides internal grants for research, professional development, and teaching for faculty. The School of Education also provides support to faculty for travel and purchases new psychological and educational tests each year for the program through a technology fund. At the departmental level (PRE Department), professional development and travel funds are typically provided for each faculty member, averaging between $750 - $1,200 each year. The PRE Department also purchases training materials (e.g. tests) and equipment for the School Psychology Program. For the students, graduate teaching assistantships (GTAs) through the PRE Department and the School of Education and graduate research assistantships (GRAs) through the School of Education and the University are available. When students hold a 20% graduate teaching assistantship, they receive a 50% reduction in core tuition and a stipend, and when students hold a 40% graduate teaching assistantship, they receive 100% reduction in core tuition and a stipend. Student hourly positions within the Department, School of Education, and University are also available for students. Of the Ed.S. students on campus (excluding those students on internship), 69% have GTA or GRA or combination GTA/GRA positions at a rate of 40% or higher and 15% have student hourly positions. Students are also eligible for School of Education scholarships and scholarly travel reimbursement. In addition, there is a vast array of student support services offered to graduate students at the University. Other financial support comes from the Field Experiences Office in the School of Education in which the office provides recognition and stipends for our field supervisors for practicum and internship and from the School of Education who provides the financial support for our clinic, the Center for Psychoeducational Services (CPS). Workstations, computers, clerical support, space for faculty and student research, and clinical training opportunities is provided by the CPS.

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

The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology and the fostering of a multicultural environment in which the dignity and rights of the individual are respected. The program's education and training model and its curriculum plan are consistent with this philosophy. The educational philosophy and training approach is the preparation of the student as a psychoeducational consultant who can function as a field-based practitioner (specialist- or doctoral-level) or as a university-based trainer of school psychologists (doctoral-level). The psychoeducational consultant assumes that behavior is a function of the individual and the environment $B = f(I \times E)$ (see Attachment I-C. Program Handbook, p. 4). The program adheres to a scientist-practitioner model of training. A description of the program's scientist-practitioner model can be found in the Program Handbook on pages 13-16. For the Ed.S. program, Goals 2 and 3 are applicable (Goals 1 and 4 are applicable only to the doctoral program see Attachment I-C. Program Handbook, p. 10, 14). The two goals for the Ed.S. program are listed below:

Goal II: To produce graduates who recognize the importance of scholarly inquiry in their work and are capable of making contributions through research to the discipline. (Scientist)
Goal III: To produce graduates who are capable of providing effective psychoeducational services to children and adolescents as well as their parents and teachers. (Practitioner)
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).

The School Psychology Program recognizes the importance of closely supervised and educationally relevant field experiences as a mandatory part of a student’s training. The main field experiences for students in the Education Specialist program include the clinic sequence, PRE 855 Psychoeducational Clinic I: Assessment, Consultation, and Intervention (a fall course) and PRE 865 Psychoeducational Clinic II: Assessment, Consultation, and Intervention (a spring course), the field practice sequence, PRE 910 Practicum in School Psychology (a fall course) and PRE 911 Advanced Practicum in School Psychology (a spring course), and the Ed.S. internship. The clinic sequence is typically taken in the second year and provides students with clinical experiences in the Center for Psychoeducational Services (CPS) under direct faculty supervision. The students receive group supervision on their individual cases during class time in PRE 855 and PRE 865. They also receive individual supervision on their individual cases (see course syllabi attachments: PRE 855 Psychoed Clinic I, p. 5 and PRE 865 Psychoed Clinic II, p. 5). Students work approximately 168-224 hours in the CPS over the academic school year. The school-based practicum sequence is also typically taken in the second year for the Ed.S. students and provides a full academic school year experience in the schools under the supervision of a field supervisor (i.e. a licensed school psychologist). Students are assigned to a school, district, or special education cooperative for the entire experience. The students obtain a breadth of experience across all grades. Students spend 2 days per week on site and they obtain a minimum of 225 hours of supervised clinical experience each term for a total of 450 hours. The Ed.S. internship subscribes to the Guidelines for Meeting Internship Criteria in School Psychology from the Council of Directors of School Psychology Programs. The Ed.S. internship is done after the completion of all coursework and requires the completion of 1500 clock hours over the course of the full year of internship. All internships are supervised by a licensed school psychologist (as the field supervisor) and by a university supervisor. All students are required to obtain 2 hours of supervision per week while on internship. All students prepare goals for their internship that relate to the goals (more specifically, the competencies/standards) of the program. Some frequently used area field placements for practica and internship include Lawrence Public Schools, Blue Valley Public Schools, Kansas City Public Schools, Olathe Public Schools, Topeka Public Schools, and the Northeast Kansas Special Education Cooperative (see Attachment I-C. Program Handbook, p. 8 and Attachment Course Syllabi - PRE 855, PRE 865, PRE 910, PRE 911, PRE 991).

5. Description of the criteria for admission, (including means of assessing prior graduate work, if any), retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses, as well as the means by which the program assesses candidate professional work characteristics/dispositions. (NASP Standard 4.2)

Admission: (see Application Materials and Procedures, and Admissions to the School Psychology Program, Attachment I-C. Program Handbook, p. 4-6).

Transfer Credits: (see Transfer of Credits, Attachment I-C. Program Handbook, p. 7).

Course Waivers: (see Course Waivers Attachment I-C. Program Handbook, p. 8).

Retention: (see Continuation and Progress in the School Psychology Program, Attachment I-C. Program Handbook, p. 6-7). The School Psychology Program has also developed polices and procedures for handling ethical breaches and other student conduct and behavior problems in a document entitled Dismal Policy: School Psychology Program – Department of Psychology and Research in Education.
(see Attachment I-C. Program Handbook, p. 17-22). Additional requirements are found under Benchmarks/Minimum Thresholds for Achievement of Goals (see Attachment I-C. Program Handbook, p. 16-17). Students who do not achieve these goals will need to develop a remediation plan with the School Psychology Program Committee to remediate a deficiency (see Attachment I-C. Program Handbook, p. 17). The School Psychology Program Committee also reviews student progress and professional work characteristics once each year and offers feedback to each student in the program (see Annual Student Review Form, Attachment I-C. Program Handbook, p. 25-33). As part of the annual student review, all first and second year Ed.S. students meet with their advisor to receive feedback from the School Psychology Program Committee. For selected students, the School Psychology Program Committee will meet as a group with the student to discuss, better understand, and resolve concerns. As other situations or concerns arise, the advisor or training director will consult with the student to better understand and resolve those concerns (see Attachment I-C. Program Handbook, p. 7).

Exit: Beginning in 2004, all Ed.S. students are required to take the ETS Praxis II School Psychologist Examination during the month of March of the spring term prior to spring or summer graduation. Students must have their score report sent to the School of Education at KU (this is done electronically now). In addition, students are required to submit the original of their personal score report to the Training Director who makes a copy and returns the score report to the student. Students must pass the Praxis II exam with a score of 157 (previous version of the test 610) to successfully pass the Ed.S. comprehensive exam. Students not passing the exam must meet with their advisor and plan a program of study and retake the exam in June. Students not passing their second attempt (during the June administration) are not recommended for an initial two-year license to practice as a school psychologist (see Attachment I-C. Program Handbook, p. 12).

Work Characteristics/Dispositions: Students’ work characteristics are assessed systematically throughout the program. Each year a student’s work characteristics (academic skills, professional skills, ethics and supervision skills, and personal characteristics) are assessed by the faculty and student in the Annual Student Review (see Attachment I-C. Program Handbook, p. 29-32). Professional work characteristics are also assessed by field-based supervisors during the student’s year-long practicum and Ed.S. internship. Professional work characteristics are part of the practicum and internship evaluations completed by each student’s field-based supervisor (see Section IV Assessments 3 and 4).

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

Within the scientist-practitioner model, the educational philosophy and training approach of the University of Kansas School Psychology Program is the preparation of the student as a psychoeducational consultant who can function either as a field-based practitioner (specialist- or doctoral-level) or as a university-based trainer (doctoral-level) of school psychologists. Psychoeducational consultants have multifaceted skills drawn from psychology and education and have as a main function the assistance of children toward greater realization of their potential. Indeed, the single most important yardstick of these individuals’ effectiveness is whether their presence has made a positive difference in the lives of children. Psychoeducational consultants recognize the tremendous influence that the teacher, the classroom milieu, and the educational philosophy of the school have on children and therefore are concerned with enhancing teacher effectiveness, creating a positive classroom environment for children, and influencing educational thought within that school system.

The School of Education’s (unit’s) mission is (1) to prepare individuals to be leaders and practitioners in education and related human service fields, (2) to expand and deepen an understanding of education as a fundamental human endeavor, and (3) to help society define and respond to its educational
responsibilities and challenges. The components that frame this mission for the unit’s initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These three interlocking themes build the unit’s conceptual framework.

The School Psychology Program links with the unit’s conceptual framework in that there is a strong emphasis on preparing professionals with the requisite knowledge based on the available research that informs one’s practice. Continuous assessment of the students’ performance along with student feedback enhances the School Psychology Program, thus producing school psychologists that are leaders in their field.

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

The School Psychology Program is located in the School of Education and the School of Education is the NCATE unit. The School of Education’s graduate/advanced programs assessment system under NCATE Standard 2 for licensure programs consists of the following: (1) content knowledge – licensure, (2) content knowledge, (3) clinical (field) experience, (4) licensure performance assessment-supervised internship, and (5) content-based assessment. Planning and impact on student learning assessments have also been developed as part of the assessment system for the School Psychology Program and these assessments have been approved in addition to the one’s mentioned above by the State of Kansas and NCATE.

The School Psychology Program collects assessments at many points during the student’s academic career on the student’s knowledge, skills, and professional work characteristics, and these assessments are clearly linked to the unit’s graduate assessment system. Content knowledge (licensure) is assessed based on the scores the student obtains on the Praxis II exam, which he/she takes in the spring of his/her second year in the program. Content knowledge is assessed each semester based on grades the student earns in his/her coursework in the Ed.S. program. Clinical experience and licensure performance assessment is assessed based on field supervisors’ ratings during the student’s practicum (second year in the program) and internship (third year in the program), respectively. Content-based assessment is the program’s comprehensive examination, in this case, the program uses the subscale scores of the Praxis II exam. Planning and impact on student learning are assessed through coursework (academic tutoring plan [first year in the program] in the past will be replaced by a prevention project plan [first year in the program] in the future, and the student’s field experience projects in consultation [first year in the program]. Grades, academic tutoring plan/prevention project plan, and field experience projects provide in-depth information on the student’s knowledge base in school psychology. This is confirmed when the student takes the Praxis II exam as a comprehensive exam for their Ed.S. degree. The practicum and internship field supervisors’ ratings provide information from a licensed school psychologist supervisor about the student’s skills in practice in field settings early in training (practicum field supervisor’s ratings) and near the completion of training on internship (internship field supervisor’s ratings).

The School Psychology Program also has additional assessments, including psychological evaluations with scoring rubrics (the student completes on internship during the third year in the program), specialist research project (the student completes during the year before going on internship), annual student reviews (the student’s progress in the program is evaluated at the end of each academic school year), professional work characteristics (the student’s work characteristics are assessed each year by the faculty as part of the annual student review and by field supervisors, practicum and internship goals (the student completes goals based on the program’s standards/competencies during practicum and
internship), and program evaluation (program effectiveness is assessed through feedback obtained from advisor-advisee meetings, feedback from student representatives on the School Psychology Program Committee, student evaluation survey of practicum sites and field supervisors, course evaluations, field supervisor ratings of students and qualitative feedback, student results from the Praxis II exam, survey of current and exiting students, and survey of alumni.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

8. Attach the following for Section I. (Most attachments consist of forms or charts at the end of this document, all of which must be completed. Several attachments require additional program documents as noted below.):

Attachment I A. Chart of Candidate Information
Attachment I B. Chart of Faculty Information
Attachment I C. Program Handbook or other official document that includes the required program of study and other relevant policies and procedures of the program. The program of study should outline the courses and experiences required for candidates to complete the program. The program of study must include course numbers AND titles.
Attachment I D. Response to NASP Standard I (an additional attachment includes transcripts of three recent program completers—within the last academic year).
Attachment I E. Response to NASP Standard II (additional attachments include course syllabi and other documentation)
Attachment I F. Response to NASP Standard III (additional attachments include program documents related to internship and a sample internship agreement)
Attachment I G. Internship Summary

<table>
<thead>
<tr>
<th>Attachment I C. Program Handbook</th>
<th>Attachment I A. Chart of Candidate Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attachment I B. Chart of Faculty Information</td>
<td>Attachment I D. NASP Standard I</td>
</tr>
<tr>
<td>Student Transcripts</td>
<td>Attachment I E. NASP Standard II</td>
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<tr>
<td>Attachment I F. NASP Standard III</td>
<td>Attachment I F2. Internship Agreement - Sample Internship Agreement</td>
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<tr>
<td>Attachment I F3. Supplementary Internship Agreement - Sample Internship Agreement - Supplementary</td>
<td>Attachment I F4. Clinic Log</td>
</tr>
<tr>
<td>Attachment I F5. Practicum Summary Form</td>
<td>Attachment I F6. Internship Goals and Objectives</td>
</tr>
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<td>Attachment I G. Internship Summary Form</td>
<td>Attachment I H1. GASP Activities</td>
</tr>
<tr>
<td>Attachment I H2. Professional Development Activities</td>
<td>Attachment II. PRE 855 Psychoed Clinic I-2009</td>
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<tr>
<td>Attachment III1. 2008 Annual Student Review Meeting Notes</td>
<td>Attachment I F1. Internship Handbook - Program Internship Policies</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</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
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</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:</td>
<td>Praxis II exam - State licensure exam.</td>
<td>Spring semester of second year in the program; prior to internship.</td>
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<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>Course grades</td>
<td>End of the semester throughout the program.</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.</td>
<td>Practicum field placement evaluation form (performance appraisal)</td>
<td>End of each semester during school-based practicum (typically the second year in the program).</td>
</tr>
<tr>
<td>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.</td>
<td>Ed.S. internship field placement evaluation form (performance appraisal)</td>
<td>End of each semester during internship year (typically the third year in the program).</td>
</tr>
</tbody>
</table>
Assessment #5: (Required)- PEADAGOGICAL 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.

<table>
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<tr>
<th>Psychoeducational Evaluations (performance-based assessment)</th>
<th>End of the fall semester of internship year (typically the third year in the program)</th>
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</table>

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).

<table>
<thead>
<tr>
<th>Psychoeducational Consultation Field Project - Effect sizes - (performance-based assessment)</th>
<th>End of the spring semester during the first year in the program.</th>
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</table>

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.

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

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

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

I. PROGRAM CONTEXT/STRUCTURE

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

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

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

<table>
<thead>
<tr>
<th>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.</th>
<th>#1 #2 #3 #4 #5 #6 #7 #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>#1 #2 #3 #4</td>
</tr>
<tr>
<td>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.</td>
<td>#1 #2 #3 #4 #5</td>
</tr>
<tr>
<td>2.4 Socialization and Development of Life Skills: School psychologists</td>
<td></td>
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</tbody>
</table>
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. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's Unit Standard I:
- Content knowledge
- Pedagogical and professional knowledge, skills and dispositions
- Focus on student learning

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Section IV Assessment 1 - National (or State) Exam - Narrative</th>
<th>Section IV Assessment 1 - National (or State) Exam - Data Chart</th>
</tr>
</thead>
</table>

See Attachments panel below.

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

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

<table>
<thead>
<tr>
<th>Section IV Assessment 2 - Content Knowledge - Narrative</th>
<th>Section IV Assessment 2 - Content Knowledge - Data Chart</th>
</tr>
</thead>
</table>

See Attachments panel below.

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

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

<table>
<thead>
<tr>
<th>Section IV Assessment 3 - Practicum Evaluation - Narrative</th>
<th>Section IV Assessment 3 - Practicum Evaluation - Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section IV Assessment 3 - Practicum Evaluation - Scoring Guide</td>
<td>Section IV Assessment 3 - Practicum Evaluation - Data Chart</td>
</tr>
</tbody>
</table>

See Attachments panel below.

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

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

<table>
<thead>
<tr>
<th>Section IV Assessment 4 - Intern Evaluation - Narrative</th>
<th>Section IV Assessment 4 - Intern Evaluation - Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section IV Assessment 4 - Intern Evaluation - Scoring</td>
<td>Section IV Assessment 4 - Intern Evaluation - Data Chart</td>
</tr>
</tbody>
</table>
See Attachments panel below.

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

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

<table>
<thead>
<tr>
<th>Guide</th>
<th>Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section IV Assessment 5-Performance Based - Narrative</td>
<td>Section IV Assessment 5-Performance Based - Tool</td>
</tr>
<tr>
<td>Section IV Assessment 5-Performance Based - Scoring Guide</td>
<td>Section IV Assessment 5-Performance Based - Data Chart</td>
</tr>
</tbody>
</table>

See Attachments panel below.

8. #6 (Required)- EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidence by measurable positive impact on children, youth, families, and other consumers. (NASP Standard 4.3).

NOTE: You need not have a separate assessment of this area if it addressed by Assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment) that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

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

<table>
<thead>
<tr>
<th>Guide</th>
<th>Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section IV Assessment 6 - Impact on Student Learning - Narrative</td>
<td>Section IV Assessment 6 - Impact on Student Learning - Tool</td>
</tr>
<tr>
<td>Section IV Assessment 6 - Impact on Student Learning - Scoring Guide</td>
<td>Section IV Assessment 6 - Impact on Student Learning - Data Chart</td>
</tr>
</tbody>
</table>

See Attachments panel below.

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

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

10. #8 (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.
Provide assessment information (items 1-5) as outlined in the directions for Section IV.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

The school psychology program examines candidate and program outcomes on a regular basis, including assessment results provided in this report. Overall, assessment results indicate that our students are performing well on the competencies of the program and are being successful in achieving the goals and objectives of the program. In evaluating our students' content knowledge, our students perform above the criterion score established by the State of Kansas on the Praxis II exam (Assessment 1) to be eligible to apply for a license to practice as a school psychologist in the State once they have completed all coursework and their internship. Moreover, all of our students score well above the NCSP level established by NASP on the Praxis II to be eligible to apply for the NCSP once their internship is complete. This has been the case for each student in the program since the program began to require students to take the Praxis II as an exiting exam in 2005. Overall, the assessment results indicate that our students do well in comparison to other students in school psychology programs across the country and that our students have gained or have gained a firm grasp of the content knowledge expected of individuals entering the field. The students' overall grades of an average of A- to A in courses that assess the different NASP domains (Assessment 2) also provide evidence that our students are gaining the content knowledge that they will need to perform their various duties (i.e. various roles and functions) in the field.

Besides evaluating the content knowledge of our students, examination of the data suggest that our students' impact on student learning is good, as the ratings earned suggest that they have a solid understanding of the elements of consultation and can effectively use these different elements to consult with teachers (Assessment 6). The data show improvement in student learning and behavior, averaging 1.3 to 2.2 of a standard deviation of improvement, as a result of consultation. The school psychology program is extremely pleased with these results as the training and philosophy of our program is to prepare students to become psychoeducational consultants.

Regarding pedagogical and professional knowledge, skills, and dispositions, our students' ratings on their practicum and internship evaluation forms (Assessments 3 and 4) show progress over time. Overall, their ratings improve during the field experience placement from fall to spring and from practicum to internship. Moreover, their ratings are average to above average using a fully licensed school psychologist as the criterion on each standard/competency listed on their field placement evaluation forms by the end of their practicum and internship. Work characteristics are also rated well above average using a fully licensed school psychologist as the criterion on these forms by the end of their practicum and internship field placement experiences. These ratings from field-based supervisors suggest our students are developing the skills and demonstrating the work characteristics needed to be effective in the field. Furthermore, our students' professional skills as rated by the faculty in the area of
psychoeducational evaluations were in the adequate to excellent range, with a few exceptions (Assessment 5). Faculty members noted that our students over a 4-year period obtained an average of 80% to 94% on the Diagnosis and Fact Finding domain on the Praxis II (see Assessment 1), a mean letter grade over a 3-year period of A- to A (3.72 or higher) in our assessment courses (see Assessment 2), and mean ratings over a 3-year period of 4.19 (above average) and 4.6 (above average) on Standard 
#1 Psychoeducational Assessment on their practicum and internship field placement evaluation forms at the end of those field experiences (see Assessments 3 and 4), respectively. Based on these findings and the findings from other assessments (described below), the program feels that our students are progressing in this area; however, there is a need to increase training and experience in the integration of information in students’ psychoeducational reports and strengthen this area. The school psychology program has already begun to address this recommendation with an integration/conceptualization unit in PRE 855 Psychoeducational Clinic 1: Assessment, Consultation, and Intervention to focus on integration this coming fall (see Attachment I-I. PRE 855 Psychoed Clinic I - 2009, p. 6). Moreover, our students will be provided with additional experiences in our clinic to practice those integration skills. Further discussion of these assessment results will occur this fall during our committee meetings.

Besides these assessments, students are also evaluated through the program’s Annual Student Review. In our Annual Student Reviews, students are asked to conduct annual self-ratings of their knowledge and skills development and progress though the program and to develop individual goals for the next academic school year. Following self-ratings, all School Psychology Program Committee faculty members meet to discuss students’ progress in the program, to provide faculty ratings of each student’s progress, and to discuss ways to enhance each student’s annual goals. After this meeting, faculty advisors meet individually with first and second year Ed.S. students to discuss their evaluations, the faculty ratings, and student strengths and areas in need of improvement (see Attachment I-C. Program Handbook, p. 7, 25-33). In our 2008 Annual Student Review meeting held on 5/8/08, the School Psychology Program faculty discussed psychoeducational reports and areas in need of improvement for individual students as well as students in general (see Attachment I-I 1. 2008 Annual Student Review Meeting Notes). Based on the School Psychology Program Committee faculty’s discussion, areas in need of growth overall included integration of information, use of error analysis to refine findings, the ability to tie recommendations directly to referral questions and to provide detailed recommendations that are clearly tied to the assessment results in these reports. Examination and re-examination of the data from these assessments (i.e. the 2008 Annual Student Reviews and Assessments 1-6 in this report) have prompted the school psychology program to recommend an increase in training and experience in the integration of information in students’ psychoeducational reports.

Other methods to assess student and program outcomes include informal methods such as student advising, which occurs throughout the year (see Attachment I-C. Program Handbook, p.10). Informal methods, such as student advising, bring student concerns and perspectives to faculty attention. Students also provide feedback on courses though the standard university course evaluation procedure, which involves students completing the curriculum and instruction survey for each course they are enrolled in each semester. Both ratings and qualitative comments from this survey in addition to the informal feedback mentioned above frequently result in changes within specific courses or assist the faculty in creating new courses, such as PRE 798 Special Course: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology and PRE 798 Special Course: Consultation Systems and Program Evaluation during the 2005-2006 academic school year, and dropping old courses. In addition, students provide feedback on field-based sites and supervisors via a web-based survey. Data are used to determine future practicum placements and to identify areas in which university supervisors need to intervene to improve practicum experiences.

Evaluation of the program is also assessed via surveys completed by our current students, exiting students, alumni, and employers of our alumni on preparation received in the School Psychology
Program at the University of Kansas based on the 11 standards/competencies of the program.

All of these means mentioned above are used by the program to assess student progress and student and program outcomes. Data from these assessments in aggregate form are brought before the school psychology program at various times, not all at once. The process involves the school psychology program being presented with the data. The program will examine, evaluate, and interpret the data. Based on the examination, evaluation, and interpretation of the data, the program decides to collect more data/more information/discuss further the data before a decision is made, decides to make a change in the program, or decides not to make a change in the program. If a decision is made to make a change in the program, then a plan is developed and implemented.

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

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

2. Directions: Complete the following table by providing a brief response to each standard. The brief responses should describe (a) official “policy” that addresses this standard and (b) “practice” that demonstrates the program’s implementation of the standard. The program’s brief response should reference relevant documentation (refer to specific document, such as a program handbook, and page number in this or other attachments) to support program policy and practice. In addition to the program handbook in Attachment C, include transcripts of three recent (within the last academic year) program completers as part of this attachment, and reference these documents in the brief responses below, as needed to support policy and practice of the program. (Candidate identity must be masked on the transcripts). If the program handbook does not contain program academic requirements, also include relevant pages from the institution’s graduate catalog or other source of institutional documentation of program requirements.

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