Program Outcomes Assessment

EDS in School Psychology Ed.S.

Created on: 12/14/2009 01:34:00 PM CDT
Last Modified: 09/23/2015 02:03:06 PM CDT
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**Standing Requirements**

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**Archive**

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General Information (Program Outcomes Assessment)
Standing Requirements

**Mission Statement**

The Ed.S. Program in School Psychology follows a practitioner-scholar model that provides a foundation on which program goals and objectives are based. The mission of the program is to train School Psychologists who value, adopt, and apply a scholarly attitude toward the practice of psychology in diverse settings. The practitioner-scholar School Psychologist must possess a comprehensive knowledge base in psychology and education which may be applied both to practice, and understanding and generation of new knowledge. The School Psychologist must also demonstrate understanding of application, understanding and respect for diversity, value for life-long learning, commitment to professional involvement, and involvement in the scholarly practice of problem-solving to enhance the lives of children, youth, and families.

**Outcomes Library**

### EDS in School Psychology Ed.S. Outcome Set

#### Goal 1 Data-Based Decision Making and Accountability

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>Objective 1.1 Knowledge of Varied Methods</td>
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<tr>
<td>Students will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</td>
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</tr>
<tr>
<td>Objective 1.2 Systematic and Comprehensive Process</td>
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<tr>
<td>As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to use psychological and educational assessment, data collection strategies and technology resources and apply results to design, implement, and evaluate response to services and programs.</td>
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#### Goal 2 Consultation and Collaboration

<table>
<thead>
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<th>Outcome</th>
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<tbody>
<tr>
<td>Objective 2.1 Knowledge of Varied Methods</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.</td>
<td></td>
</tr>
<tr>
<td>Objective 2.2 Systematic and Comprehensive Process</td>
<td>No Mapping</td>
</tr>
<tr>
<td>As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to consult, collaborate, and communicate with others during</td>
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</table>
design, implementation, and evaluation of services and programs.

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**Goal 3 Academic Skills**

Interventions and instructional support to develop academic skills.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Objective 3.1 Knowledge of Influences</strong></td>
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<tr>
<td>Students will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process; and evidence-based curriculum and instructional strategies.</td>
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<th>Outcome</th>
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<tbody>
<tr>
<td><strong>Objective 3.2 Implement and Evaluate Services</strong></td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.</td>
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**Goal 4 Social and Life Skills**

Interventions and mental health services to develop social and life skills.

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<th>Outcome</th>
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<tbody>
<tr>
<td><strong>Objective 4.1 Knowledge of Influences</strong></td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.</td>
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<tbody>
<tr>
<td><strong>Objective 4.2 Implement and Evaluate Services</strong></td>
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<tr>
<td>Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.</td>
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**Goal 5 School-Wide Practices to Promote Learning**

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<th>Outcome</th>
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<tr>
<td><strong>Objective 5.1 Knowledge of School and Systems Structure</strong></td>
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<tr>
<td>Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.</td>
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<tbody>
<tr>
<td><strong>Objective 5.2 Implement Practices and Strategies</strong></td>
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<tr>
<td>Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.</td>
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**Goal 6 Preventive and Responsive Services**

<table>
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<tr>
<th>Outcome</th>
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<tr>
<td><strong>Objective 6.1 Knowledge of Principles and Research</strong></td>
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<tr>
<td>Students will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.</td>
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<tbody>
<tr>
<td><strong>Objective 6.2 Promote Services</strong></td>
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<tr>
<td>Students, in collaboration with others, will demonstrate skills to</td>
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</table>
promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Goal 7 Family-School Collaboration Services

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>Objective 7.1 Knowledge of Principles and Research</td>
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</tr>
<tr>
<td>Students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.</td>
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<tr>
<td>Objective 7.2 Demonstrate Skills</td>
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<tr>
<td>Students, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.</td>
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Goal 8 Diversity in Development and Learning

<table>
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<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>Objective 8.1 Knowledge of Diversity</td>
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<tr>
<td>Students will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.</td>
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<tr>
<td>Objective 8.2 Demonstrate Skills</td>
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<tr>
<td>Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and background and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.</td>
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Goal 9 Research and Program Evaluation

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<tr>
<td>Objective 9.1 Knowledge of Research Design</td>
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<tr>
<td>Students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.</td>
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<tr>
<td>Objective 9.2 Demonstrate Skills</td>
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<tr>
<td>Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and/or systems levels.</td>
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Goal 10 Legal, Ethical, and Professional Practice

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<tr>
<td>Objective 10.1 Knowledge of the History and Foundations</td>
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</table>
Objective 10.2 Demonstrate Skills
Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Curriculum Map

Active Curriculum Maps

EdS School Psychology (See appendix)
Alignment Set: EDS in School Psychology Ed.S. Outcome Set
Created: 09/17/2010 10:32:57 am CDT
Last Modified: 10/04/2010 5:51:43 pm CDT

Communication of Outcomes

The program's goals and objectives are posted in the program's web site and included in the student handbook and in accreditation and program approval documents. The goals and objectives are communicated to students during orientation and to applicants during on-campus interviews for admission to the program. Program goals are also included in informational brochures.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

File Attachments:

## 2009-2010 Assessment Cycle

### Assessment Plan

| Outcomes and Measures |

### Assessment Findings

| Finding per Measure |
| Overall Recommendations |

*No text specified*

| Overall Reflection |

*No text specified*
## Assessment Plan

### Outcomes and Measures

**EDS in School Psychology Ed.S. Outcome Set**

**Goal 1 Data-Based Decision Making and Accountability**

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<th>Objective 1.1 Knowledge of Varied Methods</th>
<th><strong>Measure:</strong> Ed.S. Project Direct - Student Artifact</th>
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<tbody>
<tr>
<td>Students will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</td>
<td>Details/Description:</td>
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<td>Target:</td>
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<td>Implementation Plan (timeline):</td>
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<td>Responsible Individual(s): Faculty</td>
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| | **Measure:** Internship Evaluations Direct - Other |
| | Details/Description: |
| | Target: |
| | Implementation Plan (timeline): |
| | Responsible Individual(s): Faculty |

| | **Measure:** Portfolio Direct - Portfolio |
| | Details/Description: |
| | Target: |
| | Implementation Plan (timeline): |
| | Responsible Individual(s): Faculty |

| | **Measure:** Practicum Evaluations Direct - Other |
| | Details/Description: |
| | Target: |
| | Implementation Plan (timeline): |
| | Responsible Individual(s): Faculty |

| Objective 1.2 Systematic and Comprehensive Process | **Measure:** Ed.S. Project Direct - Student Artifact |
As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to use psychological and educational assessment, data collection strategies and technology resources and apply results to design, implement, and evaluate response to services and programs.

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### Goal 2 Consultation and Collaboration

#### Objective 2.1 Knowledge of Varied Methods

Students will have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

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<td>Implementation Plan (timeline):</td>
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<tr>
<td>Responsible Individual(s): Faculty</td>
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</tbody>
</table>
Objective 2.2
Systematic and Comprehensive Process
As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Practicum Evaluations
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Goal 3 Academic Skills
Interventions and instructional support to develop academic skills.

Objective 3.1
Knowledge of Influences
Students will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process; and evidence-based curriculum and instructional strategies.

Measure: Ed.S. Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Practicum Evaluations
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Objective 3.2
Implement and Evaluate Services
Students, in collaboration
with others, will demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.

### Goal 4 Social and Life Skills
Interventions and mental health services to develop social and life skills.

#### Objective 4.1 Knowledge of Influences
Students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

<table>
<thead>
<tr>
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<td><strong>Measure:</strong> Practicum Evaluations</td>
<td>Direct - Other</td>
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<td>Faculty</td>
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</table>
### Objective 4.2
**Implement and Evaluate Services**
Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Ed.S. Project</th>
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<tbody>
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<td><strong>Responsible Individual(s):</strong></td>
<td>Faculty</td>
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### Goal 5: School-Wide Practices to Promote Learning

### Objective 5.1
**Knowledge of School and Systems Structure**
Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

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<thead>
<tr>
<th><strong>Measure:</strong> Internship Evaluations</th>
<th>Direct - Other</th>
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</table>
### Objective 5.2 Implement Practices and Strategies

Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

| **Measure**: Internship Evaluations  
Direct - Other |
| **Details/Description**:  
**Target**: Implementation Plan (timeline):  
**Responsible Individual(s)**: Faculty |

| **Measure**: Portfolio  
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| **Details/Description**:  
**Target**: Implementation Plan (timeline):  
**Responsible Individual(s)**: Faculty |

| **Measure**: Practicum Evaluations  
Direct - Other |
| **Details/Description**:  
**Target**: Implementation Plan (timeline):  
**Responsible Individual(s)**: Faculty |

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### Goal 6 Preventive and Responsive Services

#### Objective 6.1 Knowledge of Principles and Research

Students will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

| **Measure**: Portfolio  
Direct - Portfolio |
| **Details/Description**:  
**Target**: Implementation Plan (timeline):  
**Responsible Individual(s)**: Faculty |

| **Measure**: Practicum Evaluations  
Direct - Other |
| **Details/Description**:  
**Target**: Implementation Plan (timeline):  
**Responsible Individual(s)**: Faculty |
Objective 6.2 Promote Services
Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**Measure:** Portfolio
Direct - Portfolio

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):** Faculty

Goal 7 Family-School Collaboration Services

Objective 7.1 Knowledge of Principles and Research
Students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

**Measure:** Internship Evaluations
Direct - Other

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):** Faculty

**Measure:** Portfolio
Direct - Portfolio

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):** Faculty

**Measure:** Practicum Evaluations
Direct - Other

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):** Faculty

Objective 7.2 Demonstrate Skills
Students, in collaboration with others, will demonstrate skills to design, implement, and
### Goal 8 Diversity in Development and Learning

#### Objective 8.1 Knowledge of Diversity

Students will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

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#### Objective 8.2 Demonstrate Skills

Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and background and across multiple contexts, with recognition

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### Evaluation

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Portfolio**

**Direct - Portfolio**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Practicum Evaluations**

**Direct - Other**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty
that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

**Goal 9 Research and Program Evaluation**

**Objective 9.1 Knowledge of Research Design**

Students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

**Measure: Practicum Evaluations**

*Direct - Other*

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Ed.S. Project**

*Direct - Student Artifact*

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Portfolio**

*Direct - Portfolio*

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Practicum Evaluations**

*Direct - Other*

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Objective 9.2 Demonstrate Skills**

Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and/or systems levels.

**Measure: Ed.S. Project**

*Direct - Student Artifact*

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Portfolio**

*Direct - Portfolio*

**Details/Description:**
**Objective 10.1**
**Knowledge of the History and Foundations**
Students will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**Measure:** Internship Evaluations
Direct - Other

**Details/Description:**
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

**Objective 10.2**
**Demonstrate Skills**
Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work

**Measure:** Practicum Evaluations
Direct - Other

**Details/Description:**
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty
characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Measure: Portfolio**
Direct - Portfolio

- **Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

**Measure: Practicum Evaluations**
Direct - Other

- **Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

**Assessment Findings**

**Finding per Measure**

**EDS in School Psychology Ed.S. Outcome Set**

**Goal 1 Data-Based Decision Making and Accountability**

**Objective 1.1 Knowledge of Varied Methods**

Students will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**Measure: Ed.S. Project**
Direct - Student Artifact

- **Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

**Findings for Ed.S. Project**

No Findings Added

**Measure: Internship Evaluations**
Direct - Other

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Goal 2 Consultation and Collaboration

Objective 2.1 Knowledge of Varied Methods
Students will have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Portfolio
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Measure: Practicum Evaluations
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Practicum Evaluations
No Findings Added
Objective 2.2
Systematic and Comprehensive Process
As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Portfolio
No Findings Added

Measure: Practicum Evaluations
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Practicum Evaluations
No Findings Added

Goal 3 Academic Skills
Interventions and instructional support to develop academic skills.

Objective 3.1
Knowledge of Influences
Students will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process; and evidence-based curriculum and instructional strategies.

Measure: Ed.S. Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Ed.S. Project
No Findings Added

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target:
Implementation Plan (timeline):
Remove 22
Goal 4 Social and Life Skills
Interventions and mental health services to develop social and life skills.

Objective 4.1 Knowledge of Influences
Students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

Measure: Ed.S. Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Practicum Evaluations
No Findings Added

Measure: Portfolio
Direct - Portfolio

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Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Portfolio
No Findings Added

Measure: Practicum Evaluations
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Practicum Evaluations
No Findings Added

Objective 4.2 Implement and Evaluate Services

Measure: Ed.S. Project
Direct - Student Artifact
Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):** Faculty

**Findings** for Ed.S. Project

*No Findings Added*

**Measure:** Portfolio
**Direct - Portfolio**

**Details/Description:**
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**Findings** for Portfolio

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**Measure:** Practicum Evaluations
**Direct - Other**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):** Faculty

**Findings** for Practicum Evaluations

*No Findings Added*

**Goal 5 School-Wide Practices to Promote Learning**

**Objective 5.1**
**Knowledge of School and Systems Structure**

Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

**Measure:** Internship Evaluations
**Direct - Other**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):** Faculty

**Findings** for Internship Evaluations

*No Findings Added*
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Direct - Portfolio

#### Details/Description:
- Target:
- Implementation Plan (timeline):
- Responsible Individual(s): Faculty

#### Findings for Portfolio

No Findings Added

### Measure: Practicum Evaluations
Direct - Other

#### Details/Description:
- Target:
- Implementation Plan (timeline):
- Responsible Individual(s): Faculty

#### Findings for Practicum Evaluations

No Findings Added

### Objective 5.2
Implement Practices and Strategies

Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

### Measure: Internship Evaluations
Direct - Other

#### Details/Description:
- Target:
- Implementation Plan (timeline):
- Responsible Individual(s): Faculty

#### Findings for Internship Evaluations

No Findings Added

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#### Details/Description:
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- Responsible Individual(s): Faculty

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**Goal 6 Preventive and Responsive Services**

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### Goal 7 Family-School Collaboration Services

#### Objective 7.1 Knowledge of Principles and Research

Students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

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**Objective 7.2**
**Demonstrate Skills**
Students, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

**Measure: Internship Evaluations**
Direct - Other

**Details/Description:**

- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

**Findings for Internship Evaluations**
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**Measure: Portfolio**
Direct - Portfolio

**Details/Description:**

- **Target:**
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- **Responsible Individual(s):** Faculty

**Findings for Portfolio**
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**Measure: Practicum Evaluations**
Direct - Other

**Details/Description:**

- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

**Findings for Practicum Evaluations**
No Findings Added

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**Goal 8 Diversity in Development and Learning**

**Objective 8.1**
**Knowledge of Diversity**
Students will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics;
principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

**Objective 8.2 Demonstrate Skills**
Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and background and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

**Implementation Plan (timeline):**
**Responsible Individual(s):** Faculty

**Findings for Portfolio**

No Findings Added

**Measure:** Practicum Evaluations  
**Direct - Other**

**Details/Description:**
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**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluations**

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**Findings for Portfolio**

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**Direct - Other**

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**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluations**

No Findings Added

**Goal 9 Research and Program Evaluation**

**Objective 9.1 Knowledge of Research Design**

**Measure:** Ed.S. Project  
**Direct - Student Artifact**
Students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

**Objective 9.2**

**Demonstrate Skills**

Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and/or systems levels.

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Goal 10 Legal, Ethical, and Professional Practice

Objective 10.1 Knowledge of the History and Foundations

Students will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Measure: Internship Evaluations
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Internship Evaluations
No Findings Added

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Portfolio
No Findings Added
Objective 10.2

Demonstrate Skills

Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.
### Overall Recommendations

No text specified

### Overall Reflection

No text specified
## Assessment Plan

### Outcomes and Measures

### EDS in School Psychology Ed.S. Outcome Set

#### Goal 1 Data-Based Decision Making and Accountability

<table>
<thead>
<tr>
<th>Objective 1.1</th>
<th>Knowledge of Varied Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</td>
<td>No measures specified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 1.2</th>
<th>Systematic and Comprehensive Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to use psychological and educational assessment, data collection strategies and technology resources and apply results to design, implement, and evaluate response to services and programs.</td>
<td>No measures specified</td>
</tr>
</tbody>
</table>

#### Goal 2 Consultation and Collaboration

<table>
<thead>
<tr>
<th>Objective 2.1</th>
<th>Knowledge of Varied Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.</td>
<td>No measures specified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2.2</th>
<th>Systematic and</th>
</tr>
</thead>
</table>
**Comprehensive Process**
As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

**Goal 3 Academic Skills**
Interventions and instructional support to develop academic skills.

<table>
<thead>
<tr>
<th>Objective 3.1</th>
<th>Knowledge of Influences</th>
<th>No measures specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process; and evidence-based curriculum and instructional strategies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3.2</th>
<th>Implement and Evaluate Services</th>
<th>No measures specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal 4 Social and Life Skills**
Interventions and mental health services to develop social and life skills.

<table>
<thead>
<tr>
<th>Objective 4.1</th>
<th>Knowledge of Influences</th>
<th>No measures specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 4.2</th>
<th>Implement and Evaluate Services</th>
<th>No measures specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, in collaboration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
with others, will
demonstrate skills to use
assessment and data-
collection methods and to
implement and evaluate
services that support
socialization, learning, and
mental health.

**Goal 5 School-Wide Practices to Promote Learning**

<table>
<thead>
<tr>
<th>Objective 5.1</th>
<th>Knowledge of School and Systems Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>No measures specified</em></td>
</tr>
<tr>
<td>Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 5.2</th>
<th>Implement Practices and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>No measures specified</em></td>
</tr>
<tr>
<td>Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 6 Preventive and Responsive Services**

<table>
<thead>
<tr>
<th>Objective 6.1</th>
<th>Knowledge of Principles and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>No measures specified</em></td>
</tr>
<tr>
<td>Students will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 6.2</th>
<th>Promote Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>No measures specified</em></td>
</tr>
<tr>
<td>Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation,</td>
<td></td>
</tr>
</tbody>
</table>
response, and recovery.

### Goal 7 Family-School Collaboration Services

<table>
<thead>
<tr>
<th>Objective 7.1</th>
<th>Knowledge of Principles and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No measures specified</td>
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</tbody>
</table>

**Students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.**

<table>
<thead>
<tr>
<th>Objective 7.2</th>
<th>Demonstrate Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No measures specified</td>
</tr>
</tbody>
</table>

**Students, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.**

### Goal 8 Diversity in Development and Learning

<table>
<thead>
<tr>
<th>Objective 8.1</th>
<th>Knowledge of Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No measures specified</td>
</tr>
</tbody>
</table>

**Students will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.**

<table>
<thead>
<tr>
<th>Objective 8.2</th>
<th>Demonstrate Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No measures specified</td>
</tr>
</tbody>
</table>

**Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics,**
cultures, and background and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

### Goal 9 Research and Program Evaluation

#### Objective 9.1 Knowledge of Research Design

**No measures specified**

Students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

#### Objective 9.2 Demonstrate Skills

**No measures specified**

Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and/or systems levels.

### Goal 10 Legal, Ethical, and Professional Practice

#### Objective 10.1 Knowledge of the History and Foundations

**No measures specified**

Students will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

#### Objective 10.2 Demonstrate Skills

**No measures specified**

Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and
professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Assessment Findings**

- **Finding per Measure**

**EDS in School Psychology Ed.S. Outcome Set**

**Goal 1 Data-Based Decision Making and Accountability**

<table>
<thead>
<tr>
<th>Objective</th>
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**Objective 1.2 Systematic and Comprehensive Process**

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<td>As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to use psychological and educational assessment, data collection strategies and technology resources and apply results to design, implement, and evaluate response to services and programs.</td>
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**Goal 2 Consultation and Collaboration**

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<tr>
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<td>Students will have knowledge of varied methods of consultation, collaboration and</td>
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communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

**Objective 2.2**
**Systematic and Comprehensive Process**
As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

**Goal 3 Academic Skills**
Interventions and instructional support to develop academic skills.

**Objective 3.1**
**Knowledge of Influences**
Students will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process; and evidence-based curriculum and instructional strategies.

**Objective 3.2**
**Implement and Evaluate Services**
Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.

**Goal 4 Social and Life Skills**
Interventions and mental health services to develop social and life skills.

**Objective 4.1**
**Knowledge of Influences**
Students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and
evidence-based strategies to promote social-emotional functioning and mental health.

**Objective 4.2 Implement and Evaluate Services**

Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**Goal 5 School-Wide Practices to Promote Learning**

**Objective 5.1 Knowledge of School and Systems Structure**

Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

**Objective 5.2 Implement Practices and Strategies**

Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**Goal 6 Preventive and Responsive Services**

**Objective 6.1 Knowledge of Principles and Research**

Students will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

**Objective 6.2 Promote Services**

No measures specified
Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**Goal 7 Family-School Collaboration Services**

**Objective 7.1 Knowledge of Principles and Research**

No measures specified

Students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

**Objective 7.2 Demonstrate Skills**

No measures specified

Students, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

**Goal 8 Diversity in Development and Learning**

**Objective 8.1 Knowledge of Diversity**

No measures specified

Students will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
Objective 8.2
Demonstrate Skills
No measures specified

Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and background and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

Goal 9 Research and Program Evaluation

Objective 9.1
Knowledge of Research Design
No measures specified

Students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

Objective 9.2
Demonstrate Skills
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Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and/or systems levels.

Goal 10 Legal, Ethical, and Professional Practice

Objective 10.1
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No measures specified

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**Objective 10.2**
**Demonstrate Skills**

Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

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**Overall Recommendations**

No text specified

**Overall Reflection**

No text specified
2012-2013 Assessment Cycle

Assessment Plan

Assessment Findings

Action Plan

Status Report
2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

EDS in School Psychology Ed.S. Outcome Set

Goal 1 Data-Based Decision Making and Accountability

Objective 1.1 Knowledge of Varied Methods

Students will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- **Measure**: Annual Evaluation
  Direct - Other
  
  **Details/Description**: Program rating of student performance; rating in the area of assessment and data-based decision making
  **Target**: 90% meets or exceeds
  **Implementation Plan (timeline)**: Summer
  **Responsible Individual(s)**: Faculty

- **Measure**: PRAXIS
  Direct - Exam
  
  **Details/Description**: Standardized national certification exam; performance on “Data-based Decision Making” domain
  **Target**: 75% meets or exceeds
  **Implementation Plan (timeline)**: Summer
  **Responsible Individual(s)**: Faculty

Objective 1.2 Systematic and Comprehensive Process

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to use psychological and educational assessment, data collection strategies and technology resources and apply results to design, implement, and evaluate response to services and programs.

- **Measure**: Annual Evaluation
  Direct - Other
  
  **Details/Description**: Program rating of student performance; rating in the area of assessment and data-based decision making
  **Target**: 90% meets or exceeds
  **Implementation Plan (timeline)**: Summer
  **Responsible Individual(s)**: Faculty

- **Measure**: Ed.S. Project
  Direct - Student Artifact
  
  **Details/Description**: Comprehensive research project for completion of Ed.S. degree; total average rating
  **Target**: 75% meets or exceeds
  **Implementation Plan (timeline)**: Spring
  **Responsible Individual(s)**: Faculty
### Measure: Internship Evaluation
Direct - Other

- **Details/Description:** Supervisor performance rating during 3rd-year internship; ratings in Data-based Decision Making and Accountability
- **Target:** 100% meets of exceed
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

### Measure: Practicum Evaluation
Direct - Other

- **Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings in Data-based Decision Making and Accountability
- **Target:** 80% meets of exceed
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

## Goal 2 Consultation and Collaboration

### Objective 2.1 Knowledge of Varied Methods

Students will have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

### Measure: Annual Evaluation
Direct - Other

- **Details/Description:** Program rating of student performance; rating in the area of consultation & collaboration
- **Target:** 90% meets of exceed
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

### Measure: PRAXIS
Direct - Exam

- **Details/Description:** Standardized national certification exam; performance on "Consultation and Collaboration" domain
- **Target:** 75% meets of exceed
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

### Objective 2.2 Systematic and Comprehensive Process

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and

### Measure: Annual Evaluation
Direct - Other

- **Details/Description:** Program rating of student performance; rating in the areas of consultation & collaboration and collegiality
- **Target:** 90% meets of exceed
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

### Measure: Ed.S. Project
Direct - Student Artifact
Program Outcomes Assessment  
EDS in School Psychology Ed.S.

<table>
<thead>
<tr>
<th>Details/Description:</th>
<th>Comprehensive research project for completion of Ed.S. degree; rating for “consultation and collaboration” and ratings for indirect intervention components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
<td>75% meets or exceeds</td>
</tr>
<tr>
<td>Implementation Plan (timeline):</td>
<td>Spring</td>
</tr>
<tr>
<td>Responsible Individual(s):</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

**Measure:** Internship Evaluation  
Direct - Other

<table>
<thead>
<tr>
<th>Details/Description:</th>
<th>Supervisor performance rating during 3rd-year internship; ratings in Consultation and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
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<td>Implementation Plan (timeline):</td>
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<tr>
<td>Responsible Individual(s):</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

**Goal 3 Academic Skills**  
Interventions and instructional support to develop academic skills.

<table>
<thead>
<tr>
<th>Objective 3.1 Knowledge of Influences</th>
<th>Details/Description: Program rating of student performance; rating in the area of prevention and intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target: 90% meets or exceeds</td>
</tr>
<tr>
<td></td>
<td>Implementation Plan (timeline): Summer</td>
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<tr>
<td></td>
<td>Responsible Individual(s): Faculty</td>
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</tbody>
</table>

**Measure:** Annual Evaluation  
Direct - Other

<table>
<thead>
<tr>
<th>Details/Description:</th>
<th>Supervisor performance rating during 3rd-year internship; ratings for 3a - 3f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
<td>100% meets or exceeds</td>
</tr>
<tr>
<td>Implementation Plan (timeline):</td>
<td>Spring</td>
</tr>
<tr>
<td>Responsible Individual(s):</td>
<td>Faculty</td>
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</tbody>
</table>

**Measure:** Internship Evaluation  
Direct - Other

<table>
<thead>
<tr>
<th>Details/Description:</th>
<th>Supervisor performance rating during 2nd-year practicum; ratings in Consultation and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
<td>80% meets or exceeds</td>
</tr>
<tr>
<td>Implementation Plan (timeline):</td>
<td>Spring</td>
</tr>
<tr>
<td>Responsible Individual(s):</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

**Measure:** Practicum Evaluation  
Direct - Other
**Objective 3.2 Implement and Evaluate Services**

Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.

### Details/Description:
Supervisor performance rating during 2nd-year practicum; ratings for 3a – 3f.

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

#### Measure: PRAXIS
Direct - Exam

**Details/Description:** Standardized national certification exam; performance on "Research-based Academic Practices" domain

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

#### Measure: Annual Evaluation
Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of assessment & data-based decision making; prevention & intervention; and research & evaluation.

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

#### Measure: Ed.S. Project
Direct - Student Artifact

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as academic

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

#### Measure: Internship Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 3g – 3k.

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

#### Measure: Practicum Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 3g – 3k.

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring
**Goal 4 Social and Life Skills**
Interventions and mental health services to develop social and life skills.

### Objective 4.1 Knowledge of Influences
Students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

<table>
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<tr>
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<tbody>
<tr>
<td>Direct</td>
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</tbody>
</table>

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention
**Target:** 90% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

<table>
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</table>

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 4a – 4e.
**Target:** 100% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

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**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 4a – 4e.
**Target:** 80% meets or exceeds
**Implementation Plan (timeline):** Spring
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<td>Direct</td>
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</table>

**Details/Description:** Standardized national certification exam; performance on "Research-based behavioral and mental health practices" domain
**Target:** 75% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

### Objective 4.2 Implement and Evaluate Services
Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

<table>
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<th>Measure: Annual Evaluation</th>
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<tr>
<td>Direct</td>
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</table>

**Details/Description:** Program rating of student performance; rating in the area of assessment & data-based decision making; prevention & intervention; and research & evaluation.
**Target:** 90% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty
### Measure: Ed.S. Project
**Direct - Student Artifact**

- **Details/Description:** Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as behavioral
- **Target:** 75% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

### Measure: Internship Evaluation
**Direct - Other**

- **Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 4f - 4m.
- **Target:** 100% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

### Measure: Practicum Evaluation
**Direct - Other**

- **Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 4f - 4m.
- **Target:** 80% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

---

### Goal 5: School-Wide Practices to Promote Learning

#### Objective 5.1
**Knowledge of School and Systems Structure**

Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

#### Measure: Annual Evaluation
**Direct - Other**

- **Details/Description:** Program rating of student performance; rating in the area of prevention and intervention
- **Target:** 90% meets or exceeds
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

#### Measure: Internship Evaluation
**Direct - Other**

- **Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 5a - 5e.
- **Target:** 100% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty
Objective 5.2
Implement Practices and Strategies
Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Goal 6 Preventive and Responsive Services

Objective 6.1
Knowledge of Principles and Research
Students will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
**Program Outcomes Assessment**
**EDS in School Psychology Ed.S.**

---

**Objective 6.1 Promote Services**
Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

- **Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b.
- **Target:** 100% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Measure:** Practicum Evaluation  
Direct - Other

---

**Objective 6.2 Promote Services**
Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

- **Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b.
- **Target:** 80% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Measure:** Practicum Evaluation  
Direct - Other

---

**Objective 6.3 Promote Services**
Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

- **Details/Description:** Program rating of student performance; rating in the area of prevention and intervention
- **Target:** 90% meets or exceeds
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

**Measure:** Annual Evaluation  
Direct - Other

---

**Objective 6.4 Promote Services**
Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

- **Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 6c - 6I.
- **Target:** 100% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Measure:** Internship Evaluation  
Direct - Other

---

**Objective 6.5 Promote Services**
Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

- **Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 6c - 6I.
- **Target:** 80% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Measure:** Practicum Evaluation  
Direct - Other

---

**Objective 7.1 Knowledge of Principles and Research**
Students will have

**Measure:** Annual Evaluation  
Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of research &
knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

<table>
<thead>
<tr>
<th>Objective 7.2</th>
<th>Demonstrate Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.</td>
<td></td>
</tr>
</tbody>
</table>

#### Measure: Internship Evaluation
Direct - Other

- **Details/ Description:** Supervisor performance rating during 3rd-year internship; ratings for 7a, 7d, 7g, and 8h.
- **Target:** 100% meets or exceeds
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

#### Measure: Practicum Evaluation
Direct - Other

- **Details/ Description:** Supervisor performance rating during 2nd-year practicum; ratings for 7a, 7d, 7g, and 8h.
- **Target:** 80% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

#### Measure: Annual Evaluation
Direct - Other

- **Details/ Description:** Program rating of student performance; rating in the area of research & evaluation
- **Target:** 90% meets or exceeds
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

#### Measure: Internship Evaluation
Direct - Other

- **Details/ Description:** Supervisor performance rating during 3rd-year internship; ratings for Family-School Collaboration Services
- **Target:** 100% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

#### Measure: Practicum Evaluation
Direct - Other

- **Details/ Description:** Supervisor performance rating during 2nd-year practicum; ratings for Family-School Collaboration Services
- **Target:** 80% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty
Goal 8 Diversity in Development and Learning

**Objective 8.1 Knowledge of Diversity**
Students will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

**Measure: Internship Evaluation**
Direct - Other

- **Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 8a, 8b, 8c, 8e
- **Target:** 100% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Measure: Practicum Evaluation**
Direct - Other

- **Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 8a, 8b, 8c, 8e
- **Target:** 80% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Objective 8.2 Demonstrate Skills**
Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and background and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

**Measure: Annual Evaluation**
Direct - Other

- **Details/Description:** Program rating of student performance; ratings in the areas of courtesy & respect and collegiality
- **Target:** 90% meets or exceeds
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

**Measure: Internship Evaluation**
Direct - Other

- **Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 8d, 8f, 8g, 8i.
- **Target:** 100% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Measure: Practicum Evaluation**
Direct - Other

- **Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 8d, 8f, 8g, 8i.
- **Target:** 80% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

Goal 9 Research and Program Evaluation
Objective 9.1
Knowledge of Research Design

Students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

**Measure: Annual Evaluation**
Direct - Other

- **Details/Description:** Program rating of student performance; rating in the area of research & evaluation
- **Target:** 90% meets or exceeds
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

**Measure: Ed.S. Project**
Direct - Student Artifact

- **Details/Description:** Comprehensive research project for completion of Ed.S. degree; average rating for the areas of goal setting, decision-making plan, treatment integrity, and progress monitoring for both direct and indirect intervention.
- **Target:** 75% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Measure: Internship Evaluation**
Direct - Other

- **Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for Research and Program Evaluation
- **Target:** 100% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Measure: Practicum Evaluation**
Direct - Other

- **Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for Research and Program Evaluation
- **Target:** 80% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

Objective 9.2
Demonstrate Skills

Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and/or systems levels.

**Measure: Annual Evaluation**
Direct - Other

- **Details/Description:** Program rating of student performance; rating in the area of research & evaluation
- **Target:** 90% meets or exceeds
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

**Measure: Ed.S. Project**
Direct - Student Artifact
**Goal 10 Legal, Ethical, and Professional Practice**

<table>
<thead>
<tr>
<th>Objective 10.1 Knowledge of the History and Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.</td>
</tr>
</tbody>
</table>

### Measure: Internship Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for Research and Program Evaluation and items 1h, 2f, 3g, 3j, 4f, 4i, 4j, 4m, 5e, 5f
**Target:** 100% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

### Measure: Practicum Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for Research and Program Evaluation and items 1h, 2f, 3g, 3j, 4f, 4i, 4j, 4m, 5e, 5f
**Target:** 80% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

### Measure: PRAXIS
Direct - Exam

**Details/Description:** Standardized national certification exam; performance on "Applied Psychological Foundations" and "Ethical, Legal, and Professional Practice" domains
Objective 10.2
Demonstrate Skills
Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the areas of dependability, courtesy & respect; collegiality; reflective practice; legal & ethical practice; and professional integrity
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 10b - 10g; 10i - 10n.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 10b - 10g; 10i - 10n.
Target: 80% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Assessment Findings

Finding per Measure

EDS in School Psychology Ed.S. Outcome Set

Goal 1 Data-Based Decision Making and Accountability

Objective 1.1
Knowledge of Varied Methods
Students will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of assessment and data-based decision making
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty
**Findings** for Annual Evaluation

**Summary of Findings:** Total N: 19  
N/A: 0  
Does not meet: 1  
Meets: 16  
Exceeds: 2  
Meets or exceeds: 94.7%  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:**

**Measure:** PRAXIS  
Direct - Exam

**Details/Description:** Standardized national certification exam; performance on “Data-based Decision Making” domain  
**Target:** 75% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

**Findings** for PRAXIS

**Summary of Findings:** Total N: 10  
N/A: 0  
Does not meet: 1  
Meets: 5  
Exceeds: 4  
Meets or exceeds: 90%  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:**

**Objective 1.2**  
**Systematic and Comprehensive Process**

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to use psychological and educational assessment, data collection strategies and technology resources and apply results to design, implement, and evaluate response to services and programs.

**Measure:** Annual Evaluation  
Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of assessment and data-based decision making  
**Target:** 90% meets of exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

**Findings** for Annual Evaluation

**Summary of Findings:** Total N: 19  
N/A: 0  
Does not meet: 1  
Meets: 16  
Exceeds: 2  
Meets or exceeds: 94.7%
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

Measure: Ed.S. Project
Direct - Student Artifact

Details/Description: Comprehensive research project for completion of Ed.S. degree; total average rating
Target: 75% meets of exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Ed.S. Project

Summary of Findings: Total N: 10
N/A: 0
Does not meet: 1
Meets: 8
Exceeds: 1
Meets or exceeds: 90%
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings in Data-based Decision Making and Accountability
Target: 100% meets of exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Internship Evaluation

Summary of Findings: Total N: 10
N/A: 0
Does not meet: 0
Meets: 2
Exceeds: 8
Meets or exceeds: 100%
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Practicum Evaluation
Direct - Other
**Goal 2 Consultation and Collaboration**

### Objective 2.1 Knowledge of Varied Methods

Students will have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

**Details/Description:** Program rating of student performance; rating in the area of consultation & collaboration

**Target:** 90% meets of exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**

<table>
<thead>
<tr>
<th>Summary of Findings</th>
<th>Total N: 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A: 0</td>
<td></td>
</tr>
<tr>
<td>Does not meet: 0</td>
<td></td>
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<tr>
<td>Meets: 18</td>
<td></td>
</tr>
<tr>
<td>Exceeds: 0</td>
<td></td>
</tr>
<tr>
<td>Meets or exceeds: 100%</td>
<td></td>
</tr>
</tbody>
</table>

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

---

**Measure: PRAXIS**

**Direct – Exam**

**Details/Description:** Standardized national certification exam; performance on “Consultation and Collaboration” domain

**Target:** 75% meets of exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty
**Findings for PRAXIS**

**Summary of Findings**: Total N: 10
- N/A: 0
- Does not meet: 1
- Meets: 7
- Exceeds: 2
- Meets or exceeds: 90%

**Results**: Target Achievement: Exceeded

**Recommendations**:

**Reflections/Notes**: 

---

**Objective 2.2 Systematic and Comprehensive Process**

**Measure**: Annual Evaluation
- Direct - Other

**Details/Description**: Program rating of student performance; rating in the areas of consultation & collaboration and collegiality

**Target**: 90% meets or exceeds

**Implementation Plan (timeline)**: Summer

**Responsible Individual(s)**: Faculty

**Findings for Annual Evaluation**

**Summary of Findings**: Total N: 19
- N/A: 0
- Does not meet: 0
- Meets: 19
- Exceeds: 0
- Meets or exceeds: 100%

**Results**: Target Achievement: Exceeded

**Recommendations**:

**Reflections/Notes**: 

---

**Measure**: Ed.S. Project
- Direct - Student Artifact

**Details/Description**: Comprehensive research project for completion of Ed.S. degree; rating for “consultation and collaboration” and ratings for indirect intervention components

**Target**: 75% meets or exceeds

**Implementation Plan (timeline)**: Spring

**Responsible Individual(s)**: Faculty

**Findings for Ed.S. Project**

**Summary of Findings**: Total N: 10
- N/A: 0
- Does not meet: 2
- Meets: 7
- Exceeds: 1
Meets or exceeds: 80%

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Internship Evaluation

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings in Consultation and Collaboration

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings** for Internship Evaluation

**Summary of Findings:** Total N: 10

- N/A: 0
- Does not meet: 0
- Meets: 3
- Exceeds: 7
- Meets or exceeds: 100%

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Practicum Evaluation

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings in Consultation and Collaboration

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings** for Practicum Evaluation

**Summary of Findings:** Total N: 5

- N/A: 0
- Does not meet: 0
- Meets: 1
- Exceeds: 4
- Meets or exceeds: 100%

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

---

**Goal 3 Academic Skills**
Interventions and instructional support to develop academic skills.

**Objective 3.1**  
**Knowledge of Influences**  
Students will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process; and evidence-based curriculum and instructional strategies.

<table>
<thead>
<tr>
<th>Measure: Annual Evaluation</th>
<th>Direct - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description: Program rating of student performance; rating in the area of prevention and intervention</td>
<td></td>
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<td>Target: 90% meets or exceeds</td>
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<td>Implementation Plan (timeline): Summer</td>
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<td>Responsible Individual(s): Faculty</td>
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</table>

**Findings for Annual Evaluation**

<table>
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<tr>
<th>Summary of Findings: Total N: 19</th>
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<tbody>
<tr>
<td>N/A: 0</td>
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<tr>
<td>Does not meet: 0</td>
</tr>
<tr>
<td>Meets: 18</td>
</tr>
<tr>
<td>Exceeds: 1</td>
</tr>
<tr>
<td>Meets or exceeds: 100%</td>
</tr>
<tr>
<td>Results: Target Achievement: Exceeded</td>
</tr>
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</table>

**Measure: Internship Evaluation**  
Direct - Other

<table>
<thead>
<tr>
<th>Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 3a – 3f.</th>
<th></th>
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<tbody>
<tr>
<td>Target: 100% meets or exceeds</td>
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<td>Implementation Plan (timeline): Spring</td>
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<td>Responsible Individual(s): Faculty</td>
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</tbody>
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**Findings for Internship Evaluation**

<table>
<thead>
<tr>
<th>Summary of Findings: Total N: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A: 0</td>
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<tr>
<td>Does not meet: 0</td>
</tr>
<tr>
<td>Meets: 2</td>
</tr>
<tr>
<td>Exceeds: 8</td>
</tr>
<tr>
<td>Meets or exceeds: 100%</td>
</tr>
<tr>
<td>Results: Target Achievement: Met</td>
</tr>
</tbody>
</table>

**Measure: Practicum Evaluation**  
Direct - Other

<table>
<thead>
<tr>
<th>Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 3a – 3f.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: 80% meets or exceeds</td>
<td></td>
</tr>
</tbody>
</table>
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

**Findings for Practicum Evaluation**

**Summary of Findings:** Total N: 5
- N/A: 0
- Does not meet: 0
- Meets: 2
- Exceeds: 3
- Meets or exceeds: 100%

**Results:** Target Achievement: Exceeded

**Recommendations:**
**Reflections/Notes:**

**Measure:** PRAXIS
**Direct:** Exam

**Details/Description:** Standardized national certification exam; performance on “Research-based Academic Practices” domain
- **Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Summer
Responsible Individual(s): Faculty

**Findings for PRAXIS**

**Summary of Findings:** Total N: 10
- N/A: 0
- Does not meet: 2
- Meets: 7
- Exceeds: 1
- Meets or exceeds: 80%

**Results:** Target Achievement: Exceeded

**Recommendations:**
**Reflections/Notes:**

**Objective 3.2 Implement and Evaluate Services**

- **Measure:** Annual Evaluation
- **Direct:** Other

**Details/Description:** Program rating of student performance; rating in the area of assessment & data-based decision making; prevention & intervention; and research & evaluation.

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer
Responsible Individual(s): Faculty

**Findings for Annual Evaluation**

**Summary of Findings:** Total N: 19
- N/A: 0
Does not meet: 0
Meets: 18
Exceeds: 1
Meets or exceeds: 100%

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes:

Measure: Ed.S. Project
Direct - Student Artifact

Details/Description: Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as academic

Target: 75% meets or exceeds

Implementation Plan (timeline): Spring

Responsible Individual(s): Faculty

Findings for Ed.S. Project

Summary of Findings: Total N: 10
N/A: 0
Does not meet: 1
Meets: 8
Exceeds: 1
Meets or exceeds: 90%

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes:

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 3g – 3k.

Target: 100% meets or exceeds

Implementation Plan (timeline): Spring

Responsible Individual(s): Faculty

Findings for Internship Evaluation

Summary of Findings: Total N: 10
N/A: 0
Does not meet: 0
Meets: 5
Exceeds: 5
Meets or exceeds: 100%

Results: Target Achievement: Met

Recommendations:

Reflections/Notes:
Goal 4 Social and Life Skills
Interventions and mental health services to develop social and life skills.

Objective 4.1
Knowledge of Influences
Students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of prevention and intervention
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: Total N: 19
N/A: 0
Does not meet: 0
Meets: 18
Exceeds: 1
Meets or exceeds: 100%
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:
4e.

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

---

**Findings** for Internship Evaluation

**Summary of Findings:** Total N: 10
- N/A: 0
- Does not meet: 0
- Meets: 3
- Exceeds: 7
- Meets or exceeds: 100%

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Practicum Evaluation

Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 4a – 4e.

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

---

**Findings** for Practicum Evaluation

**Summary of Findings:** Total N: 5
- N/A: 0
- Does not meet: 0
- Meets: 1
- Exceeds: 4
- Meets or exceeds: 100%

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** PRAXIS

Direct - Exam

**Details/Description:** Standardized national certification exam; performance on “Research-based behavioral and mental health practices” domain

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

---

**Findings** for PRAXIS

---
Objective 4.2
Implement and Evaluate Services
Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of assessment & data-based decision making; prevention & intervention; and research & evaluation.
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: Total N: 19
N/A: 0
Does not meet: 0
Meets: 18
Exceeds: 1
Meets or exceeds: 100%
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

Measure: Ed.S. Project
Direct - Student Artifact

Details/Description: Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as behavioral
Target: 75% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Ed.S. Project

Summary of Findings: Total N: 10
N/A: 3
Does not meet: 3
Meets: 4
Exceeds: 0
Meets or exceeds: 57.1
Results: Target Achievement: Not Met
Recommendations:
Reflections/Notes:

**Measure:** Internship Evaluation  
**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 4f – 4m.  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**

**Summary of Findings:** Total N: 10  
N/A: 0  
Does not meet: 0  
Meets: 6  
Exceeds: 4  
Meets or exceeds: 100%  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

**Measure:** Practicum Evaluation  
**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 4f – 4m.  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**

**Summary of Findings:** Total N: 5  
N/A: 0  
Does not meet: 0  
Meets: 1  
Exceeds: 4  
Meets or exceeds: 100%  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:**

**Goal 5 School-Wide Practices to Promote Learning**
**Objective 5.1**  
**Knowledge of School and Systems Structure**  

Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Annual Evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>Direct - Other</strong></td>
</tr>
</tbody>
</table>

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention  
**Target:** 90% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**

**Summary of Findings:** Total N: 19  
N/A: 0  
Does not meet: 0  
Meets: 18  
Exceeds: 1  
Meets or exceeds: 100%  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:**

<table>
<thead>
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<th><strong>Measure:</strong> Internship Evaluation</th>
</tr>
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<tbody>
<tr>
<td><strong>Direct - Other</strong></td>
</tr>
</tbody>
</table>

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 5a – 5e.  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**

**Summary of Findings:** Total N: 10  
N/A: 0  
Does not meet: 0  
Meets: 6  
Exceeds: 4  
Meets or exceeds: 100%  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Practicum Evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>Direct - Other</strong></td>
</tr>
</tbody>
</table>

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 5a – 5e.  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty
**Findings for Practicum Evaluation**

**Summary of Findings:** Total N: 5  
N/A: 0  
Does not meet: 0  
Meets: 3  
Exceeds: 2  
Meets or exceeds: 100%  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:**

---

**Objective 5.2 Implement Practices and Strategies**

Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**Measure: Annual Evaluation**

**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention  
**Target:** 90% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**

**Summary of Findings:** Total N: 19  
N/A: 0  
Does not meet: 0  
Meets: 18  
Exceeds: 1  
Meets or exceeds: 100%  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:**

---

**Measure: Internship Evaluation**

**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 5f – 5h.  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**

**Summary of Findings:** Total N: 10  
N/A: 0  
Does not meet: 0  
Meets: 3  
Exceeds: 7
Meets or exceeds: 100%

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Measure:** Practicum Evaluation

**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 5f – 5h.

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**

**Summary of Findings:** Total N: 5
N/A: 1
Does not meet: 0
Meets: 1
Exceeds: 3
Meets or exceeds: 100%

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

---

**Goal 6 Preventive and Responsive Services**

**Objective 6.1 Knowledge of Principles and Research**

Students will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

**Measure:** Annual Evaluation

**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**

**Summary of Findings:** Total N: 19
N/A: 0
Does not meet: 0
Meets: 18
Exceeds: 1
Meets or exceeds: 100%

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**
**Measure:** Internship Evaluation

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b.

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**

**Summary of Findings:** Total N: 10
- N/A: 0
- Does not meet: 0
- Meets: 4
- Exceeds: 6
- Meets or exceeds: 100%

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Practicum Evaluation

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**

**Summary of Findings:** Total N: 5
- N/A: 0
- Does not meet: 0
- Meets: 1
- Exceeds: 4
- Meets or exceeds: 100%

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

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**Objective 6.2 Promote Services**

**Measure:** Annual Evaluation

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention

**Target:** 90% meets or exceeds

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Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: Total N: 19
N/A: 0
Does not meet: 0
Meets: 18
Exceeds: 1
Meets or exceeds: 100%
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 6c – 6l.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Internship Evaluation

Summary of Findings: Total N: 10
N/A: 0
Does not meet: 0
Meets: 5
Exceeds: 5
Meets or exceeds: 100%
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 6c – 6l.
Target: 80% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Practicum Evaluation

Summary of Findings: Total N: 5
N/A: 1
Goal 7 Family-School Collaboration Services

Objective 7.1 Knowledge of Principles and Research

Students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Measure: Annual Evaluation

Direct - Other

Details/Description: Program rating of student performance; rating in the area of research & evaluation

Target: 90% meets or exceeds

Implementation Plan (timeline): Summer

Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: Total N: 19
N/A: 0
Does not meet: 1
Meets: 17
Exceeds: 1
Meets or exceeds: 94.7%

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes:

Measure: Internship Evaluation

Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 7a, 7d, 7g, and 8h.

Target: 100% meets or exceeds

Implementation Plan (timeline): Spring

Responsible Individual(s): Faculty

Findings for Internship Evaluation

Summary of Findings: Total N: 10
N/A: 0
Does not meet: 0
Meets: 4
Exceeds: 6
Meets or exceeds: 100%

Results: Target Achievement: Met

Recommendations:
Reflections/Notes:

◆ Measure: Practicum Evaluation
  Direct - Other
  
  Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 7a, 7d, 7g, and 8h.
  Target: 80% meets or exceeds
  Implementation Plan (timeline): Spring
  Responsible Individual(s): Faculty
  
  Findings for Practicum Evaluation
  
  Summary of Findings: Total N: 5
  N/A: 0
  Does not meet: 0
  Meets: 2
  Exceeds: 3
  Meets or exceeds: 100%
  Results: Target Achievement: Exceeded
  Recommendations: 
  Reflections/Notes:

Objective 7.2
Demonstrate Skills

Students, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

◆ Measure: Annual Evaluation
  Direct - Other
  
  Details/Description: Program rating of student performance; rating in the area of research & evaluation
  Target: 90% meets or exceeds
  Implementation Plan (timeline): Summer
  Responsible Individual(s): Faculty
  
  Findings for Annual Evaluation
  
  Summary of Findings: Total N: 19
  N/A: 0
  Does not meet: 1
  Meets: 17
  Exceeds: 1
  Meets or exceeds: 94.7%
  Results: Target Achievement: Exceeded
  Recommendations: 
  Reflections/Notes:

◆ Measure: Internship Evaluation
  Direct - Other
**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for Family-School Collaboration Services  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

---

**Findings for Internship Evaluation**

**Summary of Findings:** Total N: 10  
N/A: 0  
Does not meet: 0  
Meets: 4  
Exceeds: 6  
Meets or exceeds: 100%  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

---

**Measure:** Practicum Evaluation  
Direct - Other

---

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for Family-School Collaboration Services  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

---

**Findings for Practicum Evaluation**

**Summary of Findings:** Total N: 5  
N/A: 0  
Does not meet: 0  
Meets: 2  
Exceeds: 3  
Meets or exceeds: 100%  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:**

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**Goal 8 Diversity in Development and Learning**

**Objective 8.1 Knowledge of Diversity**

Students will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and

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**Measure:** Internship Evaluation  
Direct - Other

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**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 8a, 8b, 8c, 8e  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring
schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

### Responsible Individual(s): Faculty

#### Findings for Internship Evaluation

<table>
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<th>Summary of Findings: Total N: 10</th>
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<tbody>
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<td>Does not meet: 0</td>
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<td>Meets: 2</td>
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<tr>
<td>Exceeds: 8</td>
</tr>
<tr>
<td>Meets or exceeds: 100%</td>
</tr>
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</table>

**Results**: Target Achievement: Met  
**Recommendations**:  
**Reflections/Notes**:  

### Measure: Practicum Evaluation

**Direct**: Other

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<tr>
<th>Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 8a, 8b, 8c, 8e</th>
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</thead>
<tbody>
<tr>
<td><strong>Target</strong>: 80% meets or exceeds</td>
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<tr>
<td><strong>Implementation Plan (timeline)</strong>: Spring</td>
</tr>
<tr>
<td><strong>Responsible Individual(s)</strong>: Faculty</td>
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</table>

#### Findings for Practicum Evaluation

<table>
<thead>
<tr>
<th>Summary of Findings: Total N: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A: 0</td>
</tr>
<tr>
<td>Does not meet: 0</td>
</tr>
<tr>
<td>Meets: 3</td>
</tr>
<tr>
<td>Exceeds: 2</td>
</tr>
<tr>
<td>Meets or exceeds: 100%</td>
</tr>
</tbody>
</table>

**Results**: Target Achievement: Exceeded  
**Recommendations**:  
**Reflections/Notes**:  

### Objective 8.2 Demonstrate Skills

Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

### Measure: Annual Evaluation

**Direct**: Other

<table>
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<tr>
<th>Details/Description: Program rating of student performance; ratings in the areas of courtesy &amp; respect and collegiality</th>
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<tbody>
<tr>
<td><strong>Target</strong>: 90% meets or exceeds</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline)</strong>: Summer</td>
</tr>
<tr>
<td><strong>Responsible Individual(s)</strong>: Faculty</td>
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#### Findings for Annual Evaluation

<table>
<thead>
<tr>
<th>Summary of Findings: Total N: 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A: 0</td>
</tr>
<tr>
<td>Does not meet: 1</td>
</tr>
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</table>

**Results**: Target Achievement: Exceeded  
**Recommendations**:  
**Reflections/Notes**:  

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79
Meets: 18  
Exceeds: 0  
Meets or exceeds: 94.7%  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:**

---

**Measure:** Internship Evaluation  
**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 8d, 8f, 8g, 8i.  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty  

**Findings for Internship Evaluation**

**Summary of Findings:** Total N: 10  
N/A: 0  
Does not meet: 0  
Meets: 2  
Exceeds: 8  
Meets or exceeds: 100%  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

---

**Measure:** Practicum Evaluation  
**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 8d, 8f, 8g, 8i.  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty  

**Findings for Practicum Evaluation**

**Summary of Findings:** Total N: 5  
N/A: 0  
Does not meet: 0  
Meets: 2  
Exceeds: 3  
Meets or exceeds: 100%  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:**
Goal 9 Research and Program Evaluation

Objective 9.1
Knowledge of Research Design
Students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

_measure: Annual Evaluation
 Direct - Other

Details/Description: Program rating of student performance; rating in the area of research & evaluation
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: Total N: 19
N/A: 0
Does not meet: 1
Meets: 17
Exceeds: 1
Meets or exceeds: 94.7%
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

_measure: Ed.S. Project
Direct - Student Artifact

Details/Description: Comprehensive research project for completion of Ed.S. degree; average rating for the areas of goal setting, decision-making plan, treatment integrity, and progress monitoring for both direct and indirect intervention.
Target: 75% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Ed.S. Project

Summary of Findings: Total N: 10
N/A: 0
Does not meet: 2
Meets: 7
Exceeds: 1
Meets or exceeds: 80%
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

_measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for Research and Program Evaluation
**Objective 9.2**
Demonstrate Skills

Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and/or systems levels.

**Measure:** Annual Evaluation
Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of research & evaluation

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**

**Summary of Findings:** Total N: 5
N/A: 0
Does not meet: 0
Meets: 3
Exceeds: 3
Meets or exceeds: 100%

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

---

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**

**Summary of Findings:** Total N: 10
N/A: 0
Does not meet: 0
Meets: 5
Exceeds: 5
Meets or exceeds: 100%

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Practicum Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for Research and Program Evaluation

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**

**Summary of Findings:** Total N: 5
N/A: 0
Does not meet: 0
Meets: 2
Exceeds: 3
Meets or exceeds: 100%

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**
Summary of Findings: Total N: 19
N/A: 0
Does not meet: 1
Meets: 17
Exceeds: 1
Meets or exceeds: 94.7%
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

Measure: Ed.S. Project
Direct - Student Artifact

Details/Description: Comprehensive research project for completion of Ed.S. degree; total average rating for Direct and Indirect intervention
Target: 75% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Ed.S. Project

Summary of Findings: Total N: 10
N/A: 0
Does not meet: 2
Meets: 7
Exceeds: 1
Meets or exceeds: 80%
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for Research and Program Evaluation and items 1h, 2f, 3g, 3j, 4f, 4i, 4j, 4m, 5e, 5f
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Internship Evaluation

Summary of Findings: Total N: 10
N/A: 0
Does not meet: 0
Meets: 6
Exceeds: 4
Meets or exceeds: 100%
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:
**Measure:** Practicum Evaluation  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty  

**Findings for Practicum Evaluation**

**Summary of Findings:** Total N: 5  
N/A: 0  
Does not meet: 0  
Meets: 2  
Exceeds: 3  
Meets or exceeds: 100%  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:**

---

**Goal 10 Legal, Ethical, and Professional Practice**

**Objective 10.1 Knowledge of the History and Foundations**

Students will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**Measure:** Internship Evaluation  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty  

**Findings for Internship Evaluation**

**Summary of Findings:** Total N: 10  
N/A: 0  
Does not meet: 0  
Meets: 3  
Exceeds: 7  
Meets or exceeds: 100%  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

---
**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 10a, 10h

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

### Findings for Practicum Evaluation

**Summary of Findings:** Total N: 5  
N/A: 0  
Does not meet: 0  
Meets: 1  
Exceeds: 4  
Meets or exceeds: 100%

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** PRAXIS  
Direct - Exam

**Details/Description:** Standardized national certification exam; performance on "Applied Psychological Foundations" and "Ethical, Legal, and Professional Practice" domains

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

### Findings for PRAXIS

**Summary of Findings:** Total N: 10  
N/A: 0  
Does not meet: 3  
Meets: 6  
Exceeds: 1  
Meets or exceeds: 70%

**Results:** Target Achievement: Not Met

**Recommendations:**

**Reflections/Notes:**

---

**Objective 10.2**  
**Demonstrate Skills**

Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school

**Measure:** Annual Evaluation  
Direct - Other

**Details/Description:** Program rating of student performance; rating in the areas of dependability; courtesy & respect; collegiality; reflective practice; legal & ethical practice; and professional integrity

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

---
Findings for Annual Evaluation

Summary of Findings: Total N: 19
N/A: 0
Does not meet: 0
Meets: 19
Exceeds: 0
Meets or exceeds: 100%
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 10b - 10g; 10i - 10n.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Internship Evaluation

Summary of Findings: Total N: 10
N/A: 0
Does not meet: 0
Meets: 3
Exceeds: 7
Meets or exceeds: 100%
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 10b - 10g; 10i - 10n.
Target: 80% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Practicum Evaluation

Summary of Findings: Total N: 5
N/A: 0
Does not meet: 0
Meets: 1
Exceeds: 4
Meets or exceeds: 100%
Results: Target Achievement: Exceeded
Recommendations: 
Reflections/Notes: 

Overall Recommendations
No text specified

Overall Reflection
No text specified

Action Plan

Status Report
## 2014-2015 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

<table>
<thead>
<tr>
<th>EDS in School Psychology Ed.S. Outcome Set</th>
<th>Goal 1 Data-Based Decision Making and Accountability</th>
</tr>
</thead>
</table>
| **Objective 1.1 Knowledge of Varied Methods** | **Measure**: Annual Evaluation  
Direct - Other |
| Students will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. | **Details/Description**: Program rating of student performance; rating in the area of assessment and data-based decision making  
**Target**: 90% meets or exceeds  
**Implementation Plan (timeline)**: Summer  
**Responsible Individual(s)**: Faculty |
| **Measure**: PRAXIS  
Direct - Exam |
| **Details/Description**: 75% meets of exceeds  
**Target**: Meets = Avg. range  
Exceeds = Above Avg. range  
**Implementation Plan (timeline)**: Summer  
**Responsible Individual(s)**: Faculty |
| **Objective 1.2 Systematic and Comprehensive Process** | **Measure**: Annual Evaluation  
Direct - Other |
| As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to use psychological and educational assessment, data collection strategies and technology resources and apply results to design, implement, and evaluate response to services and programs. | **Details/Description**: Program rating of student performance; rating in the area of assessment and data-based decision making  
**Target**: 90% meets of exceeds  
**Implementation Plan (timeline)**: Summer  
**Responsible Individual(s)**: Faculty |
| **Measure**: Ed.S. Project  
Direct - Student Artifact |
| **Details/Description**: Comprehensive research project for completion of Ed.S. degree; total average rating  
**Target**: 75% meets of exceeds  
**Implementation Plan (timeline)**: Spring  
**Responsible Individual(s)**: Faculty |
Goal 2 Consultation and Collaboration

Objective 2.1 Knowledge of Varied Methods

Students will have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

- **Measure:** Annual Evaluation  
  Direct - Other
  
  **Details/Description:** Program rating of student performance; rating in the area of consultation & collaboration  
  **Target:** 90% meets of exceeds  
  **Implementation Plan (timeline):** Summer  
  **Responsible Individual(s):** Faculty

- **Measure:** PRAXIS  
  Direct - Exam
  
  **Details/Description:** Standardized national certification exam; performance on “Consultation and Collaboration” domain  
  **Target:** 75% meets of exceeds  
  **Implementation Plan (timeline):** Summer  
  **Responsible Individual(s):** Faculty

Objective 2.2 Systematic and Comprehensive Process

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and
program.

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; rating for "consultation and collaboration" and ratings for indirect intervention components
**Target:** 75% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Measure:** Internship Evaluation
**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings in Consultation and Collaboration
**Target:** 100% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Goal 3 Academic Skills**
Interventions and instructional support to develop academic skills.

**Objective 3.1 Knowledge of Influences**
Students will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process; and evidence-based curriculum and instructional strategies.

**Measure:** Annual Evaluation
**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention
**Target:** 90% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

**Measure:** Internship Evaluation
**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 3a - 3f.
**Target:** 100% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Measure:** Practicum Evaluation
**Direct - Other**
Objective 3.2 Implement and Evaluate Services

Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 3a – 3f.
**Target:** 80% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Measure:** PRAXIS
**Direct/Extramural:** Direct - Exam

**Details/Description:** Standardized national certification exam; performance on "Research-based Academic Practices" domain
**Target:** 75% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

**Measure:** Annual Evaluation
**Direct/Extramural:** Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of assessment & data-based decision making; prevention & intervention; and research & evaluation.
**Target:** 90% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

**Measure:** Ed.S. Project
**Direct/Extramural:** Direct - Student Artifact

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as academic
**Target:** 75% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Measure:** Internship Evaluation
**Direct/Extramural:** Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 3g – 3k.
**Target:** 100% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Measure:** Practicum Evaluation
**Direct/Extramural:** Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 3g – 3k.
**Target:** 80% meets or exceeds
**Implementation Plan (timeline):** Spring
### Goal 4 Social and Life Skills

Interventions and mental health services to develop social and life skills.

#### Objective 4.1 Knowledge of Influences

Students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Details/Description</th>
<th>Target</th>
<th>Implementation Plan (timeline)</th>
<th>Responsible Individual(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Evaluation</td>
<td>Program rating of student performance; rating in the area of prevention and intervention</td>
<td>90% meets or exceeds</td>
<td>Summer</td>
<td>Faculty</td>
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<tr>
<td>Internship Evaluation</td>
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<td>Spring</td>
<td>Faculty</td>
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<td>80% meets or exceeds</td>
<td>Spring</td>
<td>Faculty</td>
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<tr>
<td>PRAXIS</td>
<td>Standardized national certification exam; performance on &quot;Research-based behavioral and mental health practices&quot; domain</td>
<td>75% meets or exceeds</td>
<td>Summer</td>
<td>Faculty</td>
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</table>

#### Objective 4.2 Implement and Evaluate Services

Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

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<thead>
<tr>
<th>Measure</th>
<th>Details/Description</th>
<th>Target</th>
<th>Implementation Plan (timeline)</th>
<th>Responsible Individual(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Evaluation</td>
<td>Program rating of student performance; rating in the area of assessment &amp; data-based decision making; prevention &amp; intervention; and research &amp; evaluation.</td>
<td>90% meets or exceeds</td>
<td>Summer</td>
<td>Faculty</td>
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</table>
### Measure: Ed.S. Project
**Direct - Student Artifact**

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as behavioral  
**Target:** 75% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

### Measure: Internship Evaluation
**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 4f – 4m.  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

### Measure: Practicum Evaluation
**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 4f – 4m.  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

### Goal 5 School-Wide Practices to Promote Learning

#### Objective 5.1 Knowledge of School and Systems Structure

Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

#### Measure: Annual Evaluation
**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention  
**Target:** 90% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

#### Measure: Internship Evaluation
**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 5a – 5e.  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty
Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 5a – 5e.
Target: 80% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Measure: PRAXIS
Direct - Exam

Details/Description: Standardized national certification exam; performance on "Research-based behavioral and mental health practices" domain
Target: 75% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Objective 5.2 Implement Practices and Strategies
Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of prevention and intervention
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 5f – 5h.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 5f – 5h.
Target: 80% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Goal 6 Preventive and Responsive Services

Objective 6.1 Knowledge of Principles and
**Research**

Students will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Measure: Internship Evaluation**

**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b.

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Measure: Practicum Evaluation**

**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Measure: PRAXIS**

**Direct - Exam**

**Details/Description:** Standardized national certification exam; performance on "Data-based Decision Making" domain

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Objective 6.2 Promote Services**

Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**Measure: Annual Evaluation**

**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Measure: Internship Evaluation**

**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 6c – 6l.

**Target:** 100% meets or exceeds
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Measure:** Practicum Evaluation  
**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 6c-6l.  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

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**Goal 7 Family-School Collaboration Services**

**Objective 7.1 Knowledge of Principles and Research**  
Students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

**Measure:** Annual Evaluation  
**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of research & evaluation  
**Target:** 90% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

**Measure:** Internship Evaluation  
**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 7a, 7d, 7g, and 8h.  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Measure:** Practicum Evaluation  
**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 7a, 7d, 7g, and 8h.  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Measure:** PRAXIS  
**Direct - Exam**

**Details/Description:** Standardized national certification exam; performance on "Data-based Decision Making" domain  
**Target:** 75% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty
**Objective 7.2**  
**Demonstrate Skills**

Students, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>Direct - Other</td>
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<td>Direct - Other</td>
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<tr>
<td>Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for Family-School Collaboration Services</td>
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**Goal 8 Diversity in Development and Learning**

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<td>Implementation Plan (timeline): Spring</td>
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<tr>
<td>Responsible Individual(s): Faculty</td>
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</tbody>
</table>
### Objective 8.2

**Demonstrate Skills**

Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and background and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

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<td><strong>Details/Description:</strong> Standardized national certification exam; performance on “Data-based Decision Making” domain</td>
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<td><strong>Details/Description:</strong> Program rating of student performance; ratings in the areas of courtesy &amp; respect and collegiality</td>
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<th><strong>Measure:</strong> Internship Evaluation Direct - Other</th>
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### Goal 9 Research and Program Evaluation

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<td><strong>Details/Description:</strong> Program rating of student performance; rating in the area of research &amp; evaluation</td>
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<td><strong>Target:</strong> 90% meets or exceeds</td>
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<tr>
<th><strong>Measure:</strong> Ed.S. Project Direct - Student Artifact</th>
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</table>
**Details/Description:** Comprehensive research project for completion of Ed.S. degree; average rating for the areas of goal setting, decision-making plan, treatment integrity, and progress monitoring for both direct and indirect intervention.

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

### Measure: Internship Evaluation

**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for Research and Program Evaluation

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

## Objective 9.2

**Demonstrate Skills**

Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and/or systems levels.

### Measure: Practicum Evaluation

**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for Research and Program Evaluation

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

### Measure: Annual Evaluation

**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of research & evaluation

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

### Measure: Ed.S. Project

**Direct - Student Artifact**

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; total average rating for Direct and Indirect intervention

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

### Measure: Internship Evaluation

**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for Research and Program Evaluation and items 1h, 2f, 3g, 3j, 4f, 4i, 4j, 4m, 5e, 5f

**Target:** 100% meets or exceeds
### Implementation Plan (timeline): Spring
**Responsible Individual(s):** Faculty

### Measure: Practicum Evaluation
**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for Research and Program Evaluation and items 1h, 2f, 3g, 3j, 4f, 4i, 4j, 4m, 5e, 5f
**Target:** 80% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

### Goal 10 Legal, Ethical, and Professional Practice

#### Objective 10.1
Knowledge of the History and Foundations
Students will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**Measure: Internship Evaluation**
**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 10a, 10h
**Target:** 100% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Measure: Practicum Evaluation**
**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 10a, 10h
**Target:** 80% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Measure: PRAXIS**
**Direct - Exam**

**Details/Description:** Standardized national certification exam; performance on "Applied Psychological Foundations" and "Ethical, Legal, and Professional Practice" domains
**Target:** 75% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

#### Objective 10.2
Demonstrate Skills
Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and

**Measure: Annual Evaluation**
**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the areas of dependability; courtesy & respect; collegiality; reflective practice; legal & ethical practice; and professional integrity
**Target:** 90% meets or exceeds
**Implementation Plan (timeline):** Summer
apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

<table>
<thead>
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<tbody>
<tr>
<td>Direct - Other</td>
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<tr>
<td>Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 10b – 10g; 10i – 10n.</td>
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</table>

**Assessment Findings**

### Finding per Measure

**Objective 1.1 Knowledge of Varied Methods**

Students will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

<table>
<thead>
<tr>
<th>Measure: Annual Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Direct - Other</td>
</tr>
<tr>
<td>Details/Description: Program rating of student performance; rating in the area of assessment and data-based decision making</td>
</tr>
<tr>
<td>Target: 90% meets or exceeds</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Summer</td>
</tr>
<tr>
<td>Responsible Individual(s): Faculty</td>
</tr>
</tbody>
</table>

**Findings for Annual Evaluation**

- **Summary of Findings:** 12/13 meet 1/13 exceeds
- **Results:** Target Achievement: Met
- **Recommendations:**
- **Reflections/Notes:**

<table>
<thead>
<tr>
<th>Measure: PRAXIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>
Details/Description: 75% meets of exceeds
Target: Meets = Avg. range
Exceeds = Above Avg. range
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for PRAXIS

Summary of Findings: 4/5 meets
1/5 exceeds
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Objective 1.2
Systematic and Comprehensive Process

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to use psychological and educational assessment, data collection strategies and technology resources and apply results to design, implement, and evaluate response to services and programs.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of assessment and data-based decision making
Target: 90% meets of exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: 12/13 meets
1/13 exceeds
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Ed.S. Project
Direct - Student Artifact

Details/Description: Comprehensive research project for completion of Ed.S. degree; total average rating
Target: 75% meets of exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Ed.S. Project

Summary of Findings: 5/5 meets
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:
Goal 2 Consultation and Collaboration

Objective 2.1 Knowledge of Varied Methods

Students will have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

- **Measure:** Annual Evaluation
  Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of consultation & collaboration

- **Target:** 90% meets of exceeds
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

---

Measure: Internship Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings in Data-based Decision Making and Accountability

- **Target:** 100% meets of exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Findings** for Internship Evaluation

- **Summary of Findings:** 2/5 meets
  3/5 exceeds
- **Results:** Target Achievement: Met
- **Recommendations:**
- **Reflections/Notes:**

---

Measure: Practicum Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings in Data-based Decision Making and Accountability

- **Target:** 80% meets of exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

**Findings** for Practicum Evaluation

- **Summary of Findings:** 2/2 exceeds
- **Results:** Target Achievement: Met
- **Recommendations:**
- **Reflections/Notes:**
### Findings for Annual Evaluation

**Summary of Findings:** 13/13 meets  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

### Measure: PRAXIS  
Direct - Exam

**Details/Description:** Standardized national certification exam; performance on “Consultation and Collaboration” domain  
**Target:** 75% meets of exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

### Findings for PRAXIS

**Summary of Findings:** 4/5 meets  
1/5 exceeds  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

### Objective 2.2  
**Systematic and Comprehensive Process**

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

### Measure: Annual Evaluation  
Direct - Other

**Details/Description:** Program rating of student performance; rating in the areas of consultation & collaboration and collegiality  
**Target:** 90% meets of exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

### Findings for Annual Evaluation

**Summary of Findings:** 13/13 meets  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

### Measure: Ed.S. Project  
Direct - Student Artifact

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; rating for
“consultation and collaboration” and ratings for indirect intervention components

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

---

### Findings for Ed.S. Project

**Summary of Findings:** 5/5 meets

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Internship Evaluation

Direct - Other

---

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings in Consultation and Collaboration

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

---

### Findings for Internship Evaluation

**Summary of Findings:** 1/5 meets

4/5 exceeds

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Practicum Evaluation

Direct - Other

---

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings in Consultation and Collaboration

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

---

### Findings for Practicum Evaluation

**Summary of Findings:** 1/2 meets

1/2 exceeds

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**
**Goal 3 Academic Skills**

Interventions and instructional support to develop academic skills.

<table>
<thead>
<tr>
<th>Objective 3.1 Knowledge of Influences</th>
<th>Measure: Annual Evaluation</th>
<th>Direct - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process; and evidence-based curriculum and instructional strategies.</td>
<td><strong>Details/Description:</strong> Program rating of student performance; rating in the area of prevention and intervention</td>
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<td></td>
<td><strong>Target:</strong> 90% meets or exceeds</td>
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<td></td>
<td><strong>Implementation Plan (timeline):</strong> Summer</td>
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<td><strong>Responsible Individual(s):</strong> Faculty</td>
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<td></td>
<td><strong>Findings for Annual Evaluation</strong></td>
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<td></td>
<td><strong>Summary of Findings:</strong> 11/13 meets</td>
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<td></td>
<td>1/13 exceeds</td>
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<tr>
<td></td>
<td>1/13 does not meet</td>
<td></td>
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<tr>
<td></td>
<td><strong>Results:</strong> Target Achievement: Met</td>
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<td></td>
<td><strong>Recommendations:</strong></td>
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<td></td>
<td><strong>Reflections/Notes:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Measure: Internship Evaluation</th>
<th>Direct - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong> Supervisor performance rating during 3rd-year internship; ratings for 3a – 3f.</td>
<td></td>
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<tr>
<td><strong>Target:</strong> 100% meets or exceeds</td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring</td>
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<tr>
<td><strong>Responsible Individual(s):</strong> Faculty</td>
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<tr>
<td><strong>Findings for Internship Evaluation</strong></td>
<td></td>
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<tr>
<td><strong>Summary of Findings:</strong> 1/5 meets</td>
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<tr>
<td>4/5 exceeds</td>
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<td><strong>Results:</strong> Target Achievement: Met</td>
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<td><strong>Recommendations:</strong></td>
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<td><strong>Reflections/Notes:</strong></td>
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<td><strong>Details/Description:</strong> Supervisor performance rating during 2nd-year practicum; ratings for 3a – 3f.</td>
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<tr>
<td><strong>Target:</strong> 80% meets or exceeds</td>
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<td><strong>Implementation Plan (timeline):</strong> Spring</td>
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<tr>
<td><strong>Responsible Individual(s):</strong> Faculty</td>
<td></td>
</tr>
</tbody>
</table>
Findings for Practicum Evaluation

**Summary of Findings:** 1/2 meets
1/2 exceeds
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

**Measure:** PRAXIS
**Direct - Exam**

**Details/Description:** Standardized national certification exam; performance on "Research-based Academic Practices” domain
**Target:** 75% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

Findings for PRAXIS

**Summary of Findings:** 2/5 meets
2/5 exceeds
1/5 does not meet
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

Objective 3.2
Implement and Evaluate Services

Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.

**Measure:** Annual Evaluation
**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of assessment & data-based decision making; prevention & intervention; and research & evaluation.
**Target:** 90% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

Findings for Annual Evaluation

**Summary of Findings:** 11/13 meets
1/13 exceeds
1/13 does not meet
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**
**Measure:** Ed.S. Project  
**Direct - Student Artifact**

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as academic  
**Target:** 75% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Ed.S. Project**

**Summary of Findings:** 6/7 meets  
1/7 exceeds  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

---

**Measure:** Internship Evaluation  
**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 3g – 3k.  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**

**Summary of Findings:** 4/5 meets  
1/5 exceeds  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

---

**Measure:** Practicum Evaluation  
**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 3g – 3k.  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**

**Summary of Findings:** 1/2 meets  
1/2 exceeds
Goal 4 Social and Life Skills
Interventions and mental health services to develop social and life skills.

Objective 4.1 Knowledge of Influences
Students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of prevention and intervention
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: 11/13 meets
1/13 exceeds
1/13 does not meet

Recommendations:
Reflections/Notes:

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 4a – 4e.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Internship Evaluation

Summary of Findings: 1/5 meets
4/5 exceeds

Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 4a – 4e.
**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

---

**Findings** for Practicum Evaluation

**Summary of Findings:** 1/2 meets 1/2 exceeds  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

---

### Measure: PRAXIS  
Direct - Exam

**Details/Description:** Standardized national certification exam; performance on "Research-based behavioral and mental health practices" domain

**Target:** 75% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

---

**Findings** for PRAXIS

**Summary of Findings:** 2/5 meets 2/5 exceeds 1/5 does not meet  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

---

### Objective 4.2  
Implement and Evaluate Services

Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

#### Measure: Annual Evaluation  
Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of assessment & data-based decision making; prevention & intervention; and research & evaluation.

**Target:** 90% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

---

**Findings** for Annual Evaluation

**Summary of Findings:** 11/13 meets 1/13 exceeds 1/13 does not meet  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**
**Measure:** Ed.S. Project  
Direct - Student Artifact

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as behavioral  
**Target:** 75% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Ed.S. Project**

**Summary of Findings:** 2/3 meets  
1/3 does not meet  
**Results:** Target Achievement: Not Met  
**Recommendations:**  
**Reflections/Notes:**

---

**Measure:** Internship Evaluation  
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 4f – 4m.  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**

**Summary of Findings:** 3/5 meets  
2/5 exceeds  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

---

**Measure:** Practicum Evaluation  
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 4f – 4m.  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**
Summary of Findings: 1/2 meets
1/2 exceeds
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Goal 5 School-Wide Practices to Promote Learning

Objective 5.1 Knowledge of School and Systems Structure
Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of prevention and intervention
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: 11/13 meets
1/13 exceeds
1/13 does not meet
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 5a – 5e.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Internship Evaluation

Summary of Findings: 3/5 meets
2/5 exceeds
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Practicum Evaluation
Direct - Other
Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 5a – 5e.
Target: 80% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Practicum Evaluation

Summary of Findings: 1/2 meets
1/2 exceeds
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: PRAXIS
Direct - Exam

Details/Description: Standardized national certification exam; performance on “Research-based behavioral and mental health practices” domain
Target: 75% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for PRAXIS

Summary of Findings: 4/5 meets
1/5 exceeds
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Objective 5.2
Implement Practices and Strategies
Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of prevention and intervention
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: 11/13 meets
1/13 exceeds
1/13 does not meet
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

**Measure: Internship Evaluation**
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 5f – 5h.
**Target:** 100% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

---

**Findings for Internship Evaluation**

**Summary of Findings:** 5/5 meets
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

---

**Measure: Practicum Evaluation**
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 5f – 5h.
**Target:** 80% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

---

**Findings for Practicum Evaluation**

**Summary of Findings:** 2/2 meets
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

---

**Goal 6 Preventive and Responsive Services**

**Objective 6.1 Knowledge of Principles and Research**

Students will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to

**Measure: Annual Evaluation**
Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention
**Target:** 90% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty
support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Findings for Annual Evaluation

Summary of Findings: 11/13 meets
1/13 exceeds
1/13 does not meet
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Internship Evaluation

Summary of Findings: 3/5 meets
2/5 exceeds
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b
Target: 80% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Practicum Evaluation

Summary of Findings: 1/2 meets
1/2 exceeds
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: PRAXIS
Direct - Exam
**Objective 6.2 Promote Services**

Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**Measure: Annual Evaluation**

**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**

**Summary of Findings:** 11/13 meets
1/13 exceeds
1/13 does not meet

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Measure: Internship Evaluation**

**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 6c – 6l.

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**

**Summary of Findings:** 4/5 meets
1/5 exceeds

**Results:** Target Achievement: Met
Goal 7 Family-School Collaboration Services

Objective 7.1 Knowledge of Principles and Research

Students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Measure: Annual Evaluation

Details/Description: Program rating of student performance; rating in the area of research & evaluation

Target: 90% meets or exceeds

Implementation Plan (timeline): Summer

Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: 12/13 meets
1/13 does not meet

Results: Target Achievement: Met

Recommendations:

Reflections/Notes:

Measure: Internship Evaluation

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 7a, 7d, 7g, and 8h.

Target: 100% meets or exceeds

Implementation Plan (timeline): Spring
### Responsible Individual(s): Faculty

#### Findings for Internship Evaluation

**Summary of Findings:** 2/5 meets 3/5 exceeds

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

### Measure: Practicum Evaluation

#### Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 7a, 7d, 7g, and 8h.

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

#### Findings for Practicum Evaluation

**Summary of Findings:** 2/2 meets

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

### Measure: PRAXIS

#### Direct - Exam

**Details/Description:** Standardized national certification exam; performance on “Data-based Decision Making” domain

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

#### Findings for PRAXIS

**Summary of Findings:** 4/5 meets 1/5 exceeds

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

### Objective 7.2 Demonstrate Skills

#### Measure: Annual Evaluation

#### Direct - Other
Students, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

**Details/Description:** Program rating of student performance; rating in the area of research & evaluation

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Findings** for Annual Evaluation

**Summary of Findings:** 12/13 meets
1/13 does not meet

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Measure:** Internship Evaluation

Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for Family-School Collaboration Services

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings** for Internship Evaluation

**Summary of Findings:** 3/5 meets
2/5 exceeds

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Measure:** Practicum Evaluation

Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for Family-School Collaboration Services

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings** for Practicum Evaluation

**Summary of Findings:** 1/2 meets
1/2 exceeds

**Results:** Target Achievement: Met

**Recommendations:**
Goal 8 Diversity in Development and Learning

<table>
<thead>
<tr>
<th>Objective 8.1 Knowledge of Diversity</th>
<th>Measure: Internship Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.</td>
<td>Direct - Other</td>
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<td>Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 8a, 8b, 8c, 8e</td>
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<td>Target: 100% meets or exceeds</td>
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<td>Implementation Plan (timeline): Spring</td>
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<td>Responsible Individual(s): Faculty</td>
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<tr>
<td>Findings for Internship Evaluation</td>
<td></td>
</tr>
<tr>
<td>Summary of Findings: 1/5 meets 4/5 exceeds</td>
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<td>Implementation Plan (timeline): Summer</td>
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### Objective 8.2

**Demonstrate Skills**

Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and background and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

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**Findings for Annual Evaluation**

- **Summary of Findings:** 11/13 meets
- **Results:** Target Achievement: Met

- **Reflections/Notes:**

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**Findings for Internship Evaluation**

- **Summary of Findings:** 2/5 meets
- **Results:** Target Achievement: Met

- **Reflections/Notes:**

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**Responsible Individual(s):** Faculty

**Findings for PRAXIS**

- **Summary of Findings:** 4/5 meets
- **Results:** Target Achievement: Met

- **Reflections/Notes:**
**Measure:** Practicum Evaluation

**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 8d, 8f, 8g, 8i.

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**

**Summary of Findings:** 2/2 meets

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

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**Goal 9 Research and Program Evaluation**

**Objective 9.1 Knowledge of Research Design**

Students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding and interpreting data in applied settings.

**Measure:** Annual Evaluation

**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of research & evaluation

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**

**Summary of Findings:** 12/13 meets

1/13 does not meet

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

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**Measure:** Ed.S. Project

**Direct - Student Artifact**

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; average rating for the areas of goal setting, decision-making plan, treatment integrity, and progress monitoring for both direct and indirect intervention.

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Ed.S. Project**
**Summary of Findings:** 5/5 meets  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

**Measure:** Internship Evaluation  
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for Research and Program Evaluation  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**

**Summary of Findings:** 4/5 meet  
1/5 exceeds  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

**Measure:** Practicum Evaluation  
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for Research and Program Evaluation  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**

**Summary of Findings:** 1/2 meets  
1/2 exceeds  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

**Objective 9.2**  
**Demonstrate Skills**  
Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and

**Measure:** Annual Evaluation  
Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of research & evaluation  
**Target:** 90% meets or exceeds
Implementation Plan (timeline): Summer

Responsible Individual(s): Faculty

Findings for Annual Evaluation

Summary of Findings: 12/13 meets 1/13 does not meet
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Ed.S. Project
Direct - Student Artifact

Details/Description: Comprehensive research project for completion of Ed.S. degree; total average rating for Direct and Indirect intervention
Target: 75% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Ed.S. Project

Summary of Findings: 5/5 meets
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for Research and Program Evaluation and items 1h, 2f, 3g, 3j, 4f, 4i, 4j, 4m, 5e, 5f
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Internship Evaluation

Summary of Findings: 1/5 meets 4/5 exceeds
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:
**Goal 10 Legal, Ethical, and Professional Practice**

**Objective 10.1 Knowledge of the History and Foundations**

Students will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**Measure:** Internship Evaluation

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**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 10a, 10h

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings** for Internship Evaluation

**Summary of Findings:** 4/5 exceeds
1/5 meets

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

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**Measure:** Practicum Evaluation

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**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 10a, 10h

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings** for Practicum Evaluation

**Summary of Findings:** 1/2 meets
1/2 exceeds

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**
**Objective 10.2 Demonstrate Skills**
Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Measure: Annual Evaluation**
Direct - Other

**Details/Description:** Program rating of student performance; rating in the areas of dependability; courtesy & respect; collegiality; reflective practice; legal & ethical practice; and professional integrity
**Target:** 90% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**

**Summary of Findings:** 13/13 meets
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

**Measures:**

**Measure: PRAXIS**
Direct - Exam

**Details/Description:** Standardized national certification exam; performance on "Applied Psychological Foundations" and "Ethical, Legal, and Professional Practice" domains
**Target:** 75% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

**Findings for PRAXIS**

**Summary of Findings:** 1/2 meets
1/2 exceeds
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

**Measure: Internship Evaluation**
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 10b – 10g; 10i – 10n.
**Target:** 100% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

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**Summary of Findings:** 5/5 exceeds
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

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**Measure:** Practicum Evaluation
**Direct or Other:** Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 10b – 10g; 10i – 10n.

**Target:** 80% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

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**Summary of Findings:** 2/2 exceeds
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

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**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

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**Action Plan**

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**Status Report**
## Assessment Plan

### Outcomes and Measures

#### EDS in School Psychology Ed.S. Outcome Set

#### Goal 1 Data-Based Decision Making and Accountability

##### Objective 1.1 Knowledge of Varied Methods

Students will have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- **Measure:** Annual Evaluation
  - Direct - Other
  - **Details/Description:** Program rating of student performance; rating in the area of assessment and data-based decision making
  - **Target:** 90% meets or exceeds
  - **Implementation Plan (timeline):** Summer
  - **Responsible Individual(s):** Faculty

##### Measure: PRAXIS

- Direct - Exam
  - **Details/Description:** 75% meets of exceeds
  - **Target:** Meets = Avg. range
  - **Exceeds = Above Avg. range**
  - **Implementation Plan (timeline):** Summer
  - **Responsible Individual(s):** Faculty

##### Objective 1.2 Systematic and Comprehensive Process

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to use psychological and educational assessment, data collection strategies and technology resources and apply results to design, implement, and evaluate response to services and programs.

- **Measure:** Annual Evaluation
  - Direct - Other
  - **Details/Description:** Program rating of student performance; rating in the area of assessment and data-based decision making
  - **Target:** 90% meets of exceeds
  - **Implementation Plan (timeline):** Summer
  - **Responsible Individual(s):** Faculty

- **Measure:** Ed.S. Project
  - Direct - Student Artifact
  - **Details/Description:** Comprehensive research project for completion of Ed.S. degree; total average rating
  - **Target:** 75% meets of exceeds
  - **Implementation Plan (timeline):** Spring
  - **Responsible Individual(s):** Faculty
### Measure: Internship Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings in Data-based Decision Making and Accountability

**Target:** 100% meets of exceed

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

### Measure: Practicum Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings in Data-based Decision Making and Accountability

**Target:** 80% meets of exceed

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

### Goal 2 Consultation and Collaboration

#### Objective 2.1 Knowledge of Varied Methods

Students will have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

**Measure: Annual Evaluation**
Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of consultation & collaboration

**Target:** 90% meets of exceed

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Measure: PRAXIS**
Direct - Exam

**Details/Description:** Standardized national certification exam; performance on “Consultation and Collaboration” domain

**Target:** 75% meets of exceed

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

#### Objective 2.2 Systematic and Comprehensive Process

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and

**Measure: Annual Evaluation**
Direct - Other

**Details/Description:** Program rating of student performance; rating in the areas of consultation & collaboration and collegiality

**Target:** 90% meets of exceed

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Measure: Ed.S. Project**
Direct - Student Artifact
Details/Description: Comprehensive research project for completion of Ed.S. degree; rating for "consultation and collaboration" and ratings for indirect intervention components
Target: 75% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings in Consultation and Collaboration
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Goal 3 Academic Skills
Interventions and instructional support to develop academic skills.

Objective 3.1 Knowledge of Influences
Students will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process; and evidence-based curriculum and instructional strategies.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of prevention and intervention
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 3a - 3f.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Measure: Practicum Evaluation
Direct - Other
**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 3a – 3f.
**Target:** 80% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Measure:** PRAXIS
**Direct:** Exam

**Details/Description:** Standardized national certification exam; performance on "Research-based Academic Practices" domain
**Target:** 75% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

**Objective 3.2
Implement and Evaluate Services**
Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.

**Measure:** Annual Evaluation
**Direct:** Other

**Details/Description:** Program rating of student performance; rating in the area of assessment & data-based decision making; prevention & intervention; and research & evaluation.
**Target:** 90% meets or exceeds
**Implementation Plan (timeline):** Summer
**Responsible Individual(s):** Faculty

**Measure:** Ed.S. Project
**Direct:** Student Artifact

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as academic
**Target:** 75% meets or exceeds
**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Measure:** Internship Evaluation
**Direct:** Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 3g – 3k.
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**Implementation Plan (timeline):** Spring
**Responsible Individual(s):** Faculty

**Measure:** Practicum Evaluation
**Direct:** Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 3g – 3k.
**Target:** 80% meets or exceeds
**Implementation Plan (timeline):** Spring
Responsibility of Individual(s): Faculty

Goal 4: Social and Life Skills
Interventions and mental health services to develop social and life skills.

Objective 4.1: Knowledge of Influences
Students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of prevention and intervention
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 4a – 4e.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 4a – 4e.
Target: 80% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Measure: PRAXIS
Direct - Exam

Details/Description: Standardized national certification exam; performance on "Research-based behavioral and mental health practices" domain
Target: 75% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Objective 4.2: Implement and Evaluate Services
Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of assessment & data-based decision making; prevention & intervention; and research & evaluation.
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty
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**Goal 5 School-Wide Practices to Promote Learning**

**Objective 5.1 Knowledge of School and Systems Structure**

Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

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### Objective 5.2
**Implement Practices and Strategies**

Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

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<td>Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 5f – 5h.</td>
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<tr>
<td>Target: 80% meets or exceeds</td>
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<tr>
<td>Implementation Plan (timeline): Spring</td>
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<tr>
<td>Responsible Individual(s): Faculty</td>
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</tbody>
</table>

### Goal 6 Preventive and Responsive Services

<p>| Objective 6.1 Knowledge of Principles and Procedures |</p>
<table>
<thead>
<tr>
<th>Measure</th>
<th>Annual Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
<td></td>
</tr>
</tbody>
</table>
Research
Students will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Details/Description: Program rating of student performance; rating in the area of prevention and intervention
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b
Target: 80% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Measure: PRAXIS
Direct - Exam

Details/Description: Standardized national certification exam; performance on “Data-based Decision Making” domain
Target: 75% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Objective 6.2 Promote Services
Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of prevention and intervention
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 6c – 6l.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring  
Responsible Individual(s): Faculty

**Measure:** Practicum Evaluation  
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 6c – 6l.  
**Target:** 80% meets or exceeds  
Implementation Plan (timeline): Spring  
Responsible Individual(s): Faculty

---

**Goal 7 Family-School Collaboration Services**

**Objective 7.1 Knowledge of Principles and Research**

Students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

**Measure:** Annual Evaluation  
Direct - Other

Details/Description: Program rating of student performance; rating in the area of research & evaluation  
**Target:** 90% meets or exceeds  
Implementation Plan (timeline): Summer  
Responsible Individual(s): Faculty

**Measure:** Internship Evaluation  
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 7a, 7d, 7g, and 8h.  
**Target:** 100% meets or exceeds  
Implementation Plan (timeline): Spring  
Responsible Individual(s): Faculty

**Measure:** Practicum Evaluation  
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 7a, 7d, 7g, and 8h.  
**Target:** 80% meets or exceeds  
Implementation Plan (timeline): Spring  
Responsible Individual(s): Faculty

**Measure:** PRAXIS  
Direct - Exam

Details/Description: Standardized national certification exam; performance on “Data-based Decision Making” domain  
**Target:** 75% meets or exceeds  
Implementation Plan (timeline): Summer  
Responsible Individual(s): Faculty
### Objective 7.2 Demonstrate Skills
Students, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

<table>
<thead>
<tr>
<th>Measure: Annual Evaluation</th>
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<tbody>
<tr>
<td>Direct - Other</td>
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<tr>
<td><strong>Details/Description:</strong> Program rating of student performance; rating in the area of research &amp; evaluation</td>
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<tr>
<td><strong>Target:</strong> 90% meets or exceeds</td>
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<td><strong>Implementation Plan (timeline):</strong> Summer</td>
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<td><strong>Responsible Individual(s):</strong> Faculty</td>
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<tr>
<th>Measure: Internship Evaluation</th>
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<tbody>
<tr>
<td>Direct - Other</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Supervisor performance rating during 3rd-year internship; ratings for Family-School Collaboration Services</td>
</tr>
<tr>
<td><strong>Target:</strong> 100% meets or exceeds</td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring</td>
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<td><strong>Responsible Individual(s):</strong> Faculty</td>
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<th>Measure: Practicum Evaluation</th>
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<tr>
<td>Direct - Other</td>
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<tr>
<td><strong>Details/Description:</strong> Supervisor performance rating during 2nd-year practicum; ratings for Family-School Collaboration Services</td>
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<tr>
<td><strong>Target:</strong> 80% meets or exceeds</td>
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<td><strong>Implementation Plan (timeline):</strong> Spring</td>
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<td><strong>Responsible Individual(s):</strong> Faculty</td>
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### Goal 8 Diversity in Development and Learning

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<th>Measure: Internship Evaluation</th>
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<td>Direct - Other</td>
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<tr>
<td><strong>Details/Description:</strong> Supervisor performance rating during 3rd-year internship; ratings for 8a, 8b, 8c, 8e</td>
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<tr>
<td><strong>Target:</strong> 100% meets or exceeds</td>
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<td><strong>Implementation Plan (timeline):</strong> Spring</td>
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<td><strong>Responsible Individual(s):</strong> Faculty</td>
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<td>Direct - Other</td>
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<tr>
<td><strong>Details/Description:</strong> Supervisor performance rating during 2nd-year practicum; ratings for 8a, 8b, 8c, 8e</td>
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<tr>
<td><strong>Target:</strong> 80% meets or exceeds</td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring</td>
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<td><strong>Responsible Individual(s):</strong> Faculty</td>
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</table>
**Measure:** PRAXIS
Direct - Exam

**Details/Description:** Standardized national certification exam; performance on “Data-based Decision Making” domain

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

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**Objective 8.2**

**Demonstrate Skills**

Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and background and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

---

**Measure:** Annual Evaluation
Direct - Other

**Details/Description:** Program rating of student performance; ratings in the areas of courtesy & respect and collegiality

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

---

**Measure:** Internship Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 8d, 8f, 8g, 8i.

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

---

**Measure:** Practicum Evaluation
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 8d, 8f, 8g, 8i.

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

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**Goal 9 Research and Program Evaluation**

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**Objective 9.1**

**Knowledge of Research Design**

Students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

---

**Measure:** Annual Evaluation
Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of research & evaluation

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

---

**Measure:** Ed.S. Project
Direct - Student Artifact
### Objective 9.2
**Demonstrate Skills**

Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and/or systems levels.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Direct - Other</th>
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</thead>
</table>
| **Details/Description:** Comprehensive research project for completion of Ed.S. degree; total average rating for Direct and Indirect intervention | **Target:** 75% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty |
| **Measure:** Internship Evaluation | **Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty |
| **Measure:** Practicum Evaluation | **Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty |
| **Measure:** Annual Evaluation | **Target:** 90% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty |
| **Measure:** Ed.S. Project | **Direct - Student Artifact** |
| **Details/Description:** Comprehensive research project for completion of Ed.S. degree; average rating for the areas of goal setting, decision-making plan, treatment integrity, and progress monitoring for both direct and indirect intervention | **Target:** 75% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty |
| **Measure:** Internship Evaluation | **Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty |

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**Program Outcomes Assessment**

**EDS in School Psychology Ed.S.**
### Goal 10 Legal, Ethical, and Professional Practice

#### Objective 10.1 Knowledge of the History and Foundations

Students will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

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<tr>
<th>Measure: Internship Evaluation</th>
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<tr>
<td>Direct - Other</td>
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</table>

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 10a, 10h

- **Target:** 100% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

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<table>
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<th>Measure: Practicum Evaluation</th>
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<td>Direct - Other</td>
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</table>

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 10a, 10h

- **Target:** 80% meets or exceeds
- **Implementation Plan (timeline):** Spring
- **Responsible Individual(s):** Faculty

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<table>
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<tr>
<th>Measure: PRAXIS</th>
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<tr>
<td>Direct - Exam</td>
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</tbody>
</table>

**Details/Description:** Standardized national certification exam; performance on "Applied Psychological Foundations" and "Ethical, Legal, and Professional Practice" domains

- **Target:** 75% meets or exceeds
- **Implementation Plan (timeline):** Summer
- **Responsible Individual(s):** Faculty

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#### Objective 10.2 Demonstrate Skills

Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and

<table>
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<th>Measure: Annual Evaluation</th>
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<td>Direct - Other</td>
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</table>

**Details/Description:** Program rating of student performance; rating in the areas of dependability; courtesy & respect; collegiality; reflective practice; legal & ethical practice; and professional integrity

- **Target:** 90% meets or exceeds
- **Implementation Plan (timeline):** Summer
apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

<table>
<thead>
<tr>
<th>Measure: Internship Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 10b – 10g; 10i – 10n.</td>
</tr>
<tr>
<td>Target: 100% meets or exceeds</td>
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<tr>
<td>Implementation Plan (timeline): Spring</td>
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<td>Responsible Individual(s): Faculty</td>
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<th>Measure: Practicum Evaluation</th>
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<tbody>
<tr>
<td>Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 10b – 10g; 10i – 10n.</td>
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<tr>
<td>Target: 80% meets or exceeds</td>
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<tr>
<td>Implementation Plan (timeline): Spring</td>
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<td>Responsible Individual(s): Faculty</td>
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</table>

Assessment Findings

Finding per Measure

EDS in School Psychology Ed.S. Outcome Set

Goal 1 Data-Based Decision Making and Accountability

<table>
<thead>
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<th>Measure: Annual Evaluation</th>
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<tbody>
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<td>Details/Description: Program rating of student performance; rating in the area of assessment and data-based decision making</td>
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<td>Target: 90% meets or exceeds</td>
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<td>Implementation Plan (timeline): Summer</td>
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<td>Responsible Individual(s): Faculty</td>
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Findings for Annual Evaluation

No Findings Added

<table>
<thead>
<tr>
<th>Measure: PRAXIS</th>
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<tbody>
<tr>
<td>Details/Description: 75% meets or exceeds</td>
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<tr>
<td>Target: Meets = Avg. range</td>
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<tr>
<td>Exceeds = Above Avg. range</td>
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<tr>
<td>Implementation Plan (timeline): Summer</td>
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<td>Responsible Individual(s): Faculty</td>
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</tbody>
</table>
Findings for PRAXIS

No Findings Added

Objective 1.2 Systematic and Comprehensive Process

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to use psychological and educational assessment, data collection strategies and technology resources and apply results to design, implement, and evaluate response to services and programs.

Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of assessment and data-based decision making
Target: 90% meets of exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for Annual Evaluation

No Findings Added

Measure: Ed.S. Project
Direct - Student Artifact

Details/Description: Comprehensive research project for completion of Ed.S. degree; total average rating
Target: 75% meets of exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Ed.S. Project

No Findings Added

Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings in Data-based Decision Making and Accountability
Target: 100% meets of exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Internship Evaluation

No Findings Added

Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings in Data-based Decision Making and Accountability
Goal 2 Consultation and Collaboration

**Objective 2.1 Knowledge of Varied Methods**

Students will have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

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<tr>
<th>Measure:</th>
<th>Annual Evaluation</th>
<th>Direct - Other</th>
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<tbody>
<tr>
<td>Details/Description:</td>
<td>Program rating of student performance; rating in the area of consultation &amp; collaboration</td>
<td>Target: 90% meets of exceeds</td>
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<td>Findings for Annual Evaluation</td>
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<tr>
<th>Measure:</th>
<th>PRAXIS</th>
<th>Direct - Exam</th>
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</thead>
<tbody>
<tr>
<td>Details/Description:</td>
<td>Standardized national certification exam; performance on “Consultation and Collaboration” domain</td>
<td>Target: 75% meets of exceeds</td>
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<tr>
<td>Findings for PRAXIS</td>
<td>No Findings Added</td>
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</table>

**Objective 2.2 Systematic and Comprehensive Process**

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students will demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

<table>
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<tr>
<th>Measure:</th>
<th>Annual Evaluation</th>
<th>Direct - Other</th>
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<tbody>
<tr>
<td>Details/Description:</td>
<td>Program rating of student performance; rating in the areas of consultation &amp; collaboration and collegiality</td>
<td>Target: 90% meets of exceeds</td>
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<td>Findings for Annual Evaluation</td>
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</table>
**Measure:** Ed.S. Project  
**Direct - Student Artifact**

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; rating for "consultation and collaboration" and ratings for indirect intervention components

**Target:** 75% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Ed.S. Project**  
*No Findings Added*

**Measure:** Internship Evaluation  
**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings in Consultation and Collaboration

**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**  
*No Findings Added*

**Measure:** Practicum Evaluation  
**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings in Consultation and Collaboration

**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**  
*No Findings Added*

**Goal 3 Academic Skills**  
Interventions and instructional support to develop academic skills.

**Objective 3.1 Knowledge of Influences**

Students will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental process;

**Measure:** Annual Evaluation  
**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention

**Target:** 90% meets or exceeds  
**Implementation Plan (timeline):** Summer
and evidence-based curriculum and instructional strategies.

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<thead>
<tr>
<th>Measure</th>
<th>Direct</th>
<th>Other</th>
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<tr>
<td><strong>Responsible Individual(s):</strong> Faculty</td>
<td>Findings for Annual Evaluation</td>
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</tr>
<tr>
<td><strong>Measure: Internship Evaluation</strong></td>
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<td>Implementation Plan (timeline): Spring</td>
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<td>Findings for Internship Evaluation</td>
</tr>
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<td><strong>Measure: Practicum Evaluation</strong></td>
<td>Direct - Other</td>
<td>Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 3a – 3f.</td>
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<td>Implementation Plan (timeline): Spring</td>
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<td>Findings for Practicum Evaluation</td>
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<td><strong>Measure: PRAXIS</strong></td>
<td>Direct - Exam</td>
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<td>Findings for PRAXIS</td>
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<tr>
<td><strong>Objective 3.2</strong></td>
<td>Implement and Evaluate Services</td>
<td>Direct - Other</td>
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</table>
with others, will demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.

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<th>Details/Description:</th>
<th>Program rating of student performance; rating in the area of assessment &amp; data-based decision making; prevention &amp; intervention; and research &amp; evaluation.</th>
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<td><strong>Target:</strong></td>
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<td><strong>Implementation Plan (timeline):</strong></td>
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### Findings for Annual Evaluation

No Findings Added

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<td>Direct - Student Artifact</td>
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<tr>
<th>Details/Description:</th>
<th>Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as academic</th>
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<tbody>
<tr>
<td><strong>Target:</strong></td>
<td>75% meets or exceeds</td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
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<td><strong>Responsible Individual(s):</strong></td>
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### Findings for Ed.S. Project

No Findings Added

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<th><strong>Measure:</strong> Internship Evaluation</th>
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<td>Direct - Other</td>
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<tr>
<th>Details/Description:</th>
<th>Supervisor performance rating during 3rd-year internship; ratings for 3g – 3k.</th>
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<tr>
<td><strong>Target:</strong></td>
<td>100% meets or exceeds</td>
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<td><strong>Implementation Plan (timeline):</strong></td>
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### Findings for Internship Evaluation

No Findings Added

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<tr>
<td><strong>Target:</strong></td>
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<td><strong>Implementation Plan (timeline):</strong></td>
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<td><strong>Responsible Individual(s):</strong></td>
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### Findings for Practicum Evaluation

No Findings Added
**Goal 4 Social and Life Skills**
Interventions and mental health services to develop social and life skills.

<table>
<thead>
<tr>
<th>Objective 4.1 Knowledge of Influences</th>
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<tbody>
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<tr>
<td>Details/Description: Program rating of student performance; rating in the area of prevention and intervention</td>
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<td>Target: 90% meets or exceeds</td>
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<td>Implementation Plan (timeline): Summer</td>
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<td>Responsible Individual(s): Faculty</td>
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<td>Findings for Annual Evaluation</td>
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| Measure: Internship Evaluation        |
| Direct - Other                        |
| Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 4a – 4e. |
| Target: 100% meets or exceeds         |
| Implementation Plan (timeline): Spring|
| Responsible Individual(s): Faculty    |
| Findings for Internship Evaluation    |
| No Findings Added                     |

| Measure: Practicum Evaluation         |
| Direct - Other                        |
| Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 4a – 4e. |
| Target: 80% meets or exceeds          |
| Implementation Plan (timeline): Spring|
| Responsible Individual(s): Faculty    |
| Findings for Practicum Evaluation     |
| No Findings Added                     |

| Measure: PRAXIS                       |
| Direct - Exam                         |
| Details/Description: Standardized national certification exam; performance on "Research-based behavioral and mental health practices" domain |
| Target: 75% meets or exceeds          |
| Implementation Plan (timeline): Summer|
| Responsible Individual(s): Faculty    |
### Objective 4.2
Implement and Evaluate Services

Students, in collaboration with others, will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

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<thead>
<tr>
<th>Objective</th>
<th>Measure</th>
<th>Description</th>
<th>Target</th>
<th>Implementation Plan (Timeline)</th>
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<td>Comprehensive research project for completion of Ed.S. degree; average of ratings for interventions identified as behavioral</td>
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<td>No Findings Added</td>
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<tr>
<td>Findings for Practicum Evaluation</td>
<td>No Findings Added</td>
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</tbody>
</table>
**Objective 5.1 Knowledge of School and Systems Structure**

Students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

**Goal 5 School-Wide Practices to Promote Learning**

**Objective 5.1 Knowledge of School and Systems Structure**

**Measure:** Annual Evaluation

Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of prevention and intervention.

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Findings** for Annual Evaluation

*No Findings Added*

**Measure:** Internship Evaluation

Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 5a – 5e.

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings** for Internship Evaluation

*No Findings Added*

**Measure:** Practicum Evaluation

Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 5a – 5e.

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings** for Practicum Evaluation

*No Findings Added*
### Objective 5.2
Implement Practices and Strategies

Students, in collaboration with others, will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

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</table>
No Findings Added

Goal 6 Preventive and Responsive Services

Objective 6.1 Knowledge of Principles and Research

Students will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

↓ Measure: Annual Evaluation
Direct - Other

Details/Description: Program rating of student performance; rating in the area of prevention and intervention
Target: 90% meets or exceeds
Implementation Plan (timeline): Summer
Responsible Individual(s): Faculty

Findings for Annual Evaluation
No Findings Added

↓ Measure: Internship Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 3rd-year internship; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b.
Target: 100% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Internship Evaluation
No Findings Added

↓ Measure: Practicum Evaluation
Direct - Other

Details/Description: Supervisor performance rating during 2nd-year practicum; ratings for 3b, 3c, 4d, 4e, 5d, 5e, 6a, 6b
Target: 80% meets or exceeds
Implementation Plan (timeline): Spring
Responsible Individual(s): Faculty

Findings for Practicum Evaluation
No Findings Added

↓ Measure: PRAXIS
Direct - Exam

Details/Description: Standardized national certification exam; performance on “Data-based Decision Making” domain
Target: 75% meets or exceeds
### Objective 6.2 Promote Services

Students, in collaboration with others, will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

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<th>Measure:</th>
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**Findings for Annual Evaluation**

*No Findings Added*

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**Findings for Internship Evaluation**

*No Findings Added*

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**Findings for Practicum Evaluation**

*No Findings Added*

### Goal 7 Family-School Collaboration Services
Objective 7.1
Knowledge of Principles and Research

Students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

- **Measure:** Annual Evaluation
  - **Details/Description:** Program rating of student performance; rating in the area of research & evaluation
  - **Target:** 90% meets or exceeds
  - **Implementation Plan (timeline):** Summer
  - **Responsible Individual(s):** Faculty

  **Findings for Annual Evaluation**
  
  No Findings Added

- **Measure:** Internship Evaluation
  - **Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 7a, 7d, 7g, and 8h.
  - **Target:** 100% meets or exceeds
  - **Implementation Plan (timeline):** Spring
  - **Responsible Individual(s):** Faculty

  **Findings for Internship Evaluation**
  
  No Findings Added

- **Measure:** Practicum Evaluation
  - **Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 7a, 7d, 7g, and 8h.
  - **Target:** 80% meets or exceeds
  - **Implementation Plan (timeline):** Spring
  - **Responsible Individual(s):** Faculty

  **Findings for Practicum Evaluation**
  
  No Findings Added

- **Measure:** PRAXIS
  - **Details/Description:** Standardized national certification exam; performance on “Data-based Decision Making” domain
  - **Target:** 75% meets or exceeds
  - **Implementation Plan (timeline):** Summer
  - **Responsible Individual(s):** Faculty

  **Findings for PRAXIS**
### Objective 7.2
Demonstrate Skills

Students, in collaboration with others, will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

**Measure:** Annual Evaluation  
Direct - Other

**Details/Description:** Program rating of student performance; rating in the area of research & evaluation

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**

No Findings Added

**Measure:** Internship Evaluation  
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for Family-School Collaboration Services

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**

No Findings Added

**Measure:** Practicum Evaluation  
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for Family-School Collaboration Services

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**

No Findings Added

### Goal 8 Diversity in Development and Learning

### Objective 8.1
Knowledge of Diversity

Students will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics;

**Measure:** Internship Evaluation  
Direct - Other

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 8a, 8b, 8c, 8e
principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

**Objective 8.2**

**Demonstrate Skills**

Students will demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and background and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.

**Measure: Annual Evaluation**

**Direct - Other**

**Details/Description:** Program rating of student performance; ratings in the areas of courtesy & respect and collegiality

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**

*No Findings Added*

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**Measure: Practicum Evaluation**

**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 8a, 8b, 8c, 8e

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**

*No Findings Added*

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**Measure: PRAXIS**

**Direct - Exam**

**Details/Description:** Standardized national certification exam; performance on "Data-based Decision Making" domain

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

**Findings for PRAXIS**

*No Findings Added*

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**Measure: Internship Evaluation**

**Direct - Other**

**Findings for Internship Evaluation**

*No Findings Added*
**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 8d, 8f, 8g, 8i.

**Target:** 100% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

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**Findings for Internship Evaluation**

*No Findings Added*

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**Measure:** Practicum Evaluation

**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 8d, 8f, 8g, 8i.

**Target:** 80% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty

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**Findings for Practicum Evaluation**

*No Findings Added*

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**Goal 9 Research and Program Evaluation**

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**Objective 9.1 Knowledge of Research Design**

Students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

---

**Measure:** Annual Evaluation

**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the area of research & evaluation

**Target:** 90% meets or exceeds

**Implementation Plan (timeline):** Summer

**Responsible Individual(s):** Faculty

---

**Findings for Annual Evaluation**

*No Findings Added*

---

**Measure:** Ed.S. Project

**Direct - Student Artifact**

**Details/Description:** Comprehensive research project for completion of Ed.S. degree; average rating for the areas of goal setting, decision-making plan, treatment integrity, and progress monitoring for both direct and indirect intervention.

**Target:** 75% meets or exceeds

**Implementation Plan (timeline):** Spring

**Responsible Individual(s):** Faculty
### Findings for Ed.S. Project

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</table>

**Objective 9.2**

**Demonstrate Skills**

Students will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and/or systems levels.

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#### Responsible Individual(s): Faculty

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#### Measure: Internship Evaluation

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**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for Research and Program Evaluation and items 1h, 2f, 3g, 3j, 4f, 4i, 4j, 4m, 5e, 5f

**Target:** 100% meets or exceeds

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### Measure: Practicum Evaluation

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**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for Research and Program Evaluation and items 1h, 2f, 3g, 3j, 4f, 4i, 4j, 4m, 5e, 5f

**Target:** 80% meets or exceeds

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### Goal 10 Legal, Ethical, and Professional Practice

#### Objective 10.1 Knowledge of the History and Foundations

Students will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

#### Measure: Internship Evaluation

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**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 10a, 10h

**Target:** 100% meets or exceeds

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**Direct - Other**

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 10a, 10h  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**  
*No Findings Added*

### Measure: PRAXIS
**Direct - Exam**

**Details/Description:** Standardized national certification exam; performance on "Applied Psychological Foundations" and "Ethical, Legal, and Professional Practice" domains  
**Target:** 75% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

**Findings for PRAXIS**  
*No Findings Added*

### Objective 10.2
**Demonstrate Skills**
Students will demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

### Measure: Annual Evaluation
**Direct - Other**

**Details/Description:** Program rating of student performance; rating in the areas of dependability; courtesy & respect; collegiality; reflective practice; legal & ethical practice; and professional integrity  
**Target:** 90% meets or exceeds  
**Implementation Plan (timeline):** Summer  
**Responsible Individual(s):** Faculty

**Findings for Annual Evaluation**  
*No Findings Added*

### Measure: Internship Evaluation
**Direct - Other**

**Details/Description:** Supervisor performance rating during 3rd-year internship; ratings for 10b – 10g; 10i – 10n.  
**Target:** 100% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Internship Evaluation**
No Findings Added

**Measure:** Practicum Evaluation  
Direct - Other

**Details/Description:** Supervisor performance rating during 2nd-year practicum; ratings for 10b – 10g; 10i – 10n.  
**Target:** 80% meets or exceeds  
**Implementation Plan (timeline):** Spring  
**Responsible Individual(s):** Faculty

**Findings for Practicum Evaluation**

No Findings Added

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

Capstone Project

**Action Plan**

**Status Report**
2016-2017 Assessment Cycle

☐ Assessment Plan

☐ Assessment Findings
2017-2018 Assessment Cycle

Assessment Plan

Assessment Findings
2018-2019 Assessment Cycle

Assessment Plan

Assessment Findings
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings
Appendix

A. EdS School Psychology (Curriculum Map)
Program Report for the Preparation of School Psychologists
National Association of School Psychologists (NASP) Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
Indiana State University

2. State
Indiana

3. Date submitted
MM DD YYYY
09/15/2011

4. Report Preparer's Information:
Name of Preparer:
Damon Krug
Phone: Ext.
(812) 237-7785
E-mail:
damon.krug@indstate.edu

5. NCATE Coordinator's Information:
Name:
Denise Collins
Phone: Ext.
(812) 237-4348
E-mail:
denise.collins@indstate.edu

6. Name of institution's program
Education Specialist in 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.):
Ed.S. in School Psychology

9. Is this program offered at more than one site?(1)
Yes ☐ No ☑

(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

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

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.

The Education Specialist Degree (Ed.S.) Program in School Psychology at Indiana State University (ISU) is located within the Department of Communication Disorders and Counseling School, and Educational Psychology in the Bayh College of Education. The M.Ed. program in school psychology at ISU was founded in 1949; the Ed.S. program began in 1968.

Indiana Department of Education

The Indiana Department of Education (IDOE) provides licensure for school psychologists. The specifics of the requirements are as follows:

Indiana State Code

515 IAC 1.1-76:1
School Psychologists: School Services License Requirements
Sec. 76.1:
A) Candidates will be qualified for the school services standard license-school psychologist when they have done the following:
1) Completed a master’s, specialist’s, or doctoral degree program in school psychology with a minimum of sixty (60) graduate semester hours from an institution regionally accredited to offer such a degree or hold a current credential, Nationally Certified School Psychologist (NCSP).
2) Completed the course work in the following areas:
   a. Psychological Foundations:
      • Biological Bases of Behavior
• Cultural Diversity
• Child and Adolescent Development
• Human Exceptionalities
• Human Learning
• Social Bases of Behavior
b. Educational Foundations:
• Education of Exceptional Learners
• Instructional and Remedial Techniques
• Organization and Operation of Schools
c. Assessment
d. Interventions to include:
• Consultation
• Counseling
• Behavior Management
e. Statistics and Research Design
f. Professional School Psychology to include:
• The History and Foundations of School Psychology
• Legal and Ethical Issues
• Professional Issues and Standards
• The Role and Functions of the School Psychologist

3) Completed a supervised internship in school psychology of one thousand two hundred (1,200) clock hours of which six hundred (600) hours must be in a school setting.

4) Been recommended by the accredited institution where the approved qualifying program was completed.

B) The holder of the school services license-school psychologist is eligible to serve as a school psychologist at all levels.

C) The school services standard license-school psychologist may be renewed as specified in 515 IAC 1-3-1.

D) The school services standard license-school psychologist may be professionalized when the holder has completed five (5) years of experience in accredited schools as a school psychologist.

E) The requirements of this section apply to all candidates accepted to a school psychologist program on or after September 1, 1996. & HST

(Advisory Board of the Division of Professional Standards; 515 IAC 1-1-76.1: filed Dec 15, 1993, 5:00 p.m.: 17 IR 994; readopted file Sep 25, 2001, 9:43 a.m.: 25 IR 529)

While the Indiana Department of Education has described the required curriculum for school psychologists, the Praxis exam is not required. This has led to difficulty in acquiring Praxis data for the candidates of our program.

Indiana State University

Indiana State University was founded in 1865. Accredited by the North Central Association of Colleges and Secondary Schools, ISU offers associate, baccalaureate, master’s and doctoral degrees. The revised 2005 Carnegie classification lists ISU’s Basic classification as Doctoral/Research University (DRU) and its Graduate Instructional Program as Doctoral/Professional: Doctoral, professions dominant. ISU holds as a goal to educate students to be productive citizens who enhance the quality of life of other citizens. This goal is accomplished through the administration of quality programs by highly trained and dedicated faculty. The quality of the programs is enhanced by self-studies, inspiring faculty to improve and stay ahead of the curve. ISU also requires respect for diversity. This is demonstrated by recruitment, admission and hiring practices.

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 Bayh College of Education (BCOE) proudly carries on the original mission of ISU by being the center for training of educators and school support personnel. The graduate programs offered by BCOE for teachers, administrators and school service personnel are accredited by the Indiana Division of Professional Standards and by NCATE. In addition, many of the programs are also accredited by their related professional organizations. The Department of Communication Disorders and Counseling, School, and Educational Psychology (CDCSEP) provides the backbone of psychological foundations for the BCOE and the houses the school psychology programs. CDCSEP offers a variety of psychological courses including developmental, history, personality, pathology, and research methods and statistics.

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).

School Psychology Mission Statement

The Ed.S. Program in School Psychology follows a practitioner-scholar model that provides a foundation on which program goals and
Program Objectives

The primary objectives of the program are to develop School Psychologists who demonstrate understanding of, value for, and competence in the following areas:

• a comprehensive knowledge base related to psychology, including cognition, human development, social influences, and individual differences in learning and mental health, and education including learning theories, school systems, special education law, and instructional interventions;

• developing, integrating, and applying research, evaluative procedures, and new knowledge in the field, to the process of solving both practical and theoretical problems;

• providing excellent clinical service in areas of assessment including cognitive and academic skills, consultation with home, school and community agencies, prevention, crisis intervention, mental health development, and program evaluation;

• communicating and collaborating with parents, teachers, and other professional colleagues to facilitate development and remediation for children, youth, and families from diverse backgrounds;

• social and professional responsibility, including ethical and legal standards and guidelines, as well as individual and cultural differences;

• effective use of information technology in assessment, communication, and collaboration;

• ongoing personal and professional evaluation and development.

One of the more unique qualities of this program is its emphasis on applied experiences. The students are in schools working with students from the first semester through the internship at the end of the third year.

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 field experiences within our program are considered one of our strongest features. Some practical experiences are integrated into coursework, such as 20 hours of shadowing school psychologists in SPSY 600 Introduction to School Psychology. In addition, all assessment classes – SPSY 666 Cognitive Assessment and Intervention, SPSY 667 Preschool Psychoeducational Assessment and Intervention, SPSY 670 Diagnosis, Treatment, and Management of Reading Disabilities, SPSY 677 Behavioral Assessment and Intervention, and SPSY 682, and SPSY 682 Personality Appraisal I – require the administration of instruments. Other didactic classes including SPSY 680 Consultation and COUN 533 Techniques of Counseling also require applied activities.

During the first year, candidates enroll in SPSY 678 Practicum in Psychoeducational Interventions. Candidates participate in two major activities. The first is an academic assistance after school program, Reading Enrichment through Academic Development (READ), held at a local elementary school for 50 minutes three times per week. During READ, candidates provide remediation instruction to students at-risk for failing in reading or math. Students are referred by parents or teachers. The candidates conduct initial evaluations, deliver research-based interventions, collect and interpret progress-monitoring data, and adjust interventions. The candidates are supervised by the assigned professor for all activities. The candidates complete reports and share them with the students’ parents and teachers. The candidates also conduct weekly social skills sessions in a small group setting to at-risk students. The selection of the students and the remediation are supervised by the elementary school’s counselor. Candidates prepare monthly reports on the activities.

During the second year of the program, candidates enroll in SPSY 686 Practicum in School Psychology. This practicum is divided into three components. The first component requires candidates to spend 8 hours per week working with a school psychologist in the field. Practicum placements are assigned by the supervising professor in consultation with the directors and school psychologists of the cooperating school districts or special education cooperatives. The purpose of this experience is to prepare the candidate for the roles typically performed by local school psychologists. For the second component, the candidates spend 4 to 6 hours per week at a local elementary school working with the special and general education staff in conducting formative assessments, interpreting universal screening data, delivering intensive interventions, collecting and interpreting progress monitoring data and revising interventions. The purpose of this experience is to prepare candidates for the expanding roles school psychologists are performing in the field. The third major component of this practicum is cases at the Porter School Psychology Center (PSPC) within the University Hall Clinic. PSPC accepts referrals from the community. The candidates conduct initial interviews, develop an assessment plan, conduct an evaluation, prepare a report, and then provide the results back to the client. Candidates are supervised by faculty and advanced doctoral students during this experience. This experience allows the candidates to deliver services in a more clinical setting. Finally, candidates complete intensive one or two day field trips to specific sites to gain experience with special populations, such as preschool students, students with Autism and other low incident populations. The goal is to provide the candidates with exposure and experience with the special populations.
Finally, the candidates complete the program by completing a 1200 hour internship. At least 600 of the 1200 hours must be within a public school. All Ed.S. candidates have completed all 1200 hours of their internships in public schools.

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)

<table>
<thead>
<tr>
<th>Admission criteria are:</th>
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<tbody>
<tr>
<td>1. Undergraduate grade point average of 2.7 or above;</td>
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<tr>
<td>2. Graduate grade point average 3.25 or above (if applicable);</td>
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<td>3. Scores from the General Tests of the Graduate Record Examination reported to ISU;</td>
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<tr>
<td>4. Three letters of recommendation;</td>
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<tr>
<td>5. A personal narrative describing professional goals and how this program specifically contributes to those goals.</td>
</tr>
</tbody>
</table>

Students with strong credentials may be considered for admission even if #1, 2, or 3 is slightly below the standard.

Transfer of Credit

Students may be able to transfer previous graduate course work or substitute alternative course work to fulfill a requirement area. The determination of whether a transfer course meets the requirement of an area is a decision made by the student’s advisor based partially on recommendation of the faculty member who currently teaches the required course in question. Once admitted to the program, students are encouraged to meet with the Director of Training or other faculty representative to determine the appropriateness of any transfer courses. In order for courses to be considered for transfer, the applicant must provide a catalog description of the course and a copy of the course syllabus to the Indiana State University faculty member presently teaching the course.

School Psychology Retention Policy

School Psychology graduate students are expected to perform at the highest level in all academic and professional endeavors, including academic coursework, practica, and internship. Therefore, the following grade standards have been set for graduate students in all school psychology programs:

- If students receive a grade of “C” in any one graduate course they may continue in the program without retaking the course providing that (a) they maintain the minimum GPA required by the School of Graduate Studies; and (b) they achieve competency in areas included in the course.

- If students receive a grade of “C” in any two graduate courses they may continue in the program provided they (a) retake the course in which they received the second “C” and receive a grade of “B” or better, (b) they maintain the minimum GPA required by the School of Graduate Studies; and (c) they achieve competency in areas included in the course.

- If students receive a grade of “C” in any three graduate courses (including courses retaken) this is considered grounds for dismissal from the program.

- Students are expected to demonstrate academic integrity in all aspects of their training in the program. Students who violate this policy will receive disciplinary action as determined by the School Psychology faculty within university guidelines. Academic misconduct could result in removal from the program. Examples of academic misconduct include plagiarism, dishonesty, and cheating.

Graduation

Application for graduation must be made by the date specified in the Graduate Catalog http://www.indstate.edu/gradexpress/graduation-apply.htm.

In order to graduate from the School Psychology Ed.S. program the student must:

- complete all program requirements, exclusive of the research project, with a grade point average of 3.5 or above;
- complete a minimum of 75 semester hours of graduate course work, with a grade point average of 3.50 or above;
- complete the Ed.S. project;
- complete the Ed.S. internship satisfactorily as determined by the Director of School Psychology Internships;
- pay the graduation fee;
- be recommended by one’s committee, the Director of Training, the Department of Educational and School Psychology, the Dean of the School of Education, and the Dean of the School of Graduate Studies.

Assessment of Dispositions

During SPSY 686 Practicum in School Psychology, candidates are evaluated by the faculty on a disposition scale approved by the Bayh College of Education. During SPSY 791 Internship in School Psychology, candidates are evaluated using the same form by their field supervisors.

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>Syllabus for SPSY 600 Intro to School Psychology</th>
<th>Syllabus for SPSY 670 Diagnosis Treatment, Management of RD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus for SPSY 677 Behavior Assessment and Intervention</td>
<td>Syllabus for SPSY 678 Practicum in Psychoeducation Intervention</td>
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<tr>
<td>Syllabus for COUN 533 Techniques in Counseling</td>
<td>Syllabus for LAB for COUN 533 Techniques in Counseling</td>
</tr>
<tr>
<td>Syllabus for EPSY 620 Foundations of Quantitative and Qualitative Research</td>
<td>Syllabus for EPSY 666 Cognitive Assessment and Intervention</td>
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<td>Syllabus for EPSY 621 Development through the Lifespan</td>
<td>Syllabus for SPSY 667 Preschool Psychoeducational Assessment</td>
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<tr>
<td>Syllabus SPSY 685 Seminar in School Psychology: Ethics</td>
<td>Syllabus for EPSY 628 Biological Bases of Behavior</td>
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<tr>
<td>Syllabus for PSY 603 Proseminar in Learning and Cognition</td>
<td>Syllabus SPSY 682 Personality Appraisal I</td>
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<td>Syllabus for SPSY 686 Practicum in School Psychology</td>
<td>Syllabus For EPSY 612 Statistics Method</td>
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<td>Syllabus for EPSY 624 Survey of Psychological Theories</td>
<td>SPSY 680 School Psychology Consultation</td>
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<td>SPSY 690 Directed Study in School Psychology</td>
<td>Syllabus for COUN 666 Multicultural Counseling</td>
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<tr>
<td>EPSY 626 Child and Adolescent Psychopathology</td>
<td>Syllabus For SPSY 785 Advanced Seminar in School Psychology</td>
</tr>
</tbody>
</table>

Table A Candidate Information
Attachment C Program Handbook
Program of Study Complete
BCOE Diversity Plan
3 Blind Transcripts
Syllabus for SPSY 791 Advanced Internship School Psychology
Attachment F Response to NASP standard III
Internship contract, approval, and plan
Attachment G Internship Summary
Internship log 2
Minutes indicating discussion of curriculum issues #2
Minutes indicating discussion of curriculum issues #4

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>
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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 - School Psychology</td>
<td>During 3rd year internship</td>
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<tr>
<th>Assessment #2</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
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<th>Assessment #8</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
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<tr>
<td>Assessment #2: (Required) -</td>
<td>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>Grade Matrix</td>
</tr>
<tr>
<td>Assessment #3: (Required) -</td>
<td>PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practice that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.</td>
<td>Practicum Evaluation</td>
</tr>
<tr>
<td>Assessment #4: (Required) -</td>
<td>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>Internship Evaluation</td>
</tr>
<tr>
<td>Assessment #5: (Required) -</td>
<td>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.</td>
<td>Ed.S. Project</td>
</tr>
<tr>
<td>Assessment #6: (Required) -</td>
<td>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).</td>
<td>Ed.S. Project</td>
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<tr>
<td>Assessment #7: (Optional) -</td>
<td>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>Masters Case Presentation</td>
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</tbody>
</table>
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.

Annual portfolio

At the end of each year of the program

(2) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(3) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(4) 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>Standard</th>
<th>#1</th>
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<th>#4</th>
<th>#5</th>
<th>#6</th>
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<tbody>
<tr>
<td>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.</td>
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<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>
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<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>
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<td>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.</td>
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<tr>
<td>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.</td>
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<td>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</td>
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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.
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.

<table>
<thead>
<tr>
<th>Assessment 1 data and discussion</th>
<th>Email exchanges with ETS about PRaxis scores 2010</th>
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<tbody>
<tr>
<td>email exchanges with ETS about PRAXIS scores 2011</td>
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See Attachments panel below.

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 2 data and interpretation</th>
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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 3 Rating Form and Directions</th>
<th>Assessment 3 Data and Interpretation</th>
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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.)
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

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

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

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)

The school psychology faculty have spent the last few years reflecting on the past NASP folio 2008 and student feedback. Given this
reflection the faculty are in the process of enacting several changes to the curriculum of the program. First, the faculty have reviewed the curriculum searching for overlap that was suggested from student feedback and preparation of the rejoinder of 2008. This examination led to the consideration of several changes: (a) combination of SPSY 666-Cognitive assessment and Intervention and SPSY 667-Preschool Assessment and Intervention; (b) incorporation of SPED 698D-Special Topics in Special Education: Law into SPSY 685-Seminar in School Psychology; (c) integration of SPSY 792-Field Research Project into SPSY 791-Internship in School Psychology; (d) inclusion of assessments and related interventions from SPSY 682-Personality Assessment into SPSY 677-Behavioral Assessment and Intervention, and (e) replacing PSY 603-Proseminar: Learning and Cognition with a new course in school psychology.

The combination of SPSY 666-Cognitive Assessment and Intervention and SPSY 667-Preschool Assessment and Intervention is based on the overlap between the overall processes in the assessments. To meet the needs of the increased demand on teaching assessment instruments, the faculty plan to add a lab section to the course that focuses on teaching the administration and scoring procedures for the assessments. In contrast, the lecture component of the class will focus on the interpretation and related intervention of the various scores. It is important that there be sufficient time in class to discuss the unique properties of the different instruments and the different populations. The faculty believe that with the inclusion of the lab sufficient coverage of both assessment procedures and interpretation.

Incorporation of SPED 698D-Special Topics in Special Education into SPSY 685-Seminar in School Psychology reduces the duplication of legal issues covered in both classes. It also allows for the students to focus on the portions of the law that uniquely apply to school psychologists, specifically the sections dealing with assessment and intervention.

Integration of SPSY 792-Field Research Project into SPSY 791-Internship in School Psychology is proposed to simplify the supervision and to assist students with understanding the relationship between the project and internship. Since the project required for SPSY 792-Field Research Project is completed during SPSY 791-Internship in School Psychology, it appeared appropriate to combine the courses.

The integration of content from SPSY 682-Personality Assessment into SPSY 677-Behavioral Assessment and Intervention represents the overlap between the understanding of behavior and intervening with students with emotional disabilities. The increased role of the Functional Behavior Assessment in the identification of students with emotional disabilities further emphasizes the closeness of behavior and emotions. Integration of the classes not only removes the overlap between the courses but also clearly establishes the importance of understanding behavior and its management.

The replacement of PSY 603-Proseminar: Learning and Cognition with a new course from the school psychology faculty is based on the feedback that PSY 603 focuses mostly on cognitive processes that relate to perception and other basic processes but limited information regarding learning. The faculty are proposing to replace the course with a new course that focuses on classical learning theories, the application of cognitive processes to learning and the importance of emotional factors to learning and behavior. The faculty believe that this new course will provide the school psychology candidates with the necessary theoretical knowledge to understand and develop interventions. The emphasis on the emotional factors fills a void in the curriculum and assists the students in understanding the emotional side of learning needs.

With respect to professional practice, the first practicum, SPSY 678-Practicum in Psychoeducational Interventions, has changed to provide a broader experience for the first year students. This first practicum has been offering candidates the opportunity to provide direct interventions in reading for the past several years. For the academic year 2010-2011, the program expanded to provide direct services to elementary students in math as well as reading. These services are delivered at the elementary school in the school library for 50 minutes three times per week. In addition, candidates are providing social skills training in a small group setting one day per week during school hours. These sessions are supported by the school counselor and last for 20 to 30 minutes. The second practicum, SPSY 686-Practicum in School Psychology, has also gone through recent changes. For academic year 2010-2011, the faculty wanted to increase the breadth of experiences that the candidates experienced. Specifically, the faculty wanted to ensure that students had experiences in working with preschool students and students with autism, low incident referrals, and RtI approaches to students with learning disabilities and students with emotional disabilities. The faculty contacted three sites—Greater Lafayette Area of Special Services, RISE Special Services, and Sullivan Greene Special Education Cooperative, one for each of the three areas. Candidates were divided into three groups and assigned to a rotation to work through each of the sites. Along with the rotation through the specialty sites, candidates worked cases in the Porter School Psychology Center and a more traditional site. While the candidates valued the experiences, the full rotations were very stressful. For this year, 2011-2012, the specialized site rotations are condensed into smaller field trips.

Finally, the faculty are working on improving the candidates’ knowledge of the NASP Professional Code of Conduct and how it applies to professional practice. This is being accomplished by aligning the content of SPSY 600-Introduction of School Psychology and SPSY 685-Seminar in School Psychology. Ethical principles taught in SPSY 600 will be reinforced and expanded upon in SPSY 685. In addition, during the lecture portion of SPSY 686, ethical issues related to practice and specific cases will be discussed.

See attached minutes of discussions of curriculum

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

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)
This is the end of the report. Please click "Next" to proceed.